COLLEGE *for* AMERICA

AT SOUTHERN NEW HAMPSHIRE UNIVERSITY

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

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# Today's Agenda: College for America 101

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

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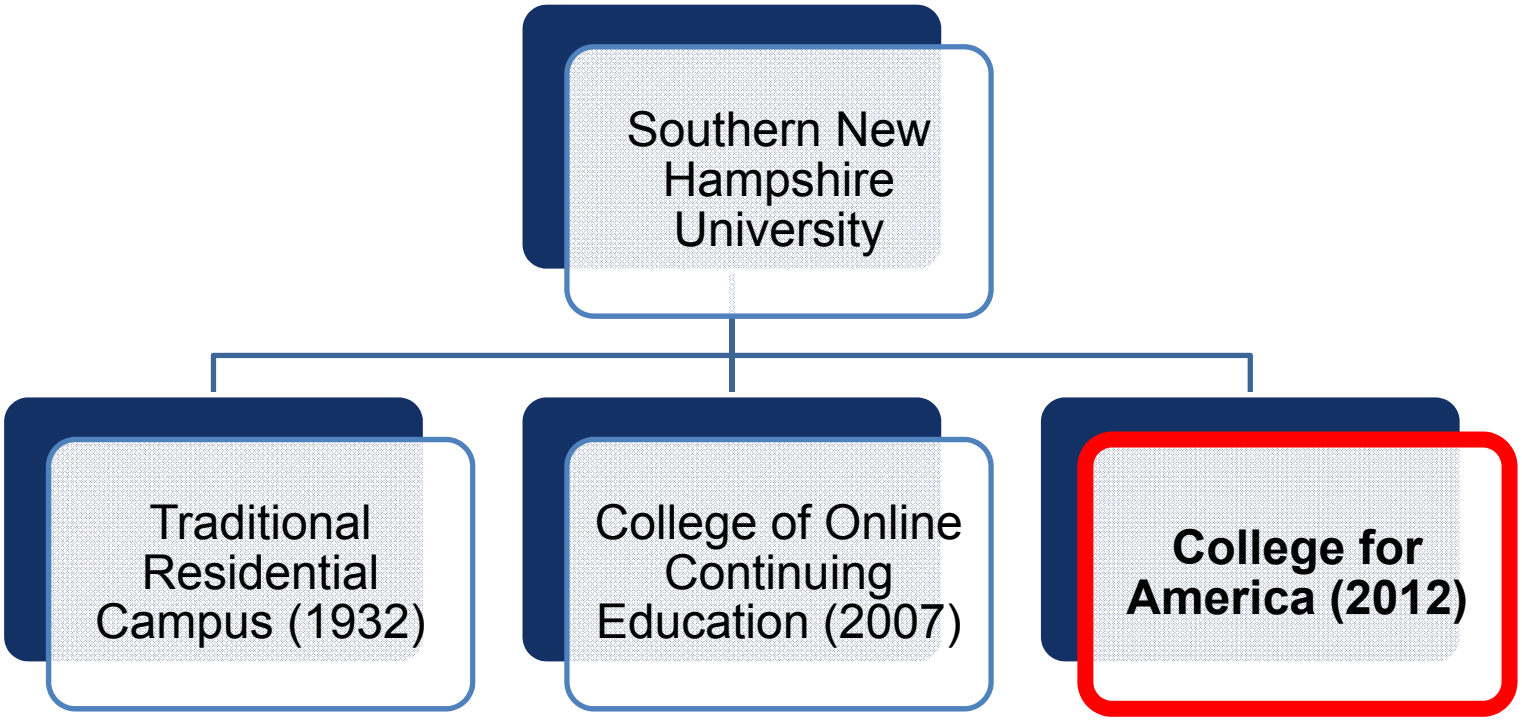
# WHO WE ARE

# ★ Part of a nonprofit, traditional university




- Private, nonprofit
- Regionally accredited

- Largest private, nonprofit online higher ed provider in New England
- 3rd largest in U.S.

- Competency-based
- Focused on workforce development

http://www.eduventures.com/2013/07/the-top-50-online-colleges-and-universities-by-headcount/

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# ★ 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

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# 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

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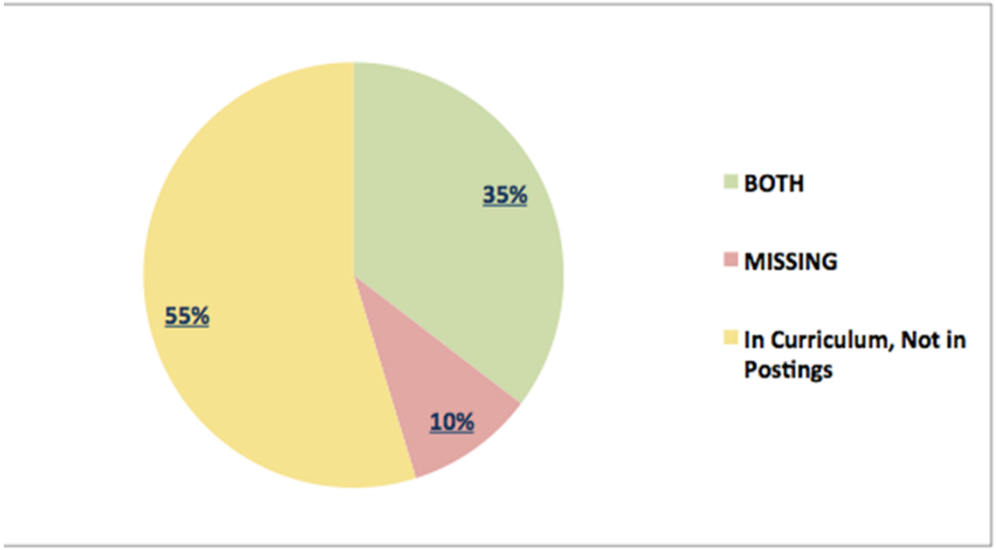
# Sample Gap Analysis

**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 ÷ (Bs + Ms)) Cs don't factor into goodness of fit scor

| Legend | | Number | | %-age |
|---|---|---|---|---|
| B = | present in Learning Objectives and in job postings | 118 | BOTH | 35% |
| M = | present in job postings but not in Learning Objectives | 33 | MISSING | 10% |
| C = | present in Curriculum's Learning Objectives but not specified in job postings | 183 | In Curriculum, Not in Postings | 55% |
| | 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

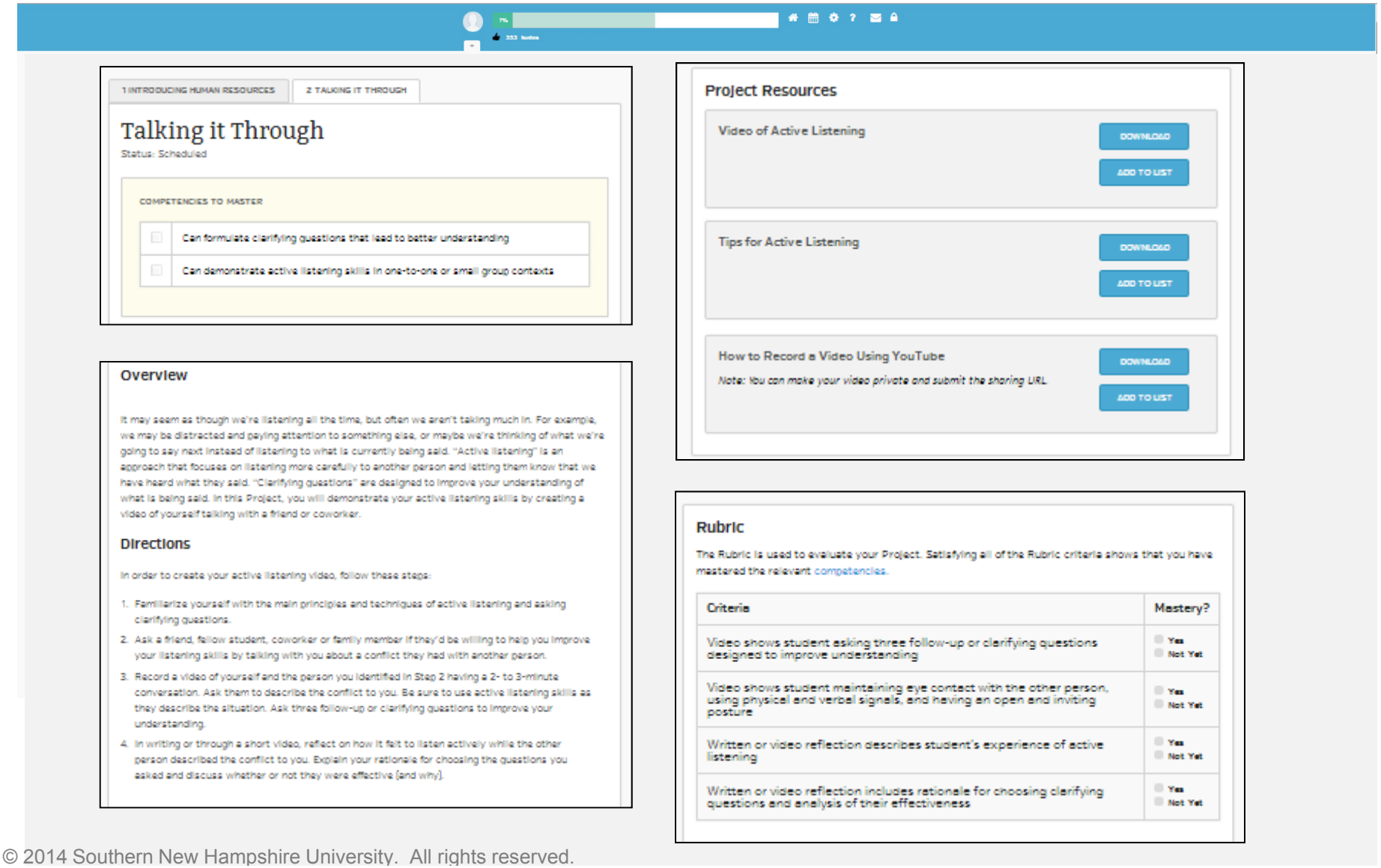
# Sample Gap Analysis (Continued)

| 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)*

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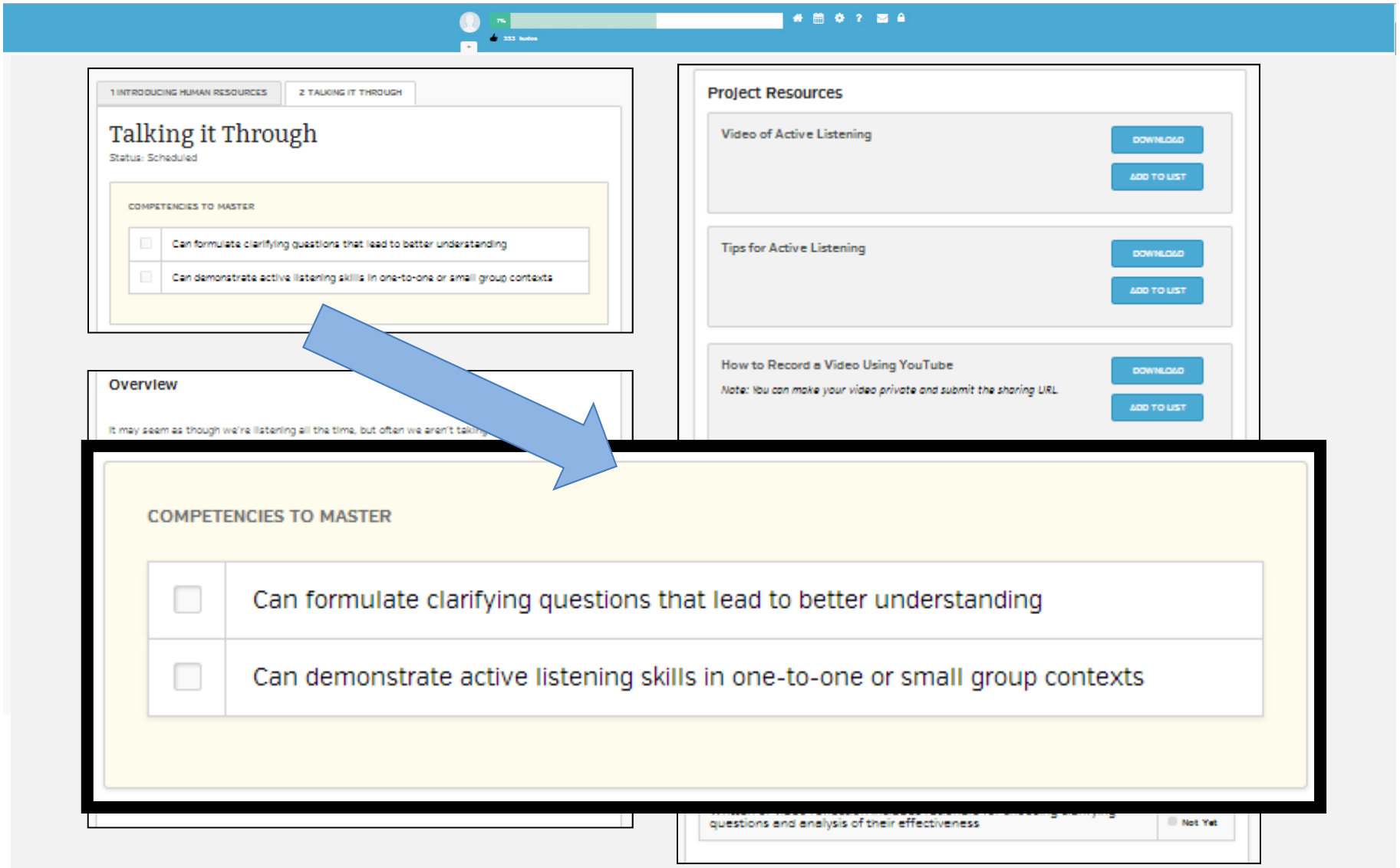
# ★ Sample project: Competencies

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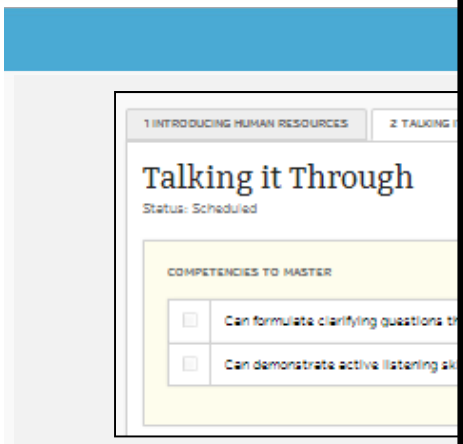
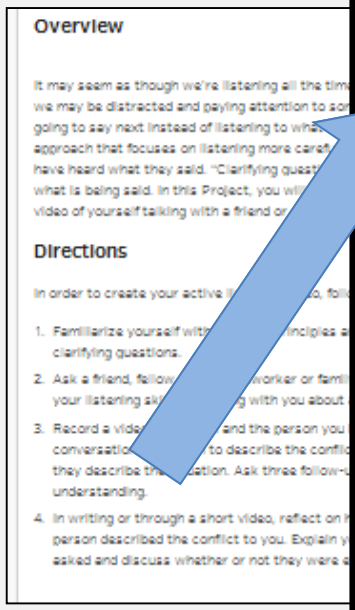
# ★ Sample project: Clear directions




## 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).

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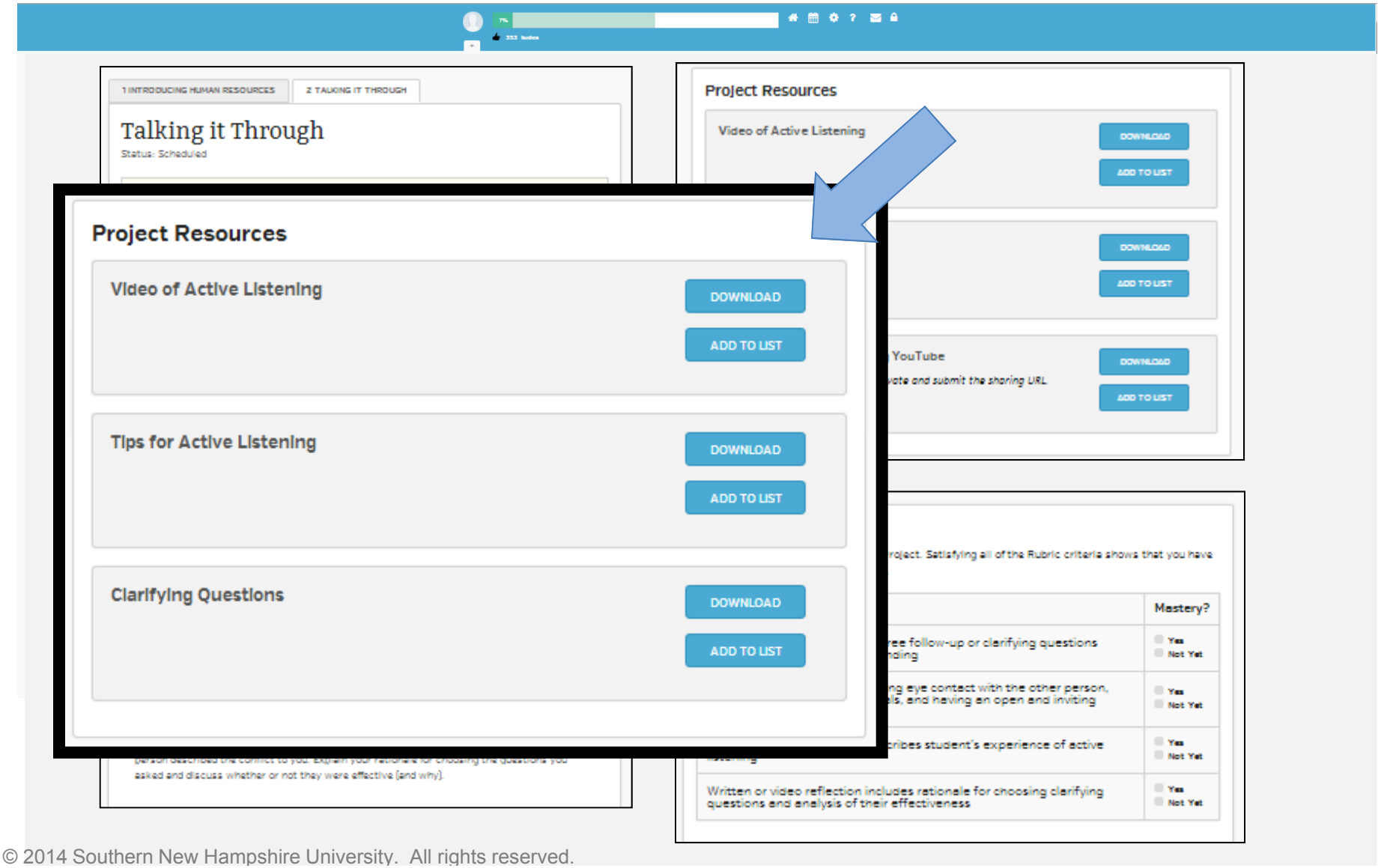
# ★ Sample project: Resources

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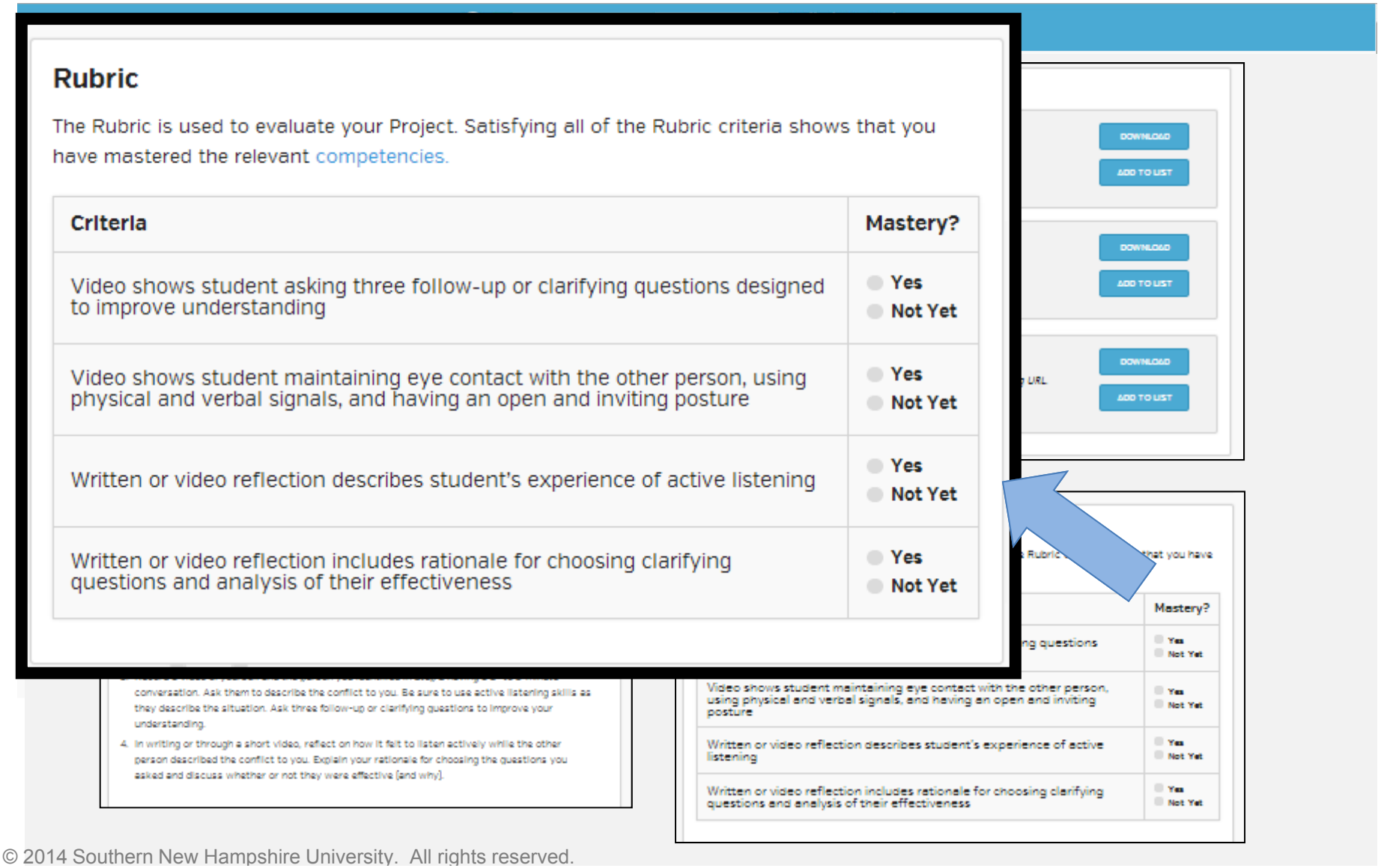
# ★ Sample project: Rubric

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# 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.

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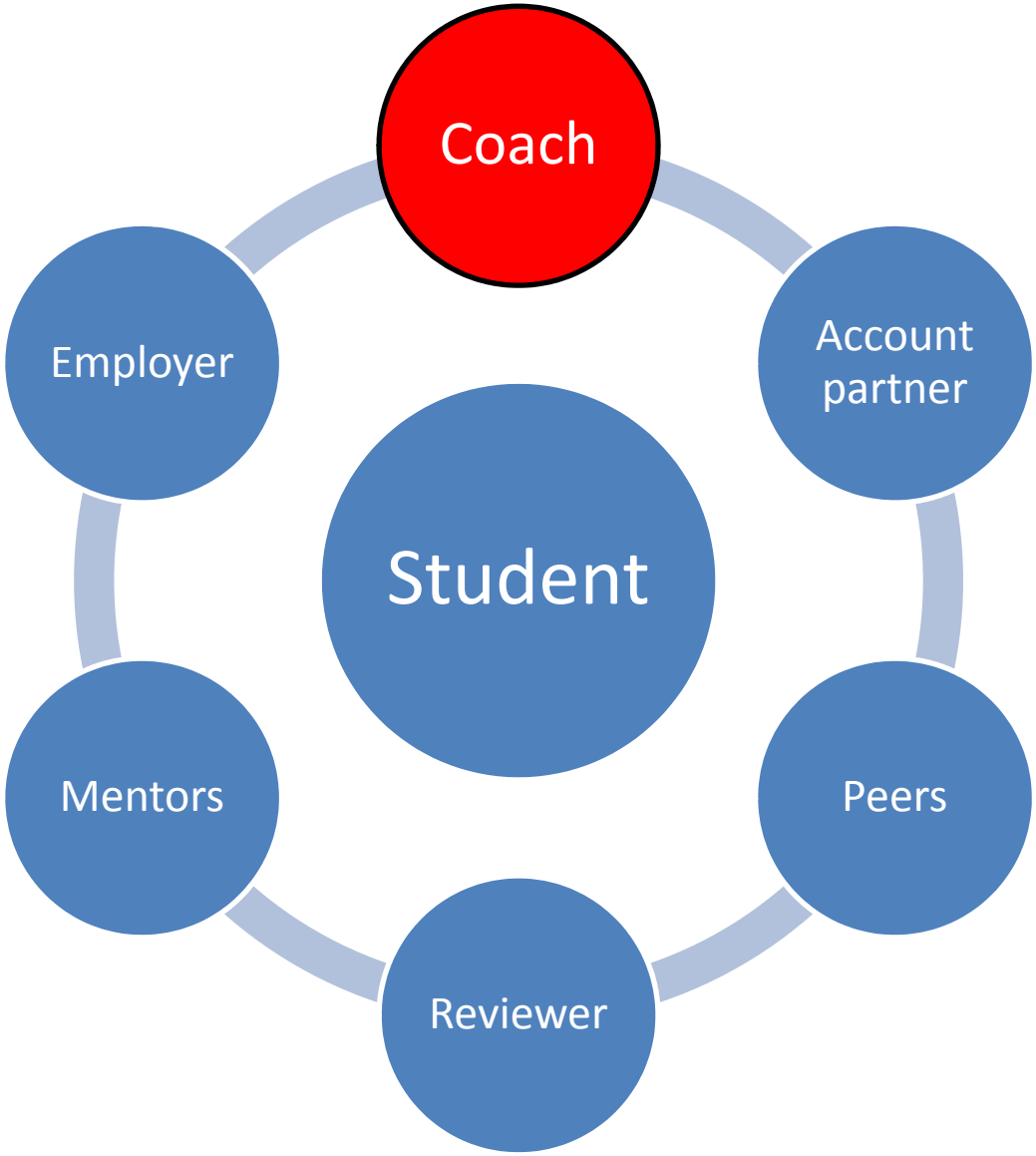
# ★ Dedicated learning coach for every student

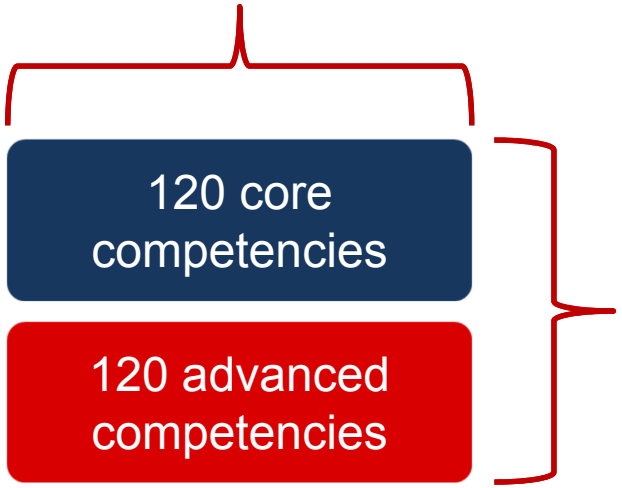


# ACADEMICS

# 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

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# 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

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# 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

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# ★ 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

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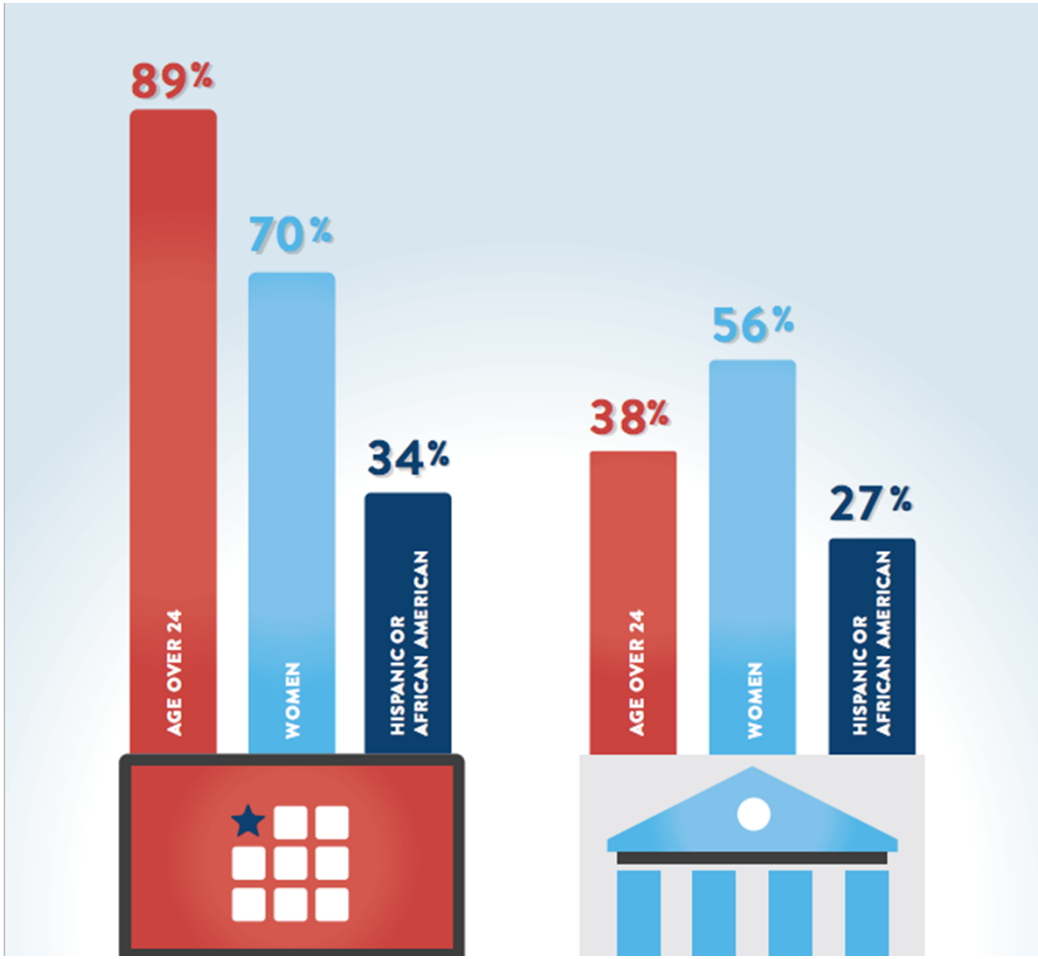
# CfA Demographic Snapshot




**COLLEGE FOR AMERICA IS ALREADY PROVING TO BE A COLLEGE FOR AMERICA.**

**Our competency-based degree program is unlocking the opportunities of college for people underrepresented in traditional colleges and management roles.**

***Uniquely affordable at just $2,500 a year. All inclusive.***

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# Questions

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