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Beyond Academic Performance: Using Career Alignment Diagnostics to Improve Student Workforce Outcomes

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Abstract

Higher education institutions are facing increasing pressure to demonstrate measurable employability and workforce-readiness outcomes while responding to evolving employer expectations around adaptability, communication capability, career self-management, and long-term professional alignment. Despite growing investment in career services and student development initiatives, many students continue to make academic and career decisions based primarily on academic performance, external influence, or perceived labour-market trends without sufficient understanding of naturally aligned strengths, behavioural tendencies, motivations, and workplace fit. OECD findings involving more than 690,000 students across multiple countries indicate that a significant proportion of young people remain uncertain about future career pathways despite expanded access to career guidance support.

Institutional observations conducted through a structured career-readiness intervention involving more than 240 students reflected similar patterns, with many participants initially demonstrating low career clarity and limited understanding of long-term professional alignment. This presentation introduces an assessment-driven career alignment diagnostic framework designed to support workforce readiness through structured evaluation of behavioural indicators, workplace tendencies, interests, and occupational alignment markers. Early implementation findings demonstrated measurable improvement in student outcomes, with 68% of participants reporting improved career clarity and 72% demonstrating stronger confidence in understanding professional fit and workforce alignment. The session further explores implications for higher education institutions seeking more evidence-based approaches to advising effectiveness, employability readiness, and workforce transition outcomes.

Keywords: Assessment and Evaluation; Career Readiness; Graduate Employability; Higher Education; Workforce Alignment