CAPSEE Conference
September 19, 2014
### Widening gaps only make filling positions more difficult

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>65%</td>
<td>of job openings will require at least some postsecondary education by 2020.(^1)</td>
</tr>
<tr>
<td>96%</td>
<td>of higher ed leaders believe they’re appropriately preparing graduates for the workforce.(^2)</td>
</tr>
<tr>
<td>71%</td>
<td>of employers prefer developing existing employees into management roles versus hiring, but report that they lack promotable skills.(^4)</td>
</tr>
<tr>
<td>11%</td>
<td>of business leaders strongly agree.(^3)</td>
</tr>
</tbody>
</table>

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\(^1\) [cew.georgetown.edu/recovery2020](http://cew.georgetown.edu/recovery2020)
\(^3\) [gallup.com/strategicconsulting/167552/america-needs-know-higher-education-redesign.aspx](http://gallup.com/strategicconsulting/167552/america-needs-know-higher-education-redesign.aspx)
\(^4\) [collegeforamerica.org/WorkforceStrategiesSurvey](http://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
Part of a nonprofit, traditional university

Southern New Hampshire University

- Traditional Residential Campus (1932)
- College of Online Continuing Education (2007)
- College for America (2012)

- 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


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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 require 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%

Legend
1. present in Learning Objectives and in job postings
2. present in job postings but not in Learning Objectives
3. present in Curriculum's Learning Objectives but not specified in job postings

<table>
<thead>
<tr>
<th>Legend</th>
<th>Number</th>
<th>%-age</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOTH</td>
<td>118</td>
<td>35%</td>
</tr>
<tr>
<td>MISSING</td>
<td>33</td>
<td>10%</td>
</tr>
<tr>
<td>In Curriculum, Not in Postings</td>
<td>183</td>
<td>55%</td>
</tr>
<tr>
<td>Total</td>
<td>334</td>
<td>100%</td>
</tr>
</tbody>
</table>

Course Alignment Detail
- Communication Skills
- Quantitative Skills
- Critical Thinking
- Digital Competency
- Teamwork
- Personal Ethics
- Personal Effectiveness
- Business Content
- Culture and Science Content
<table>
<thead>
<tr>
<th>DWA</th>
<th>Dashboard</th>
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<tbody>
<tr>
<td><strong>Titles</strong></td>
<td>= appear in job orders but not clearly delivered through learning objectives in the curriculum</td>
</tr>
<tr>
<td>Advise department managers in personnel matters</td>
<td></td>
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<tr>
<td>Advise retail dealers in use of sales promotion techniques</td>
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<tr>
<td>Advocate an environment of success and professionalism</td>
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<tr>
<td>Analyze market or delivery systems</td>
<td></td>
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<tr>
<td>Design merchandise or product displays consistent with advertising or marketing campaigns or strategies</td>
<td></td>
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<tr>
<td>Develop programs for social media and bloggers</td>
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<tr>
<td>Establish display schedule</td>
<td></td>
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<tr>
<td>Establish employee performance standards</td>
<td></td>
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<tr>
<td>Establish recruiting procedures</td>
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<tr>
<td>Evaluate advertising promotions</td>
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<tr>
<td>Evaluate information from employment interviews</td>
<td></td>
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<tr>
<td>Evaluate management programs</td>
<td></td>
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<tr>
<td>Evaluate product quality for sales activities</td>
<td></td>
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<tr>
<td>Execute sales contracts</td>
<td></td>
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<tr>
<td>Hire workers to fill employment needs</td>
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<tr>
<td>Implement company or staff policies</td>
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<tr>
<td>Make revenue or sales forecasts</td>
<td></td>
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<tr>
<td>Manage individual and organizational contracts</td>
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<tr>
<td>Manage material resources to optimize use of manpower, tools, materials, and equipment</td>
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<tr>
<td>Manage organizational programs</td>
<td></td>
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<tr>
<td>Manage promotional, sales, or marketing plans</td>
<td></td>
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<tr>
<td>Orient new employees</td>
<td></td>
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<tr>
<td>Oversee execution of organizational or program policies</td>
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<tr>
<td>Oversee sales programs</td>
<td></td>
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<tr>
<td>Prepare rental or lease agreements</td>
<td></td>
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<tr>
<td>Promote organizational personnel</td>
<td></td>
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<tr>
<td>Recruit candidates to meet employment, enrollment, or participant needs</td>
<td></td>
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<tr>
<td>Represent organization at meetings and events</td>
<td></td>
</tr>
<tr>
<td>Select products or merchandise for display</td>
<td></td>
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<tr>
<td>Sell products or services</td>
<td></td>
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<tr>
<td>Sell products through advertising</td>
<td></td>
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<tr>
<td>Track deposits, payments, funding, or fees from internal and external parties</td>
<td></td>
</tr>
<tr>
<td>Track sales activity or trends</td>
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</table>
Sample project: Competencies

Talking it Through
Status: Submitted

Competencies to Master

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

Overview

It may seem as though we're listening all the time, but often we aren't listening. How can we improve our listening skills?
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).
Sample project: Resources
Rubric

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video shows student asking three follow-up or clarifying questions designed to improve understanding</td>
<td></td>
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<tr>
<td>Video shows student maintaining eye contact with the other person, using physical and verbal signals, and having an open and inviting posture</td>
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<tr>
<td>Written or video reflection describes student’s experience of active listening</td>
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</tr>
<tr>
<td>Written or video reflection includes rationale for choosing clarifying questions and analysis of their effectiveness</td>
<td></td>
</tr>
</tbody>
</table>
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
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 2014

*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

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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
- 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

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.
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?