TRANSCRIPT

NACE Town Hall: COVID-19 Update – Strategies for Collecting First-Destination Data

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Panelists:

Emanual Contomonolis, Senior Associate Vice President, Employer Engagement & Career Design, Northeastern University

Edwin Koc, Director of Research, NACE

Jennifer Lasater, 2019-20 NACE President Elect, Vice President - Employer, and Career Services, Purdue University Global

Moderator: Shawn VanDerziel, NACE Executive Director

>> Professional Development: Welcome to the NACE town hall, Strategies for Collecting First-Destination Data. Today's session is brought to you by HireVue.

HireVue is a global leader in video interviewing and interview assessments. Their enterprise-grade platform provides a faster and equitable way to evaluate talent. HireVue supports over 1 million graduate interviews annually and has solution for campus teams. HireVue has hosted almost 15 million
interviews for the 700 plus customers. It is my pleasure to turn this session over to today’s moderator and NACE executive director Shawn VanDerziel.

>> Shawn:  Hello, everyone!

And welcome to our town hall today.

It is great to have you with us.

Today's town hall meeting is about first destination surveys and the collection of data.

And I am pleased that we have three expert panelists are us who are well versed and very experienced with this particular topic.

And I am excited that they are willing and able to share their expertise with you today.

I want to give you the lay of the land, how we will be proceeding with today’s panel.

I'm going to start out with grounding us in some of the recent poll results that we have been collecting. We'll then turn it over to the panelists in a structured question session.

So I have a few questions that I will be throwing out at our panelists to answer to get us started with our session.

Hopefully, you will find that useful.

We'll be going through those questions probably for about 15-20 minutes and then, we will turn the session over to you, our participants in the town hall so you can ask questions and feedback on the things that you are hearing much and to have that interaction please feel free to use the Q&A box. The Q&A box when you have a question, also use the chat feature.

The chat feature is more interactive so in the interaction certainly if other attendees have input that they would like to give, if you would like to throw it out to the other attendees then use that feature as well.

So I also let you know that we can't hear you and we cannot see you.

So that is the importance of using the web chat or the Q&A feature at bottom of your screen.

But hopefully, you will be able to hear us.
If you are having any technical difficulties, we will post the zoom contact information up there.

And you can contact technical assistance.

So, I'm going to start out by providing you with some of our latest quick poll results.

Every Friday, we are posting the results on the NACE website.

And, the results I am going to read to you now are not on the website because they are the most up to minute results that we have and these will even change by the time that we post them this coming Friday.

I thought that I would read some of them that are relevant to today's conversation or closely there too.

One of the things that you might find interesting is that 14% of our college respondents, there have been 521 colleges that have responded to date.

14% of those 521 respondents have said that they are not planning on holding career falls this fall.

That is 14% not planning to hold career fairs this fall of 521 respondents.

Now 40% wrote in the comment section that this all depends on how things are going to develop over the coming months on whether or not they are going to hold career fairs and what format they are going to hold them.

They are just unsure.

Only 5% of the respondents so far have said that they are going strictly virtual with career fairs in the fall.

So I am going to guess that may change depending what happens with campuses and openings in the fall.

Also, 24% of the 521 respondents expect to go strictly virtual with what would normally have been on campus interviews in the fall.

So employer interviews, those coming to campus, 24% of our college respondents said that they are going strictly virtual with interviews for the fall.

So it is a very interesting statistic.
I want to turn to the employer side because this is really going to impact particularly results and data and the collection of that data and what you might find in that data from what the employers are saying.

So 2% of our employer group and there were 273 respondents so far from our employers.

2% of them said that they are revoking full-time offers.

15% are revoking internship offers.

So it is 15% of our 273 respondents.

For those that are continuing their internship programs, for this summer, 38% are moving them to virtual and 37% are delaying the start date of those interns.

You are seeing a lot of this in the news and other places where they are moving start dates from June to July for instance, sometimes, even shortening the length of the internships.

One last statistic from employer side, 40% expect to increase the level of virtual recruiting that they do in the coming year.

And 53% are just unsure.

So they don't know quite yet, they are in a wait and see mode in terms of what depth of virtual recruiting they will end up doing in the fall.

Again, these results will be posted on the NACE web site every Friday with the most up to date numbers and you can just click from the main page on the COVID-19 resources.

You will find them there.

These have also been pretty well published so far in various sources out there.

The media is picking things up Fast & Furiously.

All right.

With all of that in mind, I would love to turn this over to our panelist to answer some questions around first destination surveys and we have had a lot of activity and wonderment around how to perceive, how to do this in the virtual world.

And timelines.
I would love to ask Ed, the internal NACE expert on our first destination surveys to provide us with a little more information about our thinking on the actual collection of data and the timelines related to the collection of that data.

Ed.

>> Ed: Okay, thanks, Shawn.

Good afternoon, everyone.

I have the easy task here, because you can see my responses up on the screen already.

So we have had a number of questions about timelines, or first destination.

The first is really around the current year submissions, the class of 2019 coming up.

Our original due date was April 30.

We had a tremendous amount of disruption for individual schools, companies, everything.

And recognizing the fact that we had this disruption that has caused kind of chaos at all levels.

We have extended the due date for the class of 2019 submissions to June 30.

This isn't the first time that we have changed the due date for data submission.

We have actually, you know, the first year that we had it was March 15 and then changed to March 30.

And then we change to April 30.

So we have had different timelines for how long you can, before you submit your data to us.

So that, this kind of flows with what the situation is.

By contrast, in terms of data collection, we have always been extremely consistent as to the data collection period.

The protocols established that, the data collection period as ending six months after the end of the class year as defined by them.

That date is December 30.

For the class of 2020, that is the class, that is December 30, 2020.
We had a lot of questions of given the fact that students are not on campus.

Students may be difficult to contact.

We recognize that.

The problem is, we want to be able to do is present a true picture of what the, what the class of 2020 face in terms of outcomes.

In 2008-2009, we didn't have a reference standard.

Not a benchmark that we could actually put up against what the reality was during that recession.

We want to be able to do that for this period.

We recognize that it is likely to be a downturn.

The outcomes are probably not going to be as strong as what they would have been had the economy continued.

That is really important for us to be able to say up front that this is a true picture of what the outcomes were for the class of 2020.

The NACE, our objective is, basically, to provide an overall picture of what, of what the recruiting period, what the recruiting outcomes are for a class.

And to be able to benchmark that against other classes.

And we don't actually focus on individual schools.

We never actually publish data about an individual school so that is different.

So our objective is the overall framework.

From an institutional standpoint, what we always allowed you to do is while we ask you to report to us, the data by December 30, we don't require that you put that up on your web site or publish it in any way, shape or form.

You are free to modify that as you are free to modify the questions that you ask in your outcome survey.

That will continue.

And you are free to change that.
The only thing that we ask you to do is if you are referencing your outcomes for 2020, compared to 2019, and you are picking a different period of time, for 2020, that you are looking at, that you make it clear, so that the comparisons are more of an honest comparison.

>> Shawn: Hey Ed, can you, we had a question about the actual submission of data. Can you just reference how someone would know, let's say, this is their first time going through and submitting the information. How would they go about doing that? Or could they find the instructions for that?

>> Ed: The instructions are on our web site if you scroll down under first destination, under research reports and first destination surveys, the instructions are there. What you have, what we do is we send out a excel template, spread sheet, template that you can fill out with your aggregate information. And then, send it back to us. The instructions are on the template. Send it to research at NACEweb.org and we'll get it. We'll process it. That is all you have to really be able to do.

>> Shawn: Great. Thank you, Ed. I would like to ask Manny a question to get us moving around strategies for collection of data. Obviously, things have changed a lot. On college campuses.
People do it in a way of physical way.

I was curious, if you could share some of the best practices you employed and you know of, to collect those virtually and without having that physical presence on campus.

Then a second part to that question, which would be, for those career centers that aren't the ones to capture data, and maybe there is another office that does that on their campus, like institutional research as an example.

How, what are some of the best practices for that partnering?

And how might that have changed in the virtual world?

 Might you leverage those departments?

>> Manny: Right.

There is a lot to cover there, Shawn.

Thanks for that great question.

First, good afternoon everyone.

I would say in chaos, there is opportunity.

And I think that as we are facing all of the challenges, it does give us the opportunity to shift our own paradigms about how we think about these data and how we can leverage the data.

I'm sure, during the course of the discussion, we'll probe that from a couple of different ways.

First, I would say the following, I think that there is a real opportunity here to kind of move from the tried and true notions of passing out a survey at graduation which a lot of institutions do.

But the reality was, you got a high response rate but more often than not, you didn't still know the information that you wanted to know.

A lot of the students saying, I'm still looking.

Don't know yet.

So the idea of following up with students very typically with e-mail messages, or periodic, you know,
personal follow-up, I think that this whole shift towards a virtual world has really allowed us to kind of
balance that virtual connection with more personal connections.

So I think that one of the best practice strategies going forward is, you know, this information is really
terribly important.

I would argue, frankly, it is more important than ever before.

Because I think that students need to continue to get these positive messages that employers are
hiring.

We need to be able to celebrate the instances when they do.

So that is why putting the focus on collecting that information and shifting to a virtual format is one of the
most critical strategies for all of us going forward.

Finding out who those students are, they are graduating.

Crafting a thoughtful e-mail, including the electronic version of the survey or working with the institution.

Right now, who is probably doing a lot of virtual set-ups to take the survey questions.

And put it, let's say, behind the fire wall on a web site where students can go in and provide that
information to you.

I think that these are real opportunities to be thinking about that now and taking advantage of the virtual
culture.

It is also terribly important, the second part of Shawn's question, was really in and around those of us
that, you know, just don't have the resources, the band width to try to collect this data ourselves.

You know, and I know that one, Barry Watts from Columbia college said, you know, I'm a one-person
office.

And I'm sure she is partnering like everyone else, to say, how can I collect this data?

This is a really important opportunity for those of you who are not doing this.

And maybe relying on academic departments, for your own institutional research or decision support
offices.
Now is the time to be dialoguing with them.

Now is the time to compare notes about how might we might want to shift our strategies?

And look, I'll be honest, there is not one silver bullet solution that fits every institution.

Insta Ed, what you have to do is, take advantage of this virtual space right now and ask yourself, how, just like you are asking yourself, how am I engaging with graduates now?

To help them with their job search?

Think about those same modalities in terms of how to engage with them about collecting this data.

I think that personal and ongoing outreach that you could and should be doing, is really going to be paying off, incredibly powerfully, not only for your institution, in terms of the data, but also the individual students you are working with.

Shawn: That is great.

Do you have anything to add to that Jen?

>> Jennifer: I have been in the virtual world for ten years now.

I can tell you, you can do this.

It is possible.

Our knowledge rate is in the 90th percentile for quite a few years.

It is possible.

Hang in there.

I know it seems daunting.

What Manny said, it is key.

It is that personal touch.

For students to realize what career services here to help you do, makes a big difference.

So even if it is collaborating as Manny said, the best thing you could do is collaborate with everyone that
is asking these kind of questions because we know that there are academic departments that are asking survey questions, institutional effectiveness that is asking, instead of sending students out four different surveys for four different, you know, gatherings of data, get together.

Have a confab.

Get together on all of the questions you are going to ask.

Divide and conquer strategy on getting the information you need while having that personalized touch.

It is so important.

One of the things that we do, just to add to the fun of all of this, it is that we have 14 different end dates for our students in the university every year.

Not just two semesters.

So we are doing 14 different graduation dates in a year.

So what we do, we reach out to the students a few terms before graduation and say career services is here to help you.

We want to partner with you.

Celebrate with you.

Let's work together.

So we build that, always from the beginning in the classroom but do that additional outreach as they get closer.

There is this ongoing dialogue that should be happening with the students.

And it is not just fill out the form.

They are excited to share that information with you when they do get a job because they have a relationship with you instead of just this task driven kind of mental.

I also would recommend that you come up with a strategy for social media and celebrating everybody's new jobs.

And their victory.
It goes a long way.

Many of you have mentioned in recent roundtables that you really want to push the ROI of career services.

Working with a social media campaign on how you are celebrating your graduate success and the jobs that they are getting, going to help your overall ROI of career services to parents, to alumni, to employers, to students, and to the administration of your universities.

So I would say, come up with a strategic plan.

Think about the resources you can use.

Think about the fact that a lot of your staff are working remotely.

Everybody is right now.

Is there a way to shift their hours?

So that they could call students at night and follow-up.

Is there a way to, from the tools you have, like docusign to push out messages to students that makes sense and can still be personalized where staff member can follow-up and say, I know that you have this note from us, I wanted to talk to you about it.

Definitely strategize, divide and conquer.

You can do this.

We are all here to help you.

Shawn: To that point, Jen, as I'm wondering, Ed, for people who have detailed questions around that actual collection, or timing things, are there resource available for them to have some, to gain more information about this process?

>> Ed: Yeah, we do have a FAQ page that, well, frankly hasn't been updated it recently but will be updating it.
I noticed that, you know, on the NACE community, there has been a great exchange there with some ideas about how to encourage students to respond in a way, part of the FAQ to give you some direction if you are interested in enhancing your outcomes.

One of the points that Manny made was a great point, is the fact that the outcomes is reinforcement for a lot of students.

When we got involved here, one of the things that we really wanted to find out overall how it was, benchmark, as to how well students did within six months.

Because there was a lot of dialogue.

A lot of discussion about the fact that students weren't getting jobs or weren't being placed or that they were still at sea six months after the end of the school year.

It turns out, that really isn't the case.

That a lot of them, most of them, you know, 80-90% have located a landing spot within six months after graduation.

And consequently, that is kind of real positive reinforcement for people who may be struggling at the outset to continue to go forward.

>> Shawn: That is a good point, Ed.

Jen touched on this too.

We know that the outcomes are going to be different this year.

They just are.

There is an economic impact that is happening right now.

And people and their ability to start jobs, right?

So there are a lot of comments that are coming through around, you know, the sensitivity of asking for information right now.

The movement updates, considering the job search process, etc., etc.
I'm just wondering what advice our panelists have around one, the sensitivity of the timing that we are in and asking some of the questions.

Then, two, what about that data?

It is not going to be as good as it has been in the past.

>> Manny: Let me just say, we are all trying to be sensitive to not being tone deaf.

I know that everyone has that sensitivity of like, gee, is this the right time for me to ask students?

I know that they may be struggling.

I certainly appreciate that.

I think that it is very, very important.

I think that you could do that in a thoughtful, supportive way.

Remember, this is not just a transactional kind of, give me data because it is important kind of thing.

This gives you an opportunity to think about that messaging.

You know, in a far more student centric sensitive kind of way.

For example, when you reach out, don't say, hey, just here is a survey that I would like you to fill out.

Say hey, just want to remind you, that our team is here to support you in the job search.

We know it will be a struggle.

We want to remind you, we are here to help you.

Here are some things you can do.

By the way, if you found a job, we would love to hear from you.

Here is a survey that could help us understand where you are at relative to that search.

So you can craft messaging, that is a lot more sensitive rather than transactional.

I think that is really terribly important and kind of minimizes the fears of being tone deaf in this time.

We all said it, know it, the kind of traditional spread sheets and summary reports, they are not going to look as good.
We know that.

Think about how to tell the story differently.

In those cases, go back and celebrate individual students.

Talk about those, highlight those in your reporting and in the kind of things that you do to help demonstrate to the community about the value of core services.

That is celebration piece, you can highlight students from each of your various schools and colleges or different degree levels.

And talk about their successes.

Because one of the real opportunities you have here, as you collecting the data, think about it as useful beyond just the statistics.

Think about the students who have had a successful search.

Could you bring them in, ask them to volunteer on a virtual panel.

Could you ask them to share some of their success stories with other students who are still looking.

I think that again, that kind of cycling of the information, and thinking about leveraging it in different ways than we have in the past, is really, really potentially impactful for your efforts.

>> Shawn: Jen, anything to add?

>> Jennifer:

Some are asking to make it mandatory and requiring them, I think if you inform you are going to get much further than making something mandatory.

One of the things that we do on our form that we send out.

We don't automatically send it to people.

We have a discussion and introduction first.

We talk about why we are here to help them.
One of the things at the top we explain why we are collecting this data.

And me explain that, number one, it is for insuring the quality of the curriculum and making sure that they get jobs in the field they have chosen.

Also, we mention as we look at it as a benchmark against NACE’s data.

Just informing students on that, they are more apt to say, that is really interesting.

I'm really glad to contributing to this, versus saying, here is a form and fill it out.

I think that it is as Manny has reiterated, it is a time to personalize services.

You have to be clever how to do that.

If you are a one person shop, I used to be a long time ago.

You have that call, you can't call a few thousand people in a week.

It is not possible.

Using technology as a tool to your advantage and thinking about how you can push out a message, and then follow-up on it effectively will help you a great deal while still adding that personal touch.

Another thing we do with the team, we organize by school.

Every one on my team, is expected to be subject matter expert in their field.

Then also sharing articles and information and just today, somebody sent out something on who is hiring in our field of study, sharing that information and providing a source of knowledge from career services to your grad, they will value that relationship even more.

Add that value added expectation into the relationship.

And it is going to help you long term with building relationship with that graduate and then helping them get a job in celebrating the job.

Which helps.

>> Manny: Shawn, if I may, Jen triggered something, we always talk about how to develop career services ecosystems.
How to scale services.

And you know, these times really, I think, open up the door conversations that might have been more challenging before.

So this whole idea, Jen described to you, circumstances that were very similar to my efforts when I was at RIT, but quite bit different now at northeastern where I don't, I am not directly involved in doing that, my office.

But especially for smaller campus, this is the opportunity you have to partner with faculty, academic advisers, ask them to help with the outreach.

Ask them to help with the follow-up.

I think what you find is, when there are times that everybody is sensitive to the pressures that students feel, people kind of more open and willing to do things that they think that might be helpful to those students.

So there is another opportunity to not again take this all on your shoulders but think about who can partner with and who can be part of this effort.

And something as simple as this, collecting the data and reaching out to students, that initiative may have implications for down the road in terms of kinds of partnerships.

Just something else to think about.

>> Shawn:  I would like to throw out, we had quite a few questions on here around, you know, the situation that we find ourselves in, related to COVID-19, just isn't dissimilar to what happened in 2008 financial collapse where, you know, you may have already done your survey.

Or you may have started it.

Or you may do it and you know three months from now, things may have changed with that individual.

So a couple of things that people are asking, do you put, is there a special category that should be added to the survey related to COVID-19?
And those outcomes?
Should you ask students if they had an offer and withdrawn?
Report that?
Report it in some way?
Talk to us a little bit about the circumstances that we find ourselves in and the actual reporting of that data and thoughts on that.
Any of you?
Whoever would like to go first.

>> Manny: I'm happy to, having been one of those people who have been through, not only the 2008 but also the early 1990s and the early 1980s, believe it or not, when those, always down cycles. I think that one of the powers of the standards is, in addition to the core questions, we have always encouraged institutions to supplement those core questions with other kinds of questions. And I think that, for example, many of the colleagues, for example, in business schools, you know, have been not only sensitive to business school standards and standard, always historically taken keener interest to other aspects of the job search.
I think if you are an institution that wants to probe some of the issues, like you would like to get a better understanding of how many people had offers withdrawn or how many people were in situations where they were offered the late start dates, I think that the beauty is, you can adapt your own survey efforts to accommodate whatever topics you want.
Again, I think that these, Jen mentioned earlier, the idea of strategic plan for doing this.
Kind of gives you that opportunity to think about, well, if we are going to ask this, what else are we going to ask?
Who are other stakeholders that may have a vested interest in knowing some of this as well?
Jennifer: One of the things that we do, anything that we would need for reporting, whether it is for problematic report, anything like that, all on one form so that we are not resurveying students over and over again.

Another thing that we do with them, when we are talking to them, is let them know, if your status changes, if something happens, if you want to inform us as to what is going on in, you know, this isn't a one and done.

We want to continue the conversation.

So I know that some of you are asking if you have to resurvey people, that is a big effort.

I would say, from my standpoint, we let students know, to let them know if your status changes.

All of us have plenty it do without having to resurvey people that we already surveyed.

I think it is taking that practical approach.

I don't anticipate adding any questions that are required of us for next year.

I hope not.

Ed: We did.

We changed the standards and protocols to include gender and ethnicity.

So I did put them in, only for the summary data for the degree.

Jennifer: Not adding any additional COVID-19 questions?

Ed: No.

Jen: I know we are tracking if impacted.

A myriad of things.

Had to drop out.
Had to delay.

A leave of absence.

Many different things.

Universities are cracking COVID-19 issues on a separate way.

Something to think about as well.

>> Shawn: All helpful.

Ed.

>> Ed: I was going to say, I would love to have the information with respect to COVID-19 questions but I’m not going to overburden by adding those questions to what we already are asking.

>> Shawn: That is a good point.

Another one of the respondents, in the web chat said something similar which is, be careful how many questions you are asking students.

Because it may turn them off at some point.

What you want to do is get the best useful information and to understand why you, you are using it and what, to be intentional.

Ask questions.

But to be very deliberate and to know you are going to do something with that information.

So that always let them lead you in that process.

Ed, I wanted to ask someone, was inquiring about knowledge rates, target of 65%.

But they are wondering, what the actual average is that colleges and universities have.

Do we have information on that?
>> Ed: It is close to 65% for the schools that responded to us.

But the range is enormous.

It is actually ranged everywhere from 3% to 99%.

So the overall average I think that is the last, last year was 64% for the bachelor's degree.

It is less for the master's and the doctorate and the associate's degrees.

But yeah.

The point is, I have gotten this a lot of times from somebody who is new to the process and wanting to know, if in fact, they could submit their data, if they don't have 65% and yes, you can.

It is, it is not a requirement that you, that you retain the 65% knowledge rate.

That is an aspirational level we have in the protocols.

>> Manny: One thing to add, if I may, following the chat, I think that Susan Proctor made a great comment relative to a handshake.

That made me think to make sure that we kind of are sensitive to our partners in terms of enterprise providers.

So handshake, 1220, simplicity, all are following these events as well.

And are providing their member schools with different kinds of functionalities and capabilities so, you know, handshake is one that is tracking a variety of trends as impacted by COVID-19.

So for those of you that use various tools, now is a good time to loop back around if you are using handshake or simplicity or 1220.

If you are user, you may benefit from having some of the conversations about adding additional questions.

Or benefiting by the kind of cumulative insights they are able to offer as well.

You know, we always recognized that those providers are always going to be able to add some additional insights and perspectives.
We certainly want to acknowledge those.

Both for you at an individual level but also how when you put all of that together, what the NACE analysis, what handshake is able to do with its partner, 1220 are able to do for their partners and so on, you put that altogether, it really helps give you a very nice view of the broad landscape.

Again, just want to reinforce Ed's point, when NACE is asking for the data, when NACE is looking at it, it is in a broad sense.

What is happening in the community.

It really isn't looking at your individual institution specifically.

How you tell your story, which is kind of how we started the conversation, is still within your hands and it still is very important that you craft that story to your circumstances.

Just as long as everyone knows, when you are reporting data, what cycles you are using and, you know, what methodology you used as long as transparent with that, properly aligned with the NACE standards.

>> Jennifer: It is important to know, if you are a school that isn't using one of those vendors, that is okay too.

Your school is using tools like survey monkey or docusign, the important thing is that you are trying to collect the data.

NACE appreciates any data you are sending.

Don't feel you have to be at that, you know, hopeful threshold.

It all helps all of us when we share data.

That is really important.

And speaking from a school that doesn't use one of the vendors, you know, we still are able to collect the data but it is that, that strategy that comes into play.
Shawn: Ed, we are getting comments and feedback around binary gender questions on the survey. Could you help us to address that.

Ed: Yeah, I, we use the gender ethnicity targets that lpeg uses. We just went, we wanted it to be consistent with what the, with what is collected by the federal government. And I, I understand that is kind of an awkward situation right now since they just use male and female. But so, that is why we went that direction. The same thing with the ethnicity categories. We stuck with what the current ethnicity categories are that they use. Since a lot of our data is actually generated by institutional research, not just career services, we wanted to actually make it easier for them since that is the way that they have to report to federal government. It is a little easier for them to keep those standards the same way.

Shawn: I think certainly, you know, even based upon the feedback here, and the chat, it is something that we will address. And we'll take a look at. And you have our commitment that we will figure a way forward to make sure that this is certainly user friendly but also reflects where we are in society today. So we'll take that on, going forward.

Ed: I will say, in our own student survey, we have a non-binary choice among gender. But for this, we wanted to be consistent with the way that they are reported to the federal government.
Yeah, we will figure out a way forward.

So exactly.

We can certainly be a leader in this way and help to push some of this forward.

So we will be working on that.

Ed I want to circle back, one more question, just to clarify, a question about this one more time, around kind of the unemployment question that people might find themselves in.

So, you know, I have surveyed somebody now, but then I find out in December, that the person is actually unemployed.

What do I do?

The protocol, the revised protocols that we have is the latest data that you have is what you go with.

So if they find out in December that person is unemployed, who originally reported employed, they go with unemployed.

If in fact, it changes to employed or at a higher salary rate, then you go with the employ many for hire.

Okay, great.

I would like to ask the panelists, are, you know, knowing kind of where outcomes are going, what might be happening, are you, are you doing additional things to help students with the actual outcomes?

Are you doing something different with those?

With the job search efforts for the students coming upon graduation?

And Manny, certainly, as you eluded to earlier, you have a lot of experience the last time we had a downturn in the market.

Are you seeing similarities to that time period?
Manny: Well, certainly we are seeing similarities.

I think that it is very unclear with regard to the long term impact on the job market.

I think that it is likely we will hit at least some kind of recession in the period.

Because the overall shock to the system, never mind the federal investment in rescue packages, if you will to individuals, corporations including higher education, by the way, is all going to play its toll.

I do think that I’m sure as well.

Going through these cycles, the formula is kind of basic.

You have to look for where there is job growth.

You have to really emphasize that.

And clearly, anything in the healthcare medical services, as an example, is clearly an area, that is continued to have a significant need in talent.

I have been frankly surprised by the employers that are still posting jobs.

Still interviewing virtually.

Still looking to hire people.

I think that we have to continue to focus on those kind of positive messaging and make sure that student candidates understand that.

And that wherever we know those opportunities to be the case, by a job postings, or on-line application, that we are getting that in front of students.

I think that the traditional way of thinking like, well, let’s get it posted, and then students will apply and process will continue.

I think that we have to be a lot more aggressive with helping those students who are still looking and I know that Jen has done this in the past.

So have I.

Where we really, you are having difficulty, well, you give us your okay to forward your resume to employers that have an interest rather than wait to post and then have you find it and apply.
So I think that like these kind of expedited, let's cut out some steps in the process, is always very, very valuable.

So creating resume books.

Getting students permission to send their resumes, you know, in anticipation, or for particular openings before they are posted are some of the strategies that allowed us to kind of cut out those, those interim steps and get candidates in front of interest and employers as quickly as possible.

>> Jennifer: Absolutely.

I agree with all of that, Manny.

I would also say, another thing that we really emphasize heavily is it is about the quality of the search not the quantity.

If you are taking one resume and spraying and praying with your students, that doesn't help anybody.

It is really important, something we do with our students, really educate them on breaking down the job description.

Looking for exactly what the employer is looking for.

And then, you may have to customize your resume to really highlight those skills with the ATF systems being the way they are, you have to get through the first plans to really be able to sell yourself.

So we focus a lot more on the quality of the search than the quantity and I would also tell people to really think about new industries, like in healthcare, telehealth is a big growing field.

So IT students who have a interest in healthcare, do something in telehealth.

Or health and formatics program, are you promoting the latest opportunities for those students?

It is thinking outside of the box as well.

As an example, we have a legal studies program, all of our students want to be para legals but at the same time, look at documents in hospital, bank, government institution.

It is really putting on your thinking cap and strategizing with those students on what makes sense for
them and how they target skills to really promote themselves as the best candidate out there.

>> Manny: Those time honored traditions of casting a wider net, investing more time, being flexible with regard to your preferences.

You know, for the successful candidates they will be doing all of those things in addition to, as Jen said, really being very, very selective in presenting themselves.

And having various versions of their resumes in really kind of, you know, looking at areas and building that network.

Leveraging all of the tools that are available to them.

Once again, there is a lot of tools out there now.

And, this is, this is what I always consider to be peak LinkedIn time.

You know, these kind of challenges make it, you know, peak LinkedIn time.

There are so many ways to connect through those kind of platforms.

Again, not to mention, the handshakes, and simplicities and the other platforms as well.

But, you know, leaving no stone unturned is the bottom line here.

>> Shawn: There is a lot of chatter around the terminology in collecting data, there is that notion of collecting the latest data.

But the latest data isn't necessarily the first destination.

And so, I think that what we, I think that we, just to clarify one more time in this group, Jen, can you give your perspective on that latest versus first destination.

And completing the survey.

>> Jennifer: I always go with, can you sleep at night with that result?

And ask the student, if you see that the student's status has changed, ask them.
What do you consider to be your first destination?

Because students have a say.

You know, in how we record their employment information.

So, if you know someone became unemployed and only worked at employer for two days, is that a realistic expectation?

Of your university?

For me it is not.

Ethics are important.

Have you to be able to sleep at night.

I always tell my staff, you know, you always have to be proud of the work you are doing.

If you are not proud of something, chances are, you shouldn't be reporting it or doing it.

So I think that just that litmus test of making sure that you would be proud of reading about this result in the newspaper, or it being published, somewhere, it is a good rule of thumb.

Obviously, things happen and we don't know about them.

We do our best efforts to collect the best first destination data.

At the same time, there are, you know, it could be six months or longer for some people.

So having that dialogue and that relationship with the student that says, what is the realistic first destination outcome for you?

It goes a long way.

>> Manny: I would add Shawn, from a, from the way that you can see the standards and the way that we have been trying to follow it is, we talked about knowledge rate and the reason we develop the standards was, so that there would be consistency, reliability, validity to what people were saying and reporting.

And so I think that permeates and should permeate your thinking always.
So a student who graduates, let's say, and reports in June, that they have a job, but you find out later in September, that they lost their job.

At that point, you have not technically closed the books so to speak, at the end of December for that graduating class.

Ethics would say to me, that student is now unemployed and looking.

Now if you don't know that, if you, if you learn the following April that the student lost their job, would I go back and change the files for that last year's class?

No.

We capture for NACE's purposes at a moment in time.

So I think that the ethics say, at that moment in time, what do you honestly know about the student's status?

And that is what you should be reporting.

If you always say to yourself, is this an honest representation of these individuals collectively and individually, you are always going to be on safe ground.

>> Shawn: In terms of that, we had a couple of questions around the timing of the collection.

And the actual months to collect the data.

Are there best practices that you hope our listeners have?

>> Ed: In the revised protocols, we leave up to the individual school as precise timing.

We have a suggested timing.

And that is, at graduation, followed up three months later, followed up three months after that.

As not too burdensome, but following through with the candidates.

Generally, we have expected them, if they have an outcome, you don't go back and resurvey them.

Right?
You, you follow those who you don't know the information.

And you either have no information about, or who indicated they are still seeking.

If you find out about somebody who had an outcome but that outcome changed, then you modify that result.

But you don't actually go after that person, you know, continuously.

>> Shawn: I have a couple more questions here.

One of them, someone asked, are there stamps in creating form for students to complete if they intentionally choose not to pursue their chosen field?

Any thoughts about that?

>> Jennifer: We have a handful of students every year who tell us, some of them are working for the government and they can't tell us what they do.

We also have people who say that is none of your business, go jump in the lake.

That is okay too.

So actually, what we do, we document that and then we count it, it is no info.

We count it in that category because they haven't given us any information and not make an assumption.

That would go against your knowledge rate.

And that is kind of where you are taking the hit is on your knowledge rate.

But even with those situations, that we deal with, you know, on annual basis, we still have a really strong knowledge rate and a very strong career outcome rate that I'm proud of and again, I can sleep at night.

I would never assume anything.

Or try to cook the books with the numbers.
I mean, it is what it is.

We don't have that information and not giving it to us.

So no information.

>> Shawn: Jen, I'm going to ask another question of you, because, someone asked, because I know that you have had experience with this.

They asked about LinkedIn.

What about LinkedIn in this process?

Used?

Have you used it?

>> Jennifer: Years ago, was in standards and protocols.

I don't think it is in the latest.

We don't use it.

We have to actually speak to the graduate or fill out the form.

So we don't use it.

But we are different than other people and that is something that we decided as a university to do.

But that, you know, talk to your university.

See your comfort level.

See what your comfort level in that is.

I don't know why someone would lie about having a job on LinkedIn, but at the same time, if you could talk to a factual member or a parent, if that student is not getting back to you, speaking to faculty factor, in the standard and protocol, that is something that may be a short cut for people to validate and maybe you see that as a first source of information and follow-up on it.

Reach out to the graduate and say, hey, I saw, on LinkedIn, you posted you have a new job as a
consultant.

Congratulations.

I would love to talk to you more about that.

Follow up with it maybe that way.

But again, I am not here to police anyone on what they are doing and I would refer them to standards.

>> Manny:  Just to speak to the standards, I know, that LinkedIn is a source is still part of the standards.

So, you know, I wouldn't want anyone to be confused by that.

Jen is absolutely correct, you know, what, when we introduce this notion of knowledge rate, and alternative sources, it was not with the intent to deceive, but rather with the intent to think about something other than just a survey response.

So what we would suggest, consistent with the protocols is, if you are trying to track down the student, and you see on LinkedIn, that they have a job, or you hear about it, from a faculty member or someone else, what the standards say is please verify that.

Or make an attempt to verify that.

If you find that data at LinkedIn, and you ping the student and the student says, yeah, that is great. I never got around to reporting it.

Great.

Can I take a few minutes and gather some information from you?

Then arguably, came LinkedIn, but verified in a way that you feel comfortable including that information.

Again, you know, very often, even with a survey, students don't respond to every question.

And you know, the biggest challenge we have with surveys across the board in this space, is compensation.

You know, students will tell you, I'm working.
Students will tell you, where I'm working.

When you ask them how much they are getting paid, that is a little, that could be sometimes a little bit more uncomfortable.

So the fact that pieces of information are information, does not in and of itself say, the data that they did provide is invalid.

So that is why you have to continue to look at what makes sense for your institution.

And many institutions have standards.

With regard to what they are willing or unwilling to consider when it comes to collecting and reporting the data.

But the NACE standards are merely that way of bringing uniformity to it and giving every career services person a starting off point to have that discussion within their institution.

>> Shawn:  Very helpful.

Thank you.

One last question, hopefully a quick one.

Jennifer has asked, you know, we keep saying knowledge rates.

She finds that is confusing to some people, particularly on her campus.

Wondering if any of you use alternatives to that language?

>> Jennifer:  When I present to faculty or Deans or department chairs on our first destination outcomes, I will also equate it to a response rate and basically say, this is what we know about our graduates.

But when we use it in printed materials, we use NACE definition in the fine print just to be clear and let people know we are following the exact NACE protocols.

When you are trying to get people to understand it, sometimes we use, knowledge rate is a response rate from our graduate.
This is what we know and then the career outcomes rate is a direct correlation of what we know about our graduates.

So that is the way we do it.

>> Shawn: Great.

I want to thank our panelists today for your expert, expert advice.

This has been really helpful.

And, I want to remind everyone who is still on the chat, a couple of things.

One, two more town halls coming up.

One on each of the next two weeks.

And so I hope you will join us for each of those topics coming up.

We also be on the lookout for information, adding some new roundtables that will start up next week.

Very specific topics that might be interesting to you.

We'll be advertising those and sending those out.

Also, I encourage you to really jump into the NACE community.

A lot of resources there.

People having great conversations about all of the stuff that we talked about today.

And I would also encourage you, if you haven't yet, responded to our latest quick poll, please, please, please respond to that quick poll.

The more information that we have, the more helpful that will be to all of your colleagues.

And so, we look forward to reporting that on a weekly basis back to you.

With that, I want to thank you all for joining us today.

Thank you so much panelists for your information.

And, thanks for your great participation to everyone who joined us today.

This has been a lot of fun.
And we hope that it was helpful.

Have a great one.