Topics

Introduction and Context
Literature Review – Macro Trends
Primary/Secondary Research – Micro Trends
Applying the Findings
Measuring Results
Continuous Improvement
Introduction and Context
Background

Orientation for the research
  • Initial target: low-income working learners
  • Programs need to be relevant to the labor market, cost effective and flexible
  • Reach for broad scale
Research Process

- Literature Review
- Secondary & Primary LMI Analysis
- Apply Findings
- Measure Results
- Continuously Improve

Labor Market Data Topics

**Industry**
- Largest projected employment
- Fastest projected growth
- Largest projected growth

**Occupation**
- Size
- Projected growth
- Replacement rate
- Wage
- Education level (career pathways)

**Demographics**
- Age
- Ethnicity
- Education level

New opportunities
Curriculum development
Go to market strategy
Literature Review

Macro-Economic Trends
The skills gap is real. Alternative educational pathways will be required to fill the gap.

- **92%** of business leaders think Americans aren’t as skilled as they need to be.
- **44%** of business leaders believe workers lack soft skills.
- **54%** believe the education system does not teach the skills needed for today’s workforce.

Source: Adecco USA, 2017.
Employment outlook and skills stability, by industry

Trends

- Data Analytics
- Customer/Service Orientation
- Specialized Sales
- Human Resources
- Project Management
- Infrastructure
- New energy sources

“By 2020, the Fourth Industrial Revolution will have brought us advanced robotics and autonomous transport, artificial intelligence and machine learning, advanced materials, biotechnology and genomics.”

The World Economic Forum - 2016
“Writing, communication skills are scarce everywhere.... Lower-skill jobs seem to face the widest gaps in baseline skills.”

TOP TEN Skills Employers Will Need in 2020

- Complex Problem Solving
- Critical Thinking
- Creativity
- People Management
- Coordinating with others
- Emotional Intelligence
- Judgment and Decision-Making
- Service Orientation
- Negotiation
- Cognitive Flexibility

1 The Human Factor: The Hard Time Employers Have Finding Soft Skills, Burning Glass Technologies
2 Future of Jobs Report, World Economic Forum
Secondary & Primary LMI

Micro-Economic Trends
Occupation/industry trend reports

Examples:

• Fastest growing nonclinical frontline roles

• Insurance jobs affected by growing customer centricity and new technology

• Why data, social and mobile are prioritizing communications skills in more occupations

• Common employability skills
## Growing Industries

<table>
<thead>
<tr>
<th>Industry</th>
<th>2016 Employment</th>
<th>% change 2016-2026</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthcare</td>
<td>19,056,300</td>
<td>20%</td>
</tr>
<tr>
<td>Professional &amp; Business Services</td>
<td>20,135,600</td>
<td>10%</td>
</tr>
<tr>
<td>Leisure &amp; Hospitality</td>
<td>15,620,400</td>
<td>10%</td>
</tr>
<tr>
<td>Financial Activities</td>
<td>8,284,800</td>
<td>10%</td>
</tr>
<tr>
<td>Retail</td>
<td>15,820,400</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

## Large and Growing Occupations

<table>
<thead>
<tr>
<th>Occupations</th>
<th>2016 Employment</th>
<th>% Change 2016 - 2026</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software Developers</td>
<td>831,300</td>
<td>31%</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>634,400</td>
<td>29%</td>
</tr>
<tr>
<td>Information Security Analysts</td>
<td>100,000</td>
<td>28%</td>
</tr>
<tr>
<td>Operations Research Analysts</td>
<td>114,000</td>
<td>27%</td>
</tr>
<tr>
<td>Market Research Analysts</td>
<td>595,400</td>
<td>23%</td>
</tr>
<tr>
<td>Medical Secretaries</td>
<td>574,200</td>
<td>23%</td>
</tr>
<tr>
<td>General Operations Managers</td>
<td>2,263,100</td>
<td>9%</td>
</tr>
<tr>
<td>Sales Representatives</td>
<td>1,469,900</td>
<td>6%</td>
</tr>
<tr>
<td>Customer Service Reps</td>
<td>2,784,500</td>
<td>5%</td>
</tr>
<tr>
<td>Retail Sales Persons</td>
<td>4,602,500</td>
<td>2%</td>
</tr>
</tbody>
</table>

## Non-clinical healthcare roles: Cross-cutting DWAs

(MOS—Medical Office Specialist, MA—Medical Assistant, CHW—Community Health Worker, MRT—Medical Records Technician, OS—Office Supervisor, PR—Patient Representative ✓ = present; ✗ = not)

<table>
<thead>
<tr>
<th>DETAILED WORK ACTIVITY</th>
<th>MOS</th>
<th>MA</th>
<th>CHW</th>
<th>MRT</th>
<th>OS</th>
<th>PR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer questions from employees, colleagues, customers, or public</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Maintain confidentiality of data and information according to procedures</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Maintain cooperative relationships with clients, vendors, customers and stakeholders</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Operate computers to enter, calculate, access, and retrieve data</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Prepare technical, managerial, financial, or informational reports</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Respond to concerns from workers, parents, or students</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Advise internal and external clients, customers, and managers on technical matters, problems, procedures, and solutions</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td>Collect social or personal information</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td>Communicate health and safety information</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td>Interview persons to gather required information</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
</tr>
</tbody>
</table>

Source: O*NET

15 Source: O*NET
Key Capabilities: Non-Clinical Healthcare Roles

Understanding HIPAA
Communication
Using and understanding data
Teamwork
Writing
Insurance & billing
Locating information
Problem solving

Source: Interviews/focus groups with 50+ healthcare practitioners
## Insurance: Cross-Cutting DWAs

<table>
<thead>
<tr>
<th><strong>Task</strong></th>
<th>Customer Service</th>
<th>Sales</th>
<th>Business Analyst</th>
<th>Claims</th>
<th>Underwriter</th>
<th>Actuary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating with persons outside the organization</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Getting information</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Making decisions and solving problems</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Interacting with computers</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Processing information</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Establishing and maintaining interpersonal relationships</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Evaluating information to determine compliance with standards</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Organizing, planning and prioritizing work</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Updating and using relevant knowledge</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

*Source O*NET, insurance industry representatives*
# Quick-Service Restaurant: Cross-Cutting DWAs

<table>
<thead>
<tr>
<th>Skill</th>
<th>Crew Member</th>
<th>Shift Leader</th>
<th>Rest. Mngr</th>
<th>Multi-Unit Mngr</th>
<th>Network Trainer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage operational budgets</td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Provide customer service</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Assign work to staff/employees</td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Discharge workers using guidelines</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Hire workers</td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Implement company policies</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Recommend promotions, transfers, dismissal</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Recruit candidates</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Resolve conflicts</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Schedule employee work hours</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Send and receive email</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

Sources: O*NET, Focus Groups, Stakeholder interviews
Manager Profile: Quick Service Restaurants

**CHARACTERISTIC**
- Leader
- Energetic
- Has integrity
- Role model
- Coach
- Multitasker
- Guest focused
- Takes ownership

**SKILL**
- Basic HR
- Supervisory
- Delegation
- Sales
- Financial / Budgeting
- Inventory management
- Operational activities
- Time management
- Communications

Source: industry stakeholders
Career advancement competencies: call center, retail, food & beverage

FROM TACTICAL TO STRATEGIC

**Diminished Emphasis**
- Following Directions
- Pride in Work
- Numerical/Arithmetic Apps
- Customer Service
- Work Ethic
- Time Management

**Increased Emphasis**
- Creativity
- Critical Thinking
- Conflict Management
- Decision-Making
- Information Gathering
- Initiative
- Leadership
- Oral Communications
- Organization
- Resource Allocation
- Teamwork
- Technology/Tool Usage
- Written Communications

Source: Walmart Foundation funded study: surveys, semi-structured interviews, O*NET
Example: Retail bank career path typically requires growth in skills & education level

<table>
<thead>
<tr>
<th>Teller</th>
<th>Customer Service Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth required (from job description analysis)</td>
<td></td>
</tr>
<tr>
<td>Establish and solidify customer relationships</td>
<td>Responsible for meeting or exceeding sales goals</td>
</tr>
<tr>
<td>Resolves customer problems</td>
<td>Assess customer information and suggest product solutions</td>
</tr>
<tr>
<td>Provides exceptional customer service with support</td>
<td>Provides sound advice to ensure customer’s financial needs are met</td>
</tr>
<tr>
<td></td>
<td>Maintains strong product and sales knowledge</td>
</tr>
<tr>
<td></td>
<td>Leads, coaches and models quality customer interaction</td>
</tr>
<tr>
<td></td>
<td>Establish and solidify customer relationships</td>
</tr>
<tr>
<td></td>
<td>Resolves customer problems</td>
</tr>
<tr>
<td></td>
<td>Provides excellent customer service with support</td>
</tr>
</tbody>
</table>
Example: Call Center Career Path requires growth in abilities and education level

<table>
<thead>
<tr>
<th>Position</th>
<th>Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Account Executive</td>
<td>No education requirement</td>
</tr>
<tr>
<td>Supervisor, Customer Account Executive</td>
<td>BA or equivalent required</td>
</tr>
<tr>
<td>Manager, Call Center</td>
<td>BA required</td>
</tr>
</tbody>
</table>

**Growth required (from job description analysis)**

- Perform recruiting or hiring activities
- Manage budgets or finances
- Evaluate programs, practices or processes
- Evaluate personnel capabilities or performance
- Direct org operations, activities or processes
- Respond to customer problems or inquiries
- Sell products and services
- Develop operational procedures or standards
- Determine operational methods or procedures
- Authorize business activities or transactions
- Perform recruiting or hiring activities
- Manage budgets or finances
- Evaluate programs, practices or processes
- Evaluate personnel capabilities or performance
- Direct org operations, activities or processes
- Respond to customer problems or inquiries
- Sell products and services

Southern New Hampshire University
Applying the Findings
### College for America: Comprehensive Liberal Arts Education

**Competencies are divided into three key areas:**

<table>
<thead>
<tr>
<th>Foundational skills</th>
<th>Personal and social skills</th>
<th>Content knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>Personal effectiveness</td>
<td>Business essentials</td>
</tr>
<tr>
<td>Critical and Creative thinking</td>
<td>Ethics and social responsibility</td>
<td>Science, society, and culture</td>
</tr>
<tr>
<td>Quantitative skills</td>
<td>Teamwork and collaboration</td>
<td>Degree-specific competencies</td>
</tr>
<tr>
<td>Digital fluency and information literacy</td>
<td></td>
<td>Concentration competencies</td>
</tr>
</tbody>
</table>
College for America programs are competency-based and “stackable”

**Bachelor of Arts (BA) degrees**
- Management with Concentrations in Insurance Services, Logistics and Operations, Public Administration
- Communications with Concentrations in Business, Healthcare Management
- Healthcare Management with a Concentration in Global Perspectives, Communications

**Associate of Arts (AA) degrees**
- General Studies with Specializations in Business, Transforming the Customer Experience
- Healthcare Management

**Certificate**
- Healthcare Management Fundamentals
Example: Retail bank career path typically requires growth in abilities & education level

<table>
<thead>
<tr>
<th>Competencies developed by these SNHU learning modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sell Like a Professional</td>
</tr>
<tr>
<td>Connect with Customers</td>
</tr>
<tr>
<td>Analyze Customer Needs</td>
</tr>
<tr>
<td>Account for Business</td>
</tr>
<tr>
<td>Build Teamwork through Marketing</td>
</tr>
<tr>
<td>Establish and solidify customer relationships</td>
</tr>
<tr>
<td>Resolves customer problems</td>
</tr>
<tr>
<td>Provides exceptional customer service with support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible for meeting or exceeding sales goals</td>
</tr>
<tr>
<td>Assess customer information and suggest product solutions</td>
</tr>
<tr>
<td>Provides sound advice to ensure customer’s financial needs are met</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teller</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Customer Service Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teller</td>
</tr>
</tbody>
</table>

Southern New Hampshire University
College for America BA projects map directly to the competencies required for advancement

Correlated Topics from CfA BA in Management

- Employ HR
- Managerial Accounting
- Improve Org Effectiveness
- Employ HR
- Manage a Business Organization

- Improve Org Effectiveness
- Lead a Team
- Develop operational procedures or standards
- Determine operational methods or procedures
- Authorize business activities or transactions
- Perform recruiting or hiring activities
- Manage budgets or finances
- Evaluate programs, practices or processes
- Evaluate personnel capabilities or performance
- Direct org operations, activities or processes
- Respond to customer problems or inquiries
- Sell products and services

Supervisor Customer Account Executive

Manager, Call Center

Managerial Accounting
Improve Org Effectiveness
Lead a Team

Southern New Hampshire University
Measure Results

Student and Employer Data
Student Data
Survey Responses: Academic Skills & Teamwork (Students with Telecom Partner)

"SINCE JOINING CFA, I FEEL THAT MY ___ SKILLS ARE ___"

- **Writing**: % Better 69.81
- **Math & Calculation**: % Better 47.17
- **Teamwork**: % Better 50.94
Survey Responses: Applicability of Curriculum to Current Job (Students with Telecom Partner)

"I USE WHAT I'VE LEARNED AT CFA IN MY CURRENT JOB"  
(1=STRONGLY DISAGREE; 6=STRONGLY AGREE)

HOW HAS CFA HELPED YOUR CURRENT JOB?
Survey Responses: Applicability of curriculum to Future Job (Students from Telecom Partner)

"CFA WILL HELP ME WITH THE JOB I WOULD LIKE TO HAVE IN THE FUTURE" (1=STRONGLY DISAGREE; 6=STRONGLY AGREE)

DISTRIBUTION OF AGREEMENT (4-6=AGREE)

HOW WILL CFA HELP WITH YOUR FUTURE JOB?
Measuring impact on working learners: Anthem’s study of College for America program

- More than 30% of CfA students have been promoted (nearly 50% higher than non-graduates in similar roles).
- 73% or more of participants reported improvements in their foundational skills.
- Coursework is relevant and immediately applied on the job.
  - 62% have applied new skills on the job within the first 3 months; 80% within the first year.
  - 71% of respondents agreed/strongly agreed that their job performance improved due to program.
- Retaining Talent: Less than 5% of those who earned a degree have moved on.
- 88% had a higher/much higher perspective about Anthem as an Employer of Choice due to participation in College for America.
Student feedback (students in healthcare programs)

Is there anything you would like to share about how your CfA education has helped you with your current job?

• “Given me a better insight to the workings of healthcare, particularly the ACA.”
• “Helped me understand mandates, cultural differences and perspective of different communities.”
• “Understanding insurance companies”
• “I have a better understanding of the overall healthcare process from top to bottom.”
• “Work related to laws, ethics, health care reform, research, Medicare and Medicaid”
• “…the vocabulary I’ve picked up is life changing in itself. I can now understand some of the procedures being done…and why.”
“Every month I make rounds at the hospital on four patients to check on their Patient Experience. Since doing this (CfA program) I look at things differently. I talk to each patient a little longer and now ask them what are they looking for and what do they want to see changed that could make their experience better. I don’t just ask the set questions.”

“I have more empathy for my patients now. I didn’t realize that I was losing compassion and now I am more in tune with what my patients, and even what my co-workers, are going through on a day-to-day basis.”
Employer Feedback
WHY EMPLOYERS PARTNER WITH US…

Practical and relevant skills

“Our management teams have to … know how to work together. Many of the College for America competencies directly address collaboration. You don’t get this with any other program that I’m aware of.” -V.P. Human Resources, McDonalds

“Unlike existing business degrees in healthcare, the CfA degree [in Healthcare Management] focuses on helping employees manage a physician or ambulatory practice, coupling that education with an apprenticeship kind of model through real-world projects.” -Retired VP of HR and Organization Development, University of Pennsylvania Health System

“From my standpoint, people on the program gain a better skill of analyzing data and can apply it to business. A definite connection….Our employees learn something and can then immediately use it.” -Exec. VP, Human Resources, Fortune 500 Retail Partner

Improved retention, engagement, and pipeline

“College for America is a great tool in our toolbox that we’re able to give to our team members… We think this program is going to be a huge part of retaining our most promising employees.” –Sr. Director of Training and Organizational Development, Orange Lake Resort

“The program has had a positive impact and proved to be a motivating factor both personally and professionally.” -Logistics Manager, GWWO, USA

“It has built bench strength.” -Regional Operations Manager, Grifols

Education spending ROI

“We see an immediate ROI as our employees work on the program together and even share projects with colleagues and supervisors.” -Lisa Guertin, President, Anthem Blue Cross Blue Shield of New Hampshire
“Our partnership with College for America offers accessible, affordable and attainable degree programs to our employees… which we hope will deliver a workforce with the skills that are needed now and into the future as new health care delivery models continue to evolve.”

– MJ Ryan, Director of Workforce Development, Partners HealthCare
Continuous Improvement

Consider the labor market
Use data to inform change
  Student Outcomes
  Employer feedback
Build on what works