



CAPSEE Conference
September 19, 2014

★ Widening gaps only make filling positions more difficult

65%

of job openings will require at least some postsecondary education by 2020.¹

96%

of higher ed leaders believe they're appropriately preparing graduates for the workforce.²

11%

of business leaders strongly agree.³

71%

of employers prefer developing existing employees into management roles versus hiring, but report that they lack promotable skills.⁴

1 cew.georgetown.edu/recovery2020

2 insidehighered.com/news/survey/pressure-provosts-2014-survey-chief-academic-officers#sthash.SiRZb6um.dpbs

3 gallup.com/strategicconsulting/167552/america-needs-know-higher-education-redesign.aspx

4 collegeforamerica.org/WorkforceStrategiesSurvey



★ Today's Agenda: College for America 101

1. **Who we are**
2. **Our online competency-based education model**
3. **Academics**
4. **Partnerships**
5. **Questions**

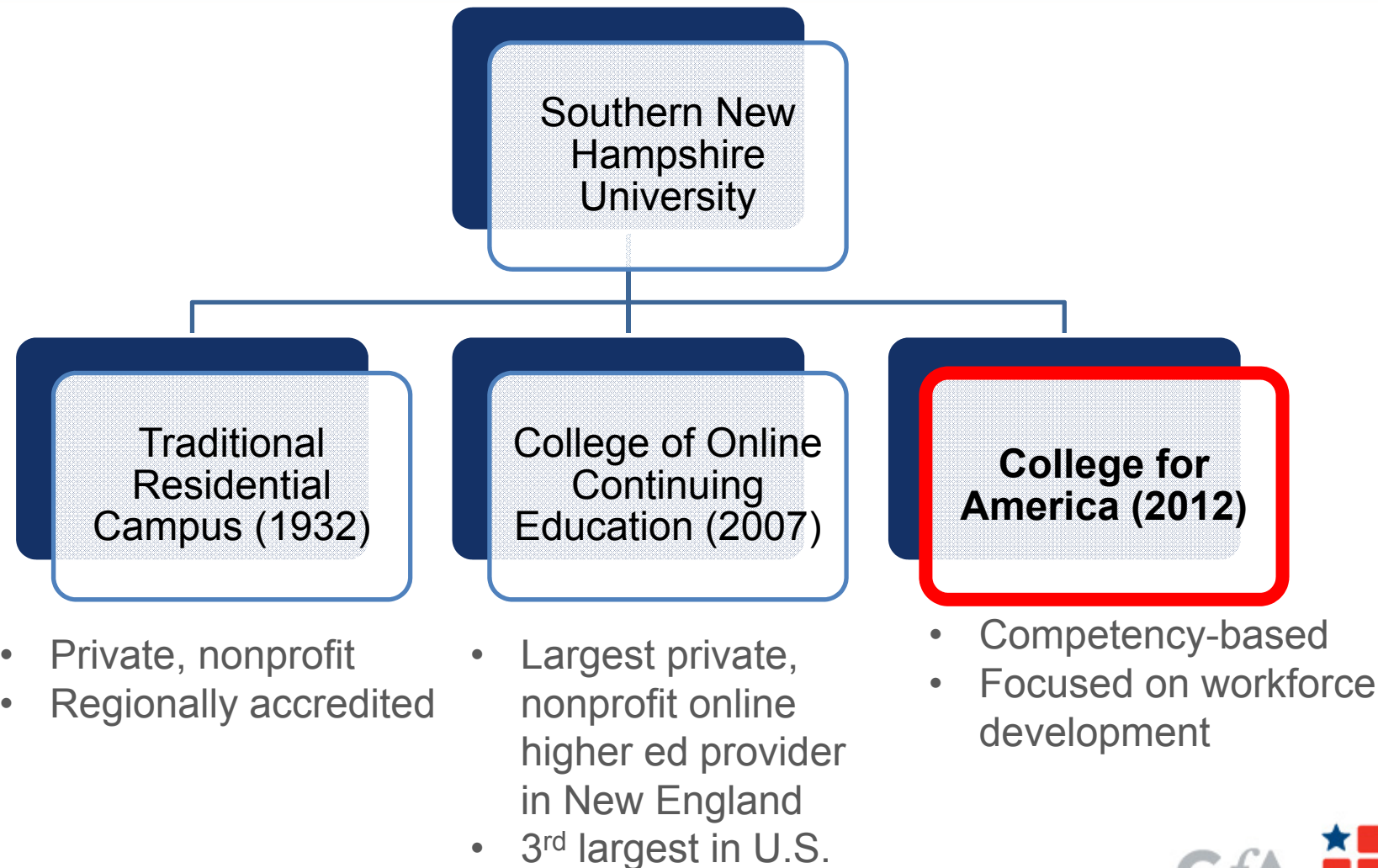




WHO WE ARE



★ Part of a nonprofit, traditional university



★ Unique college designed for working adults



Competency-based college degrees built for the workplace

- Learning through **mastering competencies**, not lectures and exams
- **Flexible**, online and self-directed schedule
- Uniquely **affordable** at \$2,500 a year
- Associate's and bachelor's degrees from a **respected, nonprofit** university





OUR ONLINE COMPETENCY-BASED EDUCATION MODEL



★ Competency-based education

Designed to be more relevant to the workplace

*Students build **personal and professional skill** rather than credit hours and grade points.*

Degrees requires mastery of 120 to 240 **competencies** (i.e. what you know and what you can do), including core competencies such as:

- Can **negotiate** with others to resolve conflicts and **settle** disputes
- Can **work with others** to accomplish a task
- Can speak effectively in order to **persuade** or **motivate**
- Can generate a variety of approaches to addressing a **problem**
- Can **plan and organize** work, including setting and meeting deadlines
- Can **convey** information by creating charts and graphs



★ Sample Gap Analysis

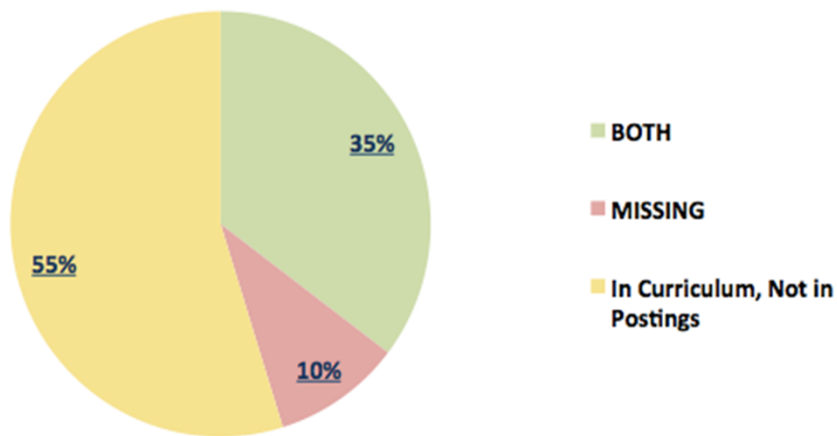
Match of Learning Objectives in Competency Curriculum at CFA to Skill Requirements for Sales Manager (SOC Code = 11-2022)

Overall goodness of fit between program's LOs and current demands = 78%

$((Bs \div (Bs + Ms))$

Cs don't factor into goodness of fit score

| Legend | Number | | %-age |
|---|------------|---------------------------------------|------------|
| present in Learning Objectives and in job postings | <u>118</u> | <u>BOTH</u> | <u>35%</u> |
| present in job postings but not in Learning Objectives | <u>33</u> | <u>MISSING</u> | <u>10%</u> |
| present in Curriculum's Learning Objectives but not specified in job postings | <u>183</u> | <u>In Curriculum, Not in Postings</u> | <u>55%</u> |
| Total | 334 | | 100% |



Course Alignment Detail

[Communication Skills](#)

[Quantitative Skills](#)

[Critical Thinking](#)

[Digital Competency](#)

[Teamwork](#)

[Personal Ethics](#)

[Personal Effectiveness](#)


[Business Content](#)

[Culture and Science Content](#)

★ Sample Gap Analysis (Continued)

| DWA |
|---|
| Titles |
| Advise department managers in personnel matters |
| Advise retail dealers in use of sales promotion techniques |
| Advocate an environment of success and professionalism |
| Analyze market or delivery systems |
| Design merchandise or product displays consistent with advertising or marketing campaigns or strategies |
| Develop programs for social media and bloggers |
| Establish display schedule |
| Establish employee performance standards |
| Establish recruiting procedures |
| Evaluate advertising promotions |
| Evaluate information from employment interviews |
| Evaluate management programs |
| Evaluate product quality for sales activities |
| Execute sales contracts |
| Hire workers to fill employment needs |
| Implement company or staff policies |
| Make revenue or sales forecasts |
| Manage individual and organizational contracts |
| Manage material resources to optimize use of manpower, tools, materials, and equipment |
| Manage organizational programs |
| Manage promotional, sales, or marketing plans |
| Orient new employees |
| Oversee execution of organizational or program policies |
| Oversee sales programs |
| Prepare rental or lease agreements |
| Promote organizational personnel |
| Recruit candidates to meet employment, enrollment, or participant needs |
| Represent organization at meetings and events |
| Select products or merchandise for display |
| Sell products or services |
| Sell products through advertising |
| Track deposits, payments, funding, or fees from internal and external parties |
| Track sales activity or trends |

[Dashboard](#)

 = appear in job orders buty not clearly delivered through learning objectives in the curriculum



★ Learning through real-world, online projects (sample—excerpt)

The screenshot shows a web-based learning project interface. At the top, there are navigation tabs for '1 INTRODUCING HUMAN RESOURCES' and '2 TALKING IT THROUGH'. The main content area is divided into several sections:

- Talking it Through**: A section with a status of 'Scheduled' and a list of 'COMPETENCIES TO MASTER'. The competencies are:
 - Can formulate clarifying questions that lead to better understanding
 - Can demonstrate active listening skills in one-to-one or small group contexts
- Project Resources**: A list of resources with 'DOWNLOAD' and 'ADD TO LIST' buttons:
 - Video of Active Listening
 - Tips for Active Listening
 - How to Record a Video Using YouTube (Note: You can make your video private and submit the sharing URL)
- Overview**: A text block explaining active listening and the project goal.

It may seem as though we're listening all the time, but often we aren't taking much in. For example, we may be distracted and paying attention to something else, or maybe we're thinking of what we're going to say next instead of listening to what is currently being said. "Active listening" is an approach that focuses on listening more carefully to another person and letting them know that we have heard what they said. "Clarifying questions" are designed to improve your understanding of what is being said. In this Project, you will demonstrate your active listening skills by creating a video of yourself talking with a friend or coworker.
- Directions**: A list of four steps to create an active listening video.
 - Familiarize yourself with the main principles and techniques of active listening and asking clarifying questions.
 - Ask a friend, fellow student, coworker or family member if they'd be willing to help you improve your listening skills by talking with you about a conflict they had with another person.
 - Record a video of yourself and the person you identified in Step 2 having a 2- to 3-minute conversation. Ask them to describe the conflict to you. Be sure to use active listening skills as they describe the situation. Ask three follow-up or clarifying questions to improve your understanding.
 - In writing or through a short video, reflect on how it felt to listen actively while the other person described the conflict to you. Explain your rationale for choosing the questions you asked and discuss whether or not they were effective (and why).
- Rubric**: A table used to evaluate the project.

| Criteria | Mastery? |
|---|--|
| Video shows student asking three follow-up or clarifying questions designed to improve understanding | <input type="radio"/> Yes <input type="radio"/> Not Yet |
| Video shows student maintaining eye contact with the other person, using physical and verbal signals, and having an open and inviting posture | <input type="radio"/> Yes <input type="radio"/> Not Yet |
| Written or video reflection describes student's experience of active listening | <input type="radio"/> Yes <input type="radio"/> Not Yet |
| Written or video reflection includes rationale for choosing clarifying questions and analysis of their effectiveness | <input type="radio"/> Yes <input type="radio"/> Not Yet |

★ Sample project: Competencies

The screenshot displays a learning management system interface. At the top, there are navigation tabs for '1 INTRODUCING HUMAN RESOURCES' and '2 TALKING IT THROUGH'. The main content area is titled 'Talking it Through' with a status of 'Scheduled'. Below this, a yellow box highlights the 'COMPETENCIES TO MASTER' section, which contains two items:

- Can formulate clarifying questions that lead to better understanding
- Can demonstrate active listening skills in one-to-one or small group contexts

A blue arrow points from this section to a larger, magnified view of the same 'COMPETENCIES TO MASTER' section below. This magnified view shows the same two items in a table-like structure:

| | |
|--------------------------|---|
| <input type="checkbox"/> | Can formulate clarifying questions that lead to better understanding |
| <input type="checkbox"/> | Can demonstrate active listening skills in one-to-one or small group contexts |

To the right of the main content is a 'Project Resources' section with three items, each with 'DOWNLOAD' and 'ADD TO LIST' buttons:

- Video of Active Listening
- Tips for Active Listening
- How to Record a Video Using YouTube

Below the magnified view, a partial view of another competency item is visible: 'questions and analysis of their effectiveness' with a 'Not Yet' status.

★ Sample project: Clear directions

1 INTRODUCING HUMAN RESOURCES 2 TALKING IT THROUGH

Talking it Through

Status: Scheduled

COMPETENCIES TO MASTER

| | |
|--------------------------|---|
| <input type="checkbox"/> | Can formulate clarifying questions to improve understanding of what is being said. |
| <input type="checkbox"/> | Can demonstrate active listening skills to improve understanding of what is being said. |

Overview

It may seem as though we're listening all the time, but often we aren't taking much in. For example, we may be distracted and paying attention to something else, or maybe we're thinking of what we're going to say next instead of listening to what is currently being said. "Active listening" is an approach that focuses on listening more carefully to another person and letting them know that we have heard what they said. "Clarifying questions" are designed to improve your understanding of what is being said. In this Project, you will demonstrate your active listening skills by creating a video of yourself talking with a friend or coworker.

Directions

In order to create your active listening video, follow these steps:

1. Familiarize yourself with the main principles and techniques of active listening and asking clarifying questions.
2. Ask a friend, fellow student, coworker or family member if they'd be willing to help you improve your listening skills by talking with you about a conflict they had with another person.
3. Record a video of yourself and the person you identified in Step 2 having a 2- to 3-minute conversation. Ask them to describe the conflict to you. Be sure to use active listening skills as they describe the situation. Ask three follow-up or clarifying questions to improve your understanding.
4. In writing or through a short video, reflect on how it felt to listen actively while the other person described the conflict to you. Explain your rationale for choosing the questions you asked and discuss whether or not they were effective (and why).

Overview

It may seem as though we're listening all the time, but often we aren't taking much in. For example, we may be distracted and paying attention to something else, or maybe we're thinking of what we're going to say next instead of listening to what is currently being said. "Active listening" is an approach that focuses on listening more carefully to another person and letting them know that we have heard what they said. "Clarifying questions" are designed to improve your understanding of what is being said. In this Project, you will demonstrate your active listening skills by creating a video of yourself talking with a friend or coworker.

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★ Sample project: Resources

The screenshot displays a project management interface with a 'Project Resources' modal window. The modal is titled 'Project Resources' and contains three resource cards:

- Video of Active Listening**: Includes 'DOWNLOAD' and 'ADD TO LIST' buttons.
- Tips for Active Listening**: Includes 'DOWNLOAD' and 'ADD TO LIST' buttons.
- Clarifying Questions**: Includes 'DOWNLOAD' and 'ADD TO LIST' buttons.

In the background, a 'Project Resources' card is visible, featuring a 'Video of Active Listening' resource with 'DOWNLOAD' and 'ADD TO LIST' buttons. A blue arrow points from this background card to the modal window. Below the modal, a table is partially visible, showing a 'Mastery?' column with radio button options for 'Yes' and 'Not Yet'.

| | Mastery? |
|--|--|
| Free follow-up or clarifying questions during | <input type="radio"/> Yes <input type="radio"/> Not Yet |
| Engaging eye contact with the other person, listening, and having an open and inviting | <input type="radio"/> Yes <input type="radio"/> Not Yet |
| Describes student's experience of active | <input type="radio"/> Yes <input type="radio"/> Not Yet |
| Written or video reflection includes rationale for choosing clarifying questions and analysis of their effectiveness | <input type="radio"/> Yes <input type="radio"/> Not Yet |

★ Sample project: Rubric

Rubric

The Rubric is used to evaluate your Project. Satisfying all of the Rubric criteria shows that you have mastered the relevant [competencies](#).

| Criteria | Mastery? |
|---|--|
| Video shows student asking three follow-up or clarifying questions designed to improve understanding | <input type="radio"/> Yes <input type="radio"/> Not Yet |
| Video shows student maintaining eye contact with the other person, using physical and verbal signals, and having an open and inviting posture | <input type="radio"/> Yes <input type="radio"/> Not Yet |
| Written or video reflection describes student's experience of active listening | <input type="radio"/> Yes <input type="radio"/> Not Yet |
| Written or video reflection includes rationale for choosing clarifying questions and analysis of their effectiveness | <input type="radio"/> Yes <input type="radio"/> Not Yet |

conversation. Ask them to describe the conflict to you. Be sure to use active listening skills as they describe the situation. Ask three follow-up or clarifying questions to improve your understanding.

4. In writing or through a short video, reflect on how it felt to listen actively while the other person described the conflict to you. Explain your rationale for choosing the questions you asked and discuss whether or not they were effective (and why).

Video shows student maintaining eye contact with the other person, using physical and verbal signals, and having an open and inviting posture

Written or video reflection describes student's experience of active listening

Written or video reflection includes rationale for choosing clarifying questions and analysis of their effectiveness

Mastery?

Yes
 Not Yet

Yes
 Not Yet

Yes
 Not Yet

Yes
 Not Yet

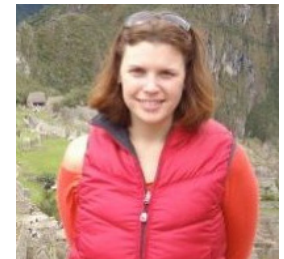
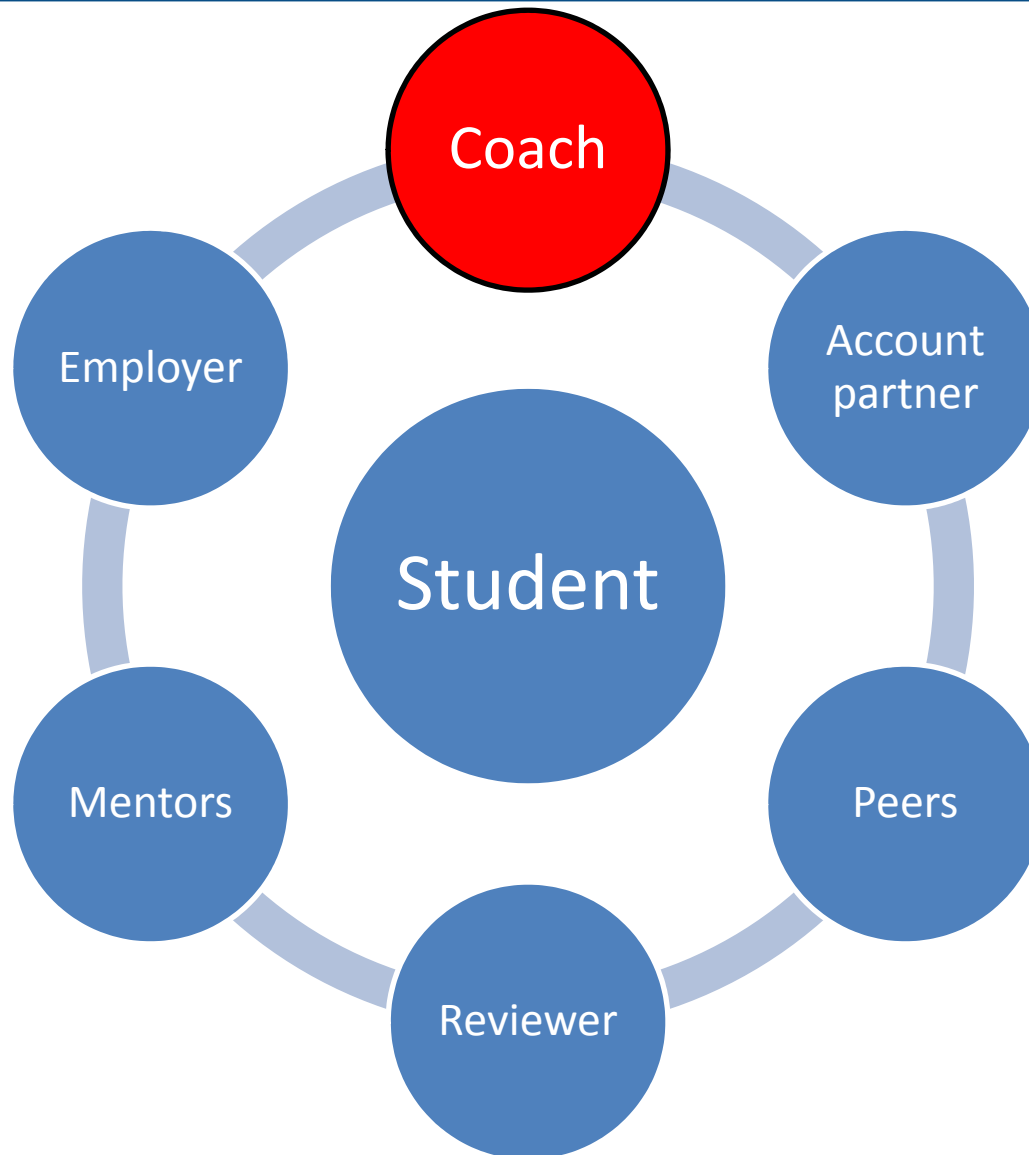
★ Professional evaluators help students learn through rigorous project feedback



- Trained educators with advanced degrees and subject-matter expertise evaluate projects.
- Detailed feedback is returned to students within 48 hours of a project being submitted.
- Instead of traditional grade points, every project is evaluated as “Mastered” or “Not yet.”
- Students can revise and resubmit projects until they demonstrate mastery—there is no failure.
- Every competency must be mastered to achieve degree.



★ Dedicated learning coach for every student





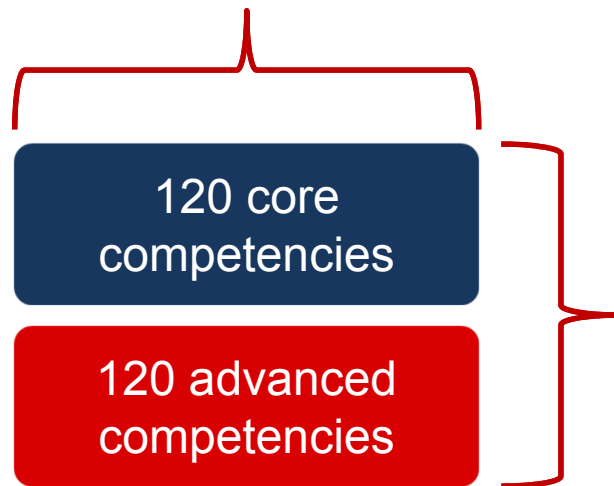
ACADEMICS

★ Students can pursue broadly applicable associate's degrees or bachelor's degrees

Associate of Arts in General Studies

Options:

- with a Concentration in Business
- for Nonclinical Healthcare



Bachelor of Arts in Communications
Concentrations available in:

- Business
- Healthcare

Bachelor of Arts in Healthcare Management
Concentrations available in:

- Business
- Global Perspectives

To be submitted for accreditation September

*BA in Communications approved by accreditor in April 2014; BA in HC Management to be submitted in September 2014



★ Areas covered include business skills plus foundation of broad liberal arts degree

Associate of Arts in General Studies:

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



PARTNERSHIPS



★ Employers Led: Program Design

- Work with dedicated CfA account manager to identify students
- Identify mentors to provide ongoing support
- Help identify career pathways
- Usually provide tuition assistance or scholarships
- Recognize and celebrate student success

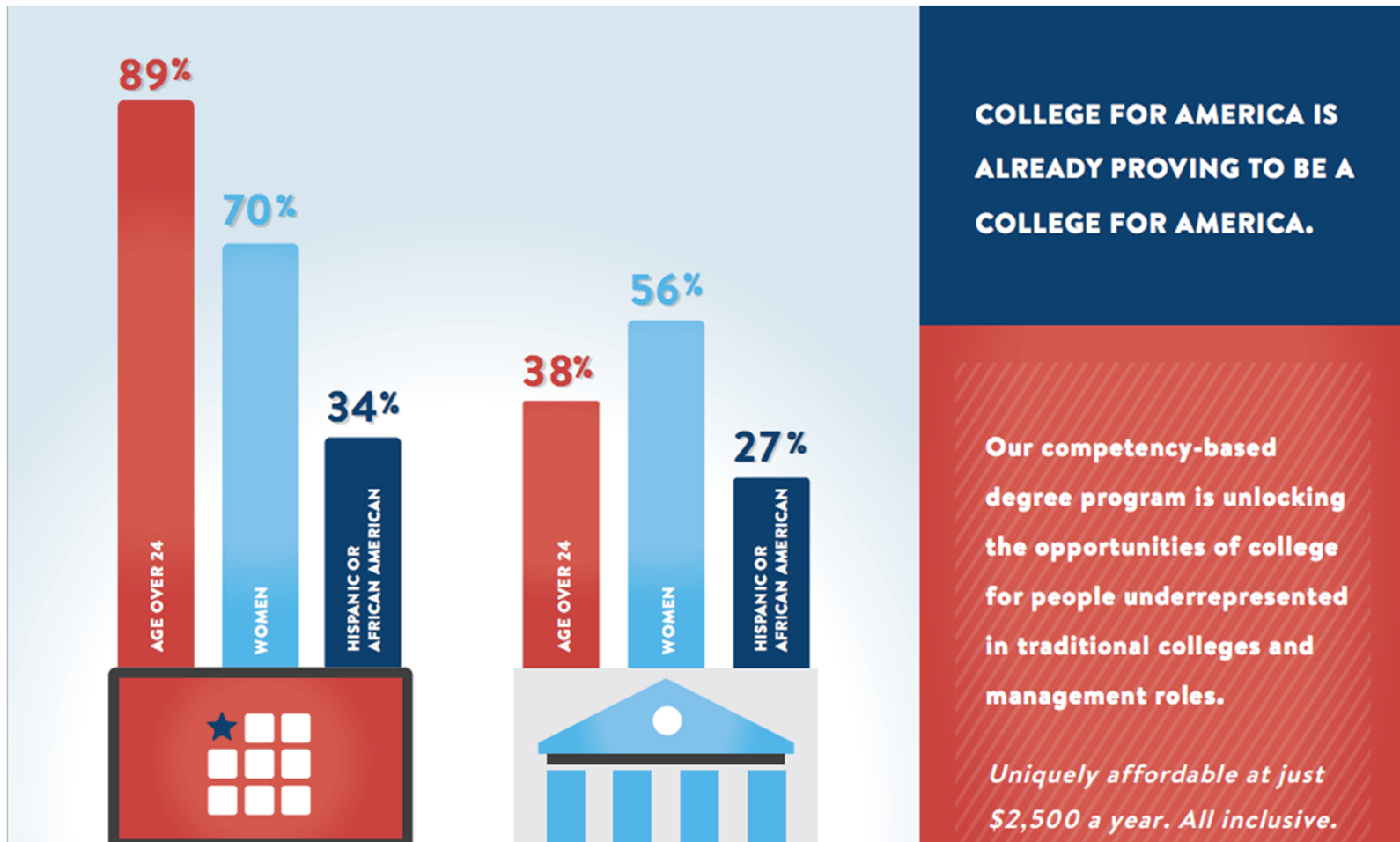


★ Employer Led: Program Implementation

- Curriculum development informed through manager participation in focus groups, surveys, key information interviews
- Employers help design projects and provide artifacts relevant to their industry
- Managers and supervisors may also participate as mentors for participating employees



★ CfA Demographic Snapshot



★ Questions

What are best practices in supporting workforce development?

Are today's workers ready for these changes?

Where can I learn more about the specific shared competencies?

