



Southern
New Hampshire
University

Workforce Relevance in Curriculum

IMS Global Digital Credentials Summit – 2/27/18

Topics

Introduction and Context

Literature Review – Macro Trends

Primary/Secondary Research – Micro Trends

Applying the Findings

Measuring Results

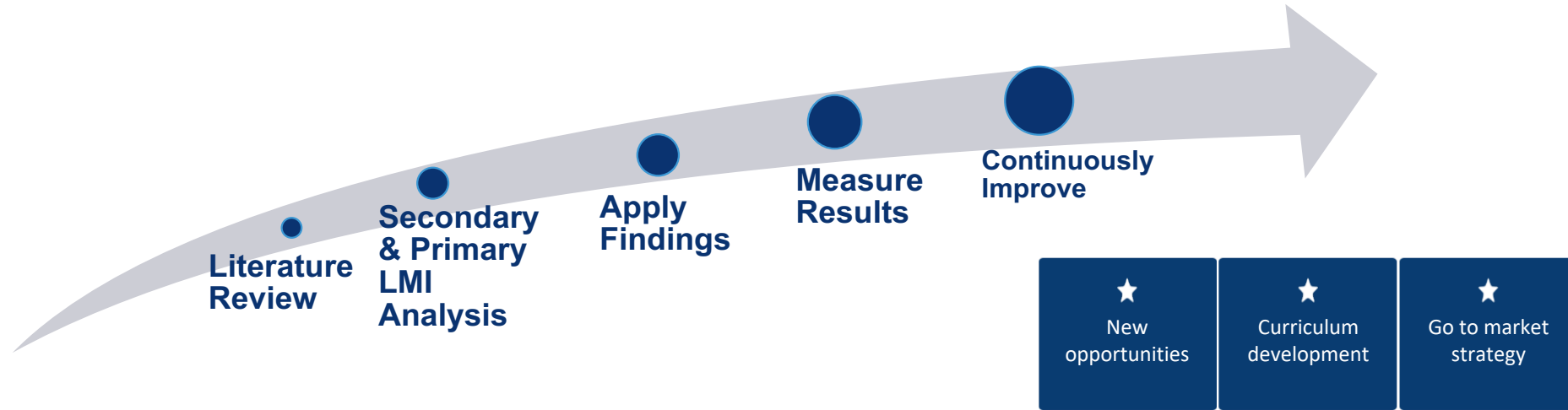
Continuous Improvement

Introduction and Context

Introduction & 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



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

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.

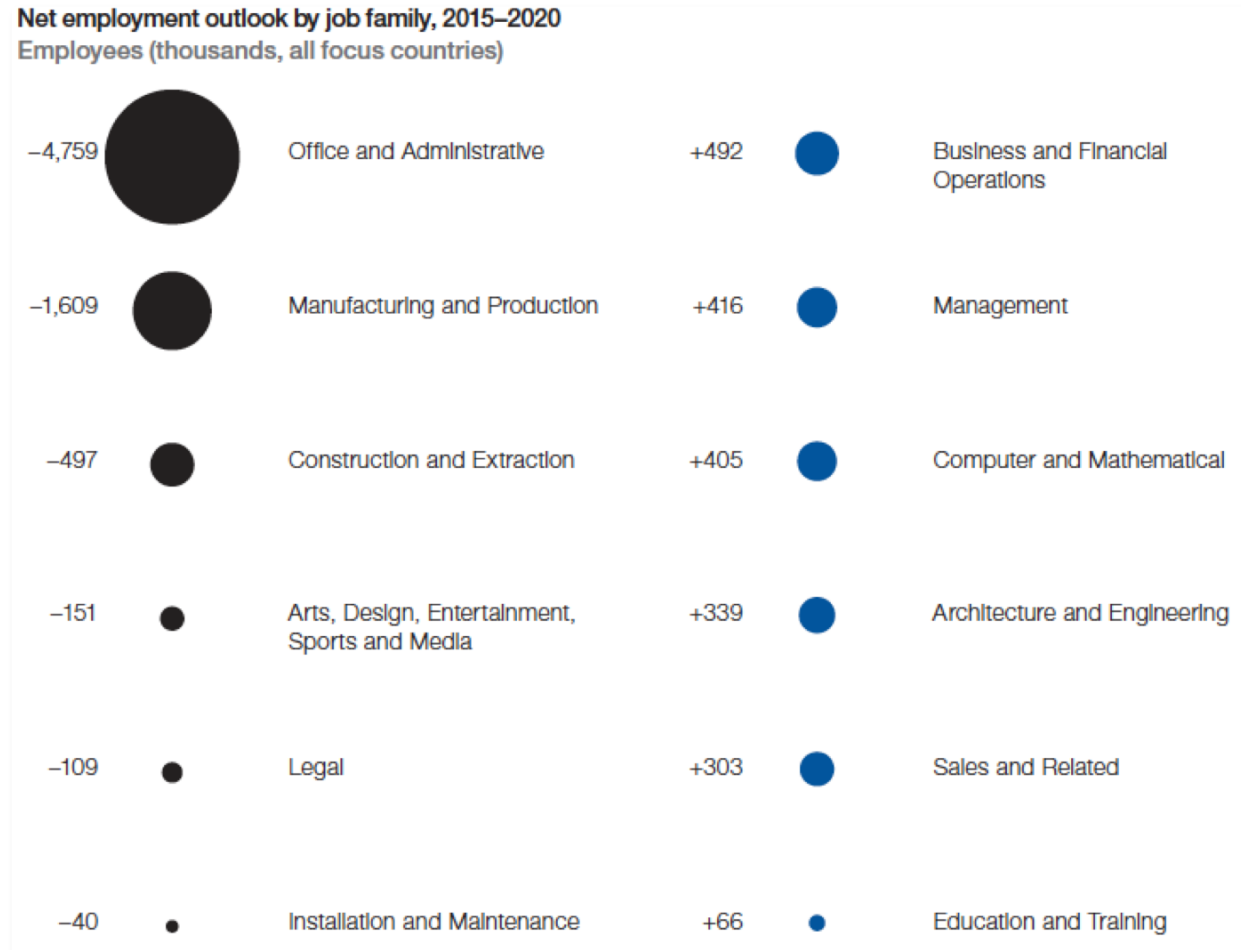
44%

Of business leaders
believe workers lack
soft skills.

54%

believe the education
system does not teach
the skills needed for
today's workforce.

Employment outlook and skills stability, by industry



Source: World Economic Forum 2016

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.”¹**



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

Industry	2016 Employment	% change 2016-2026
Healthcare	19,056,300	20%
Professional & Business Services	20,135,600	10%
Leisure & Hospitality	15,620,400	10%
Financial Activities	8,284,800	10%
Retail	15,820,400	2.6%

Source: Employment Projections program, U.S. Bureau of Labor Statistics

Large and Growing Occupations

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

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)

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

Key Capabilities: Non-Clinical Healthcare Roles

Understanding HIPAA

Communication

Using and understanding data

Teamwork

Writing

Insurance & billing

Locating information

Problem solving

Insurance: Cross-Cutting DWAs

	Customer Service	Sales	Business Analyst	Claims	Underwriter	Actuary
Communicating with persons outside the organization	X	X	X	X	X	X
Getting information	X	X	X	X	X	X
Making decisions and solving problems	X	X	X	X	X	X
Interacting with computers	X		X	X	X	X
Processing information	X		X	X	X	X
Establishing and maintaining interpersonal relationships	X	X	X		X	X
Evaluating information to determine compliance with standards			X	X	X	X
Organizing, planning and prioritizing work	X	X	X	X		
Updating and using relevant knowledge	X	X			X	X

Quick-Service Restaurant: Cross-Cutting DWAs

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

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

Career advancement competencies: call center, retail, food & beverage

FROM TACTICAL TO STRATEGIC

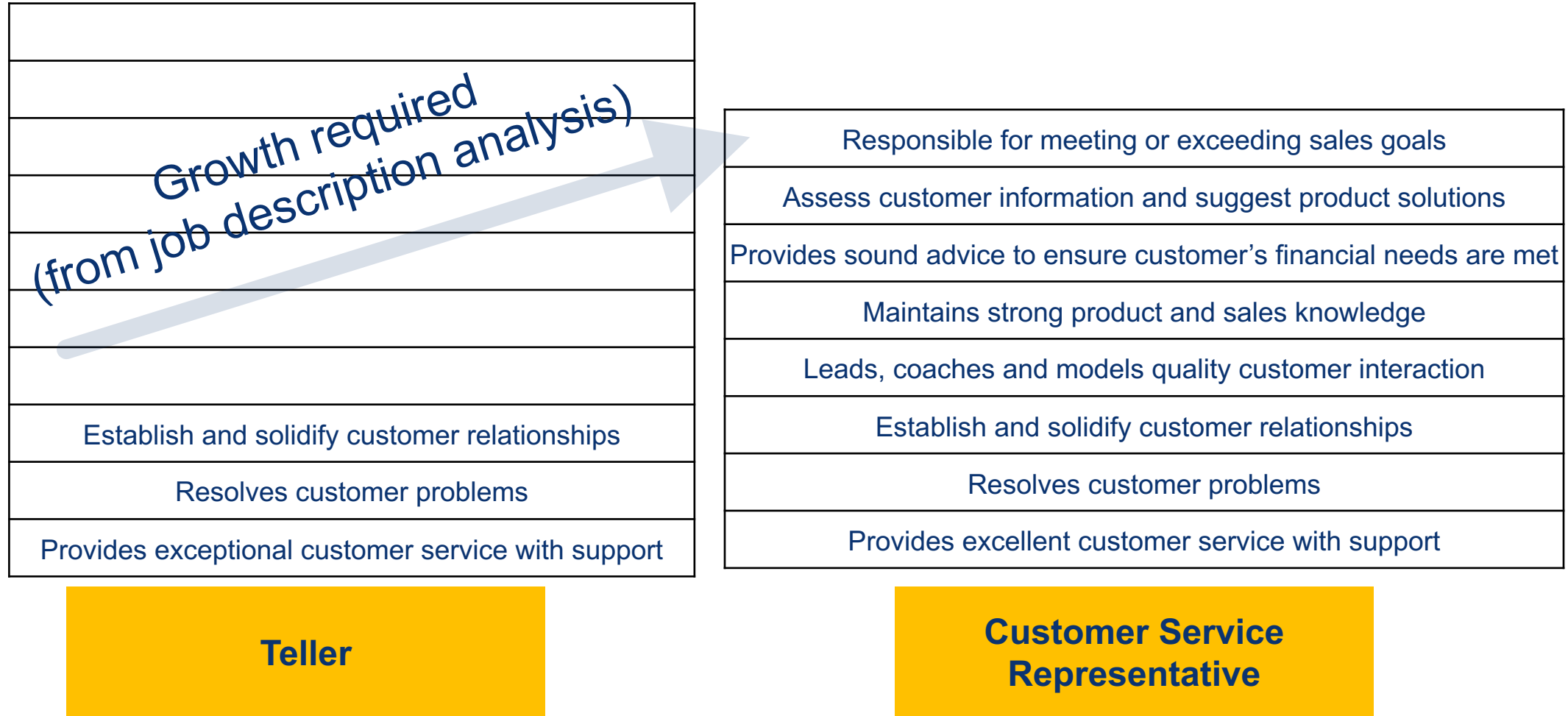
Diminished Emphasis

Following Directions
Pride in Work
Numerical/Arithmetic Apps
Customer Service
Work Ethic
Time Management

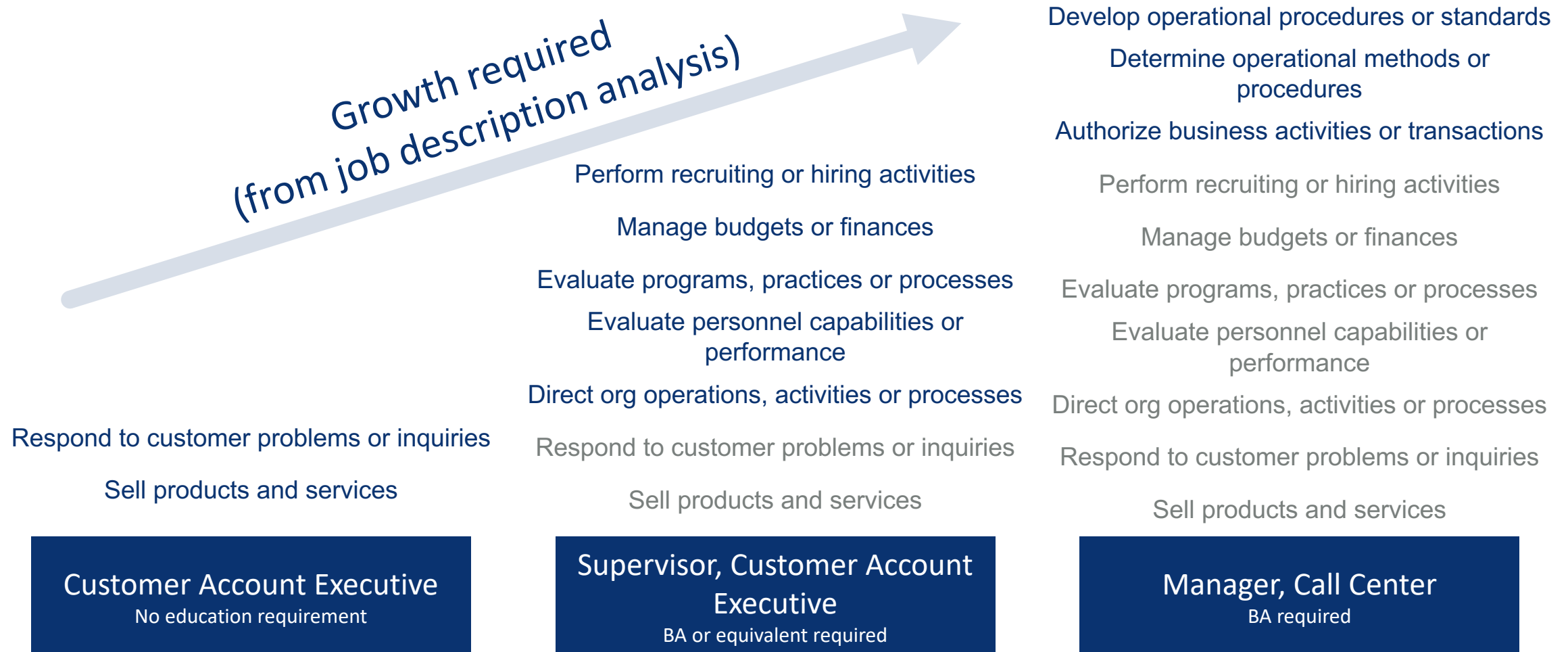
Increased Emphasis

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

Example: Retail bank career path typically requires growth in skills & education level



Example: Call Center Career Path requires growth in abilities and education level



Applying the Findings

College for America: Comprehensive Liberal Arts Education

Competencies are divided into three key areas:

Foundational skills



Communication Skills



Critical and Creative thinking



Quantitative skills



Digital fluency and information literacy

Personal and social skills



Personal effectiveness



Ethics and social responsibility



Teamwork and collaboration

Content knowledge



Business essentials



Science, society, and culture



Degree-specific competencies



Concentration competencies

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

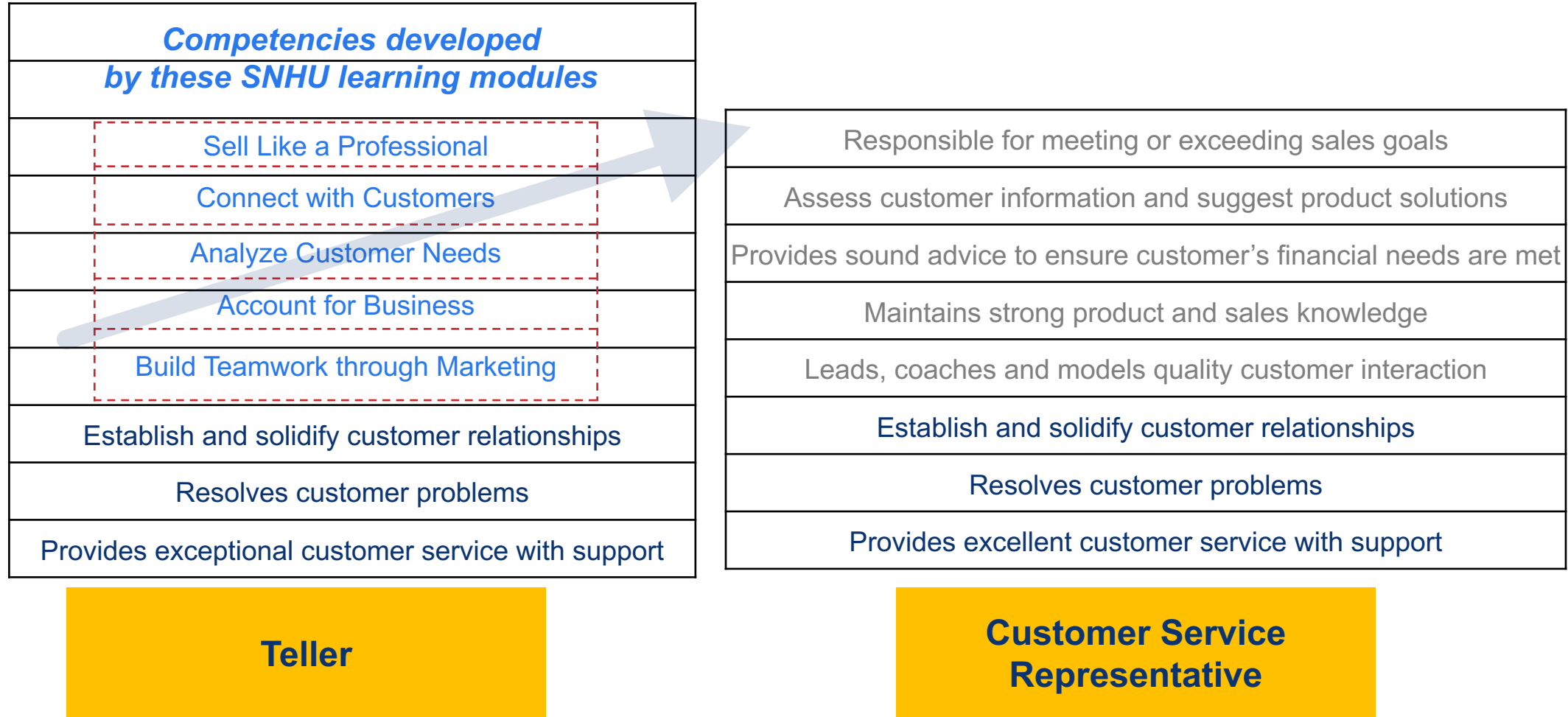
Healthcare Management



Certificate

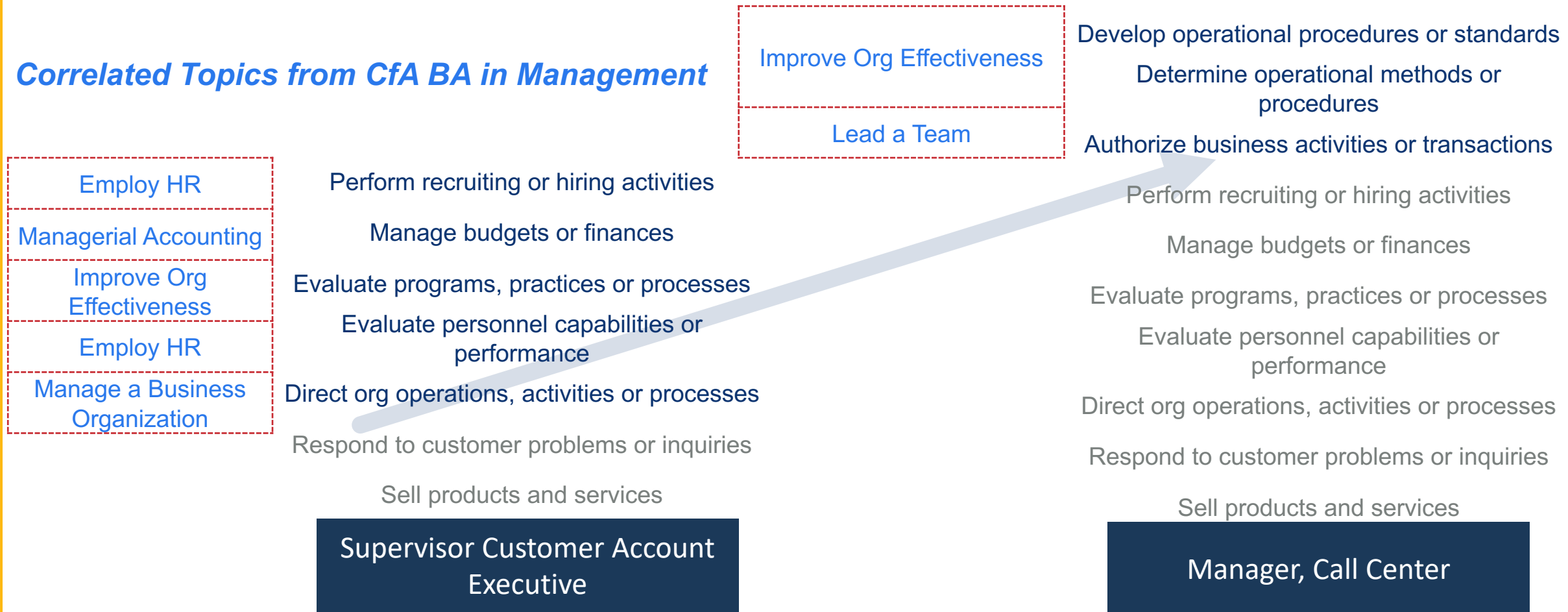
**Healthcare
Management
Fundamentals**

Example: Retail bank career path typically requires growth in abilities & education level



College for America BA projects map directly to the competencies required for advancement

Correlated Topics from CfA BA in Management



Measure Results

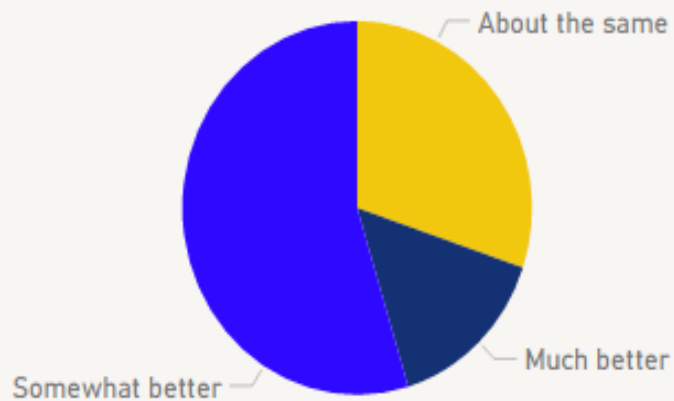
Student and Employer Data

Student Data

Survey Responses: Academic Skills & Teamwork (Students with Telecom Partner)

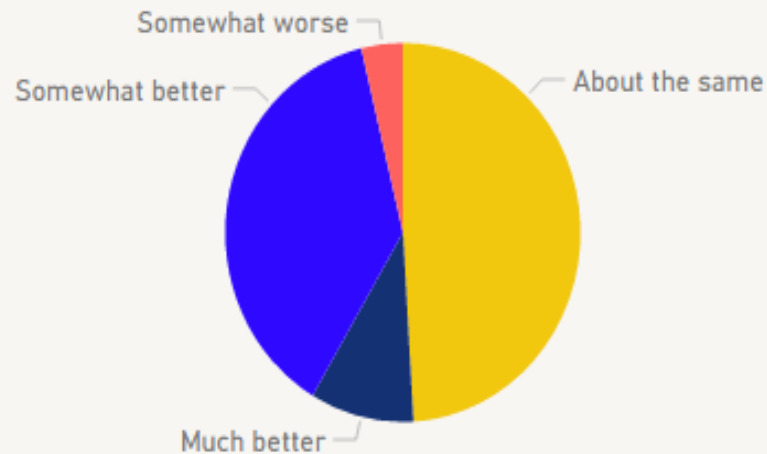
"SINCE JOINING CFA, I FEEL THAT MY ____ SKILLS ARE ____"

WRITING



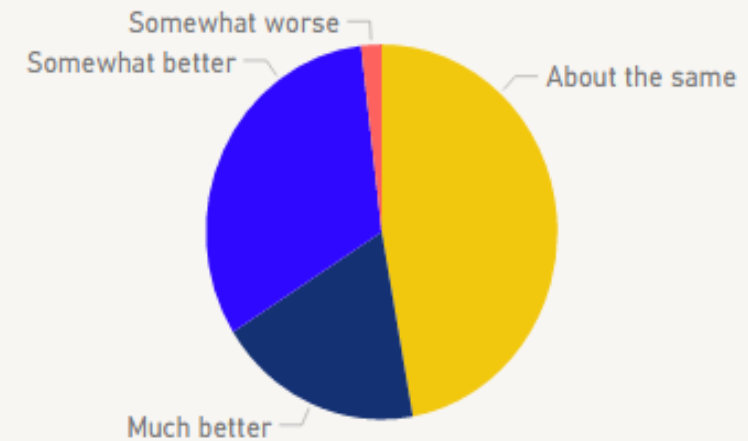
% BETTER
69.81

MATH & CALCULATION



% BETTER
47.17

TEAMWORK

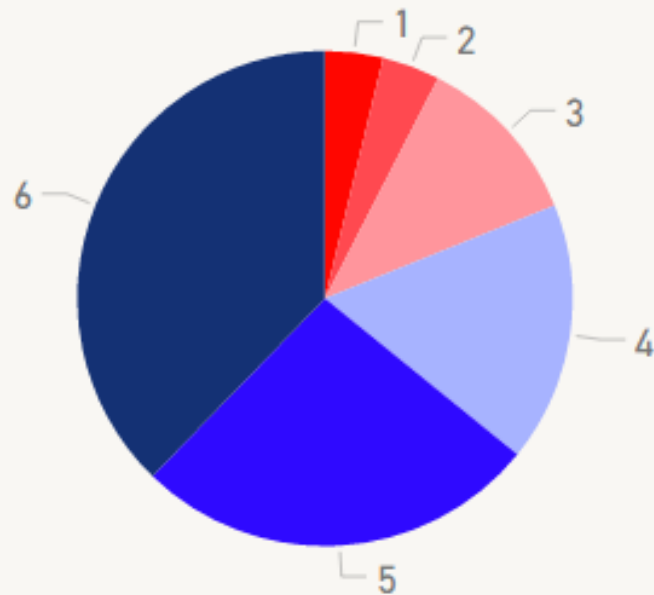
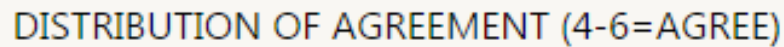


% BETTER
50.94

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?



PERCENT AGREE

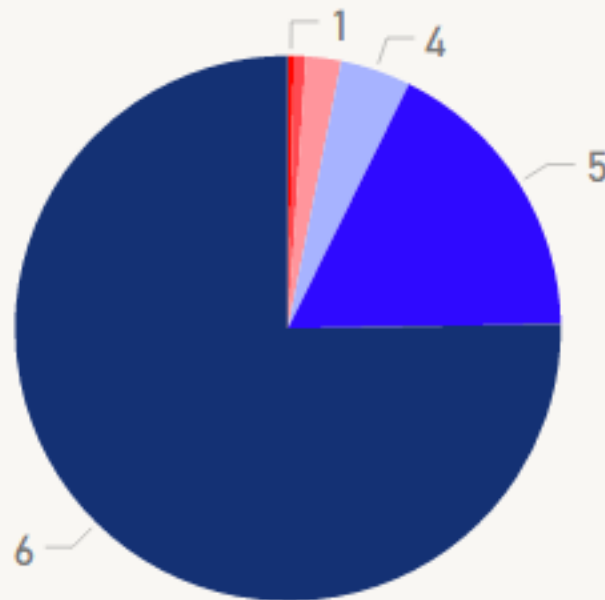
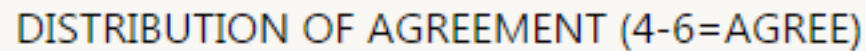
81.13



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)

HOW WILL CFA HELP WITH YOUR FUTURE JOB?

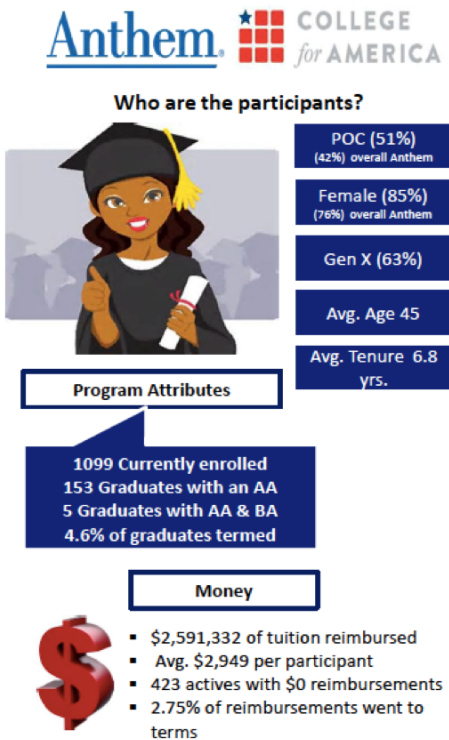


PERCENT AGREE

95.25



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