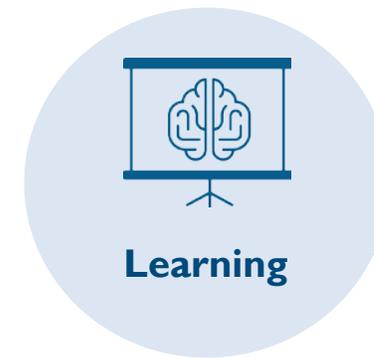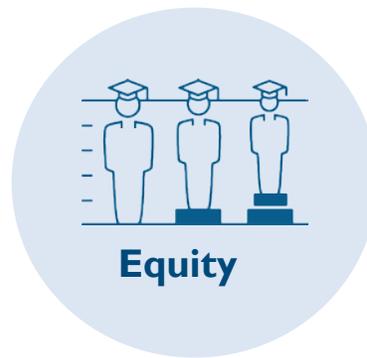# THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

Lessons From the Field: Talent Development and Socio-Economic Mobility

Brittney Davidson, Senior Manager
The Aspen Institute College Excellence Program
August 2nd, 2018

Who We Are

The Aspen Institute's College Excellence Program aims to advance higher education practices, policies, and leadership in ways that help institutions of higher education make the choices that matter most to improving student outcomes in four areas:
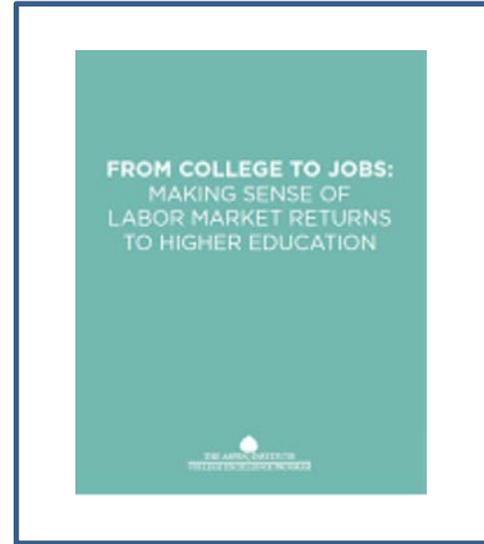
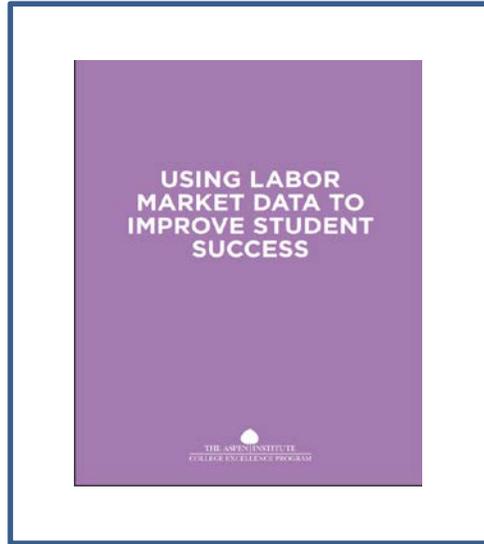**Completion**

Equity

Labor Market

Learning

Our Work

- **Aspen Prize for Community College Excellence**

- **Frontier Set**

- **Presidential Fellowship**

- **Siemens-Aspen STEM Award**

- **American Talent Initiative**

- **Tackling Transfer**

- **AACC Pathways Project partner**
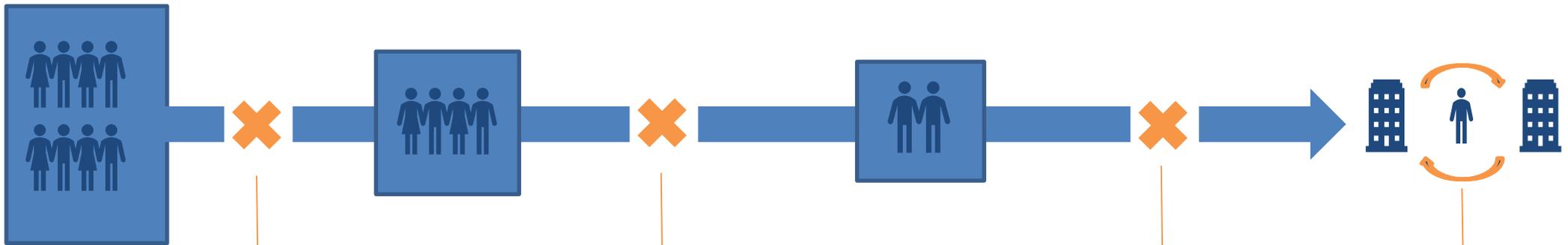
- **Labor Market Playbook**

Aspen CEP's 2015-18 Labor Market Work

USING LABOR MARKET DATA TO IMPROVE STUDENT SUCCESS

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FROM COLLEGE TO JOBS:
MAKING SENSE OF LABOR MARKET RETURNS TO HIGHER EDUCATION

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SIEMENS-ASPEN COMMUNITY COLLEGE STEM AWARD
2018

THE ASPEN INSTITUTE   SIEMENS | Foundation

Labor Market Playbook, Tools

- Analyzed labor market and student success data across 1000+ community colleges nationwide
- Interviewed 25 top performing colleges
- Conducted site visits at 6 diverse institutions to capture best practices
- Compiling insights into Playbook and set of assessment tools

Mapping Common Pain-Points On the Workforce Pipeline

Self-Select Out
- **Awareness**: Prospects do not know about a particular job/field
- **Interests:** Prospects hold negative beliefs about a field or do not think the work is a good fit.
- **Ability Perception**: Prospect does not believe they will be successful in the program

Limitations At Entry
- **Capacity Constraints**: Colleges lack talent (faculty) and/or resources (classroom space, equipment, etc.) to serve all prospective students.
- **Readiness:** Prospects have not passed pre-requisites required to enter rigorous programs.
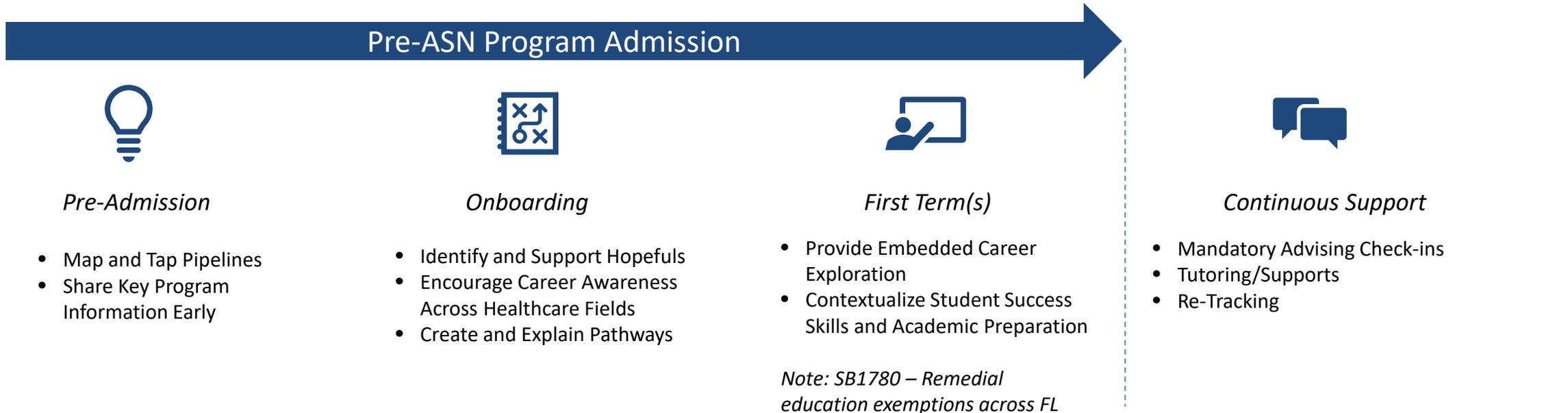
Pipeline Leakage
- **Program Changers**: Student decides to change program, losing credits and oftentimes unclear about next steps
- **Stop-Outs:** Student stops education altogether.

Ineffective employer talent strategies
- Employers compete for talent, driving higher wages
- "Imported" talent difficult and expensive to recruit
- Inadequate opportunities and strategies to upskill incumbent workers

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Case Study: Proactive On-Ramps Expand Access, Reduce Leakage at Broward College

Early Career Exploration and Clear Expectations Usher Underrepresented Students Through Pipeline

Pre-ASN Program Admission

Pre-Admission
- Map and Tap Pipelines
- Share Key Program Information Early

Onboarding
- Identify and Support Hopefuls
- Encourage Career Awareness Across Healthcare Fields
- Create and Explain Pathways

First Term(s)
- Provide Embedded Career Exploration
- Contextualize Student Success Skills and Academic Preparation

Note: SB1780 – Remedial education exemptions across FL

Continuous Support
- Mandatory Advising Check-ins
- Tutoring/Supports
- Re-Tracking

The Results

15% Increase in completion rates between 2016 – 2017. Retention rates also reached 97% due to intentional pathways, onboarding, and supports.

78% Underrepresented minorities in 2015 cohort

63% Low income students in 2015 cohort

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The X Factor: Re-Thinking Developmental Education

Does Traditional Developmental Education Work?

33% Developmental Math Students That Finish Full Sequence

46% Developmental English Students That Finish Full Sequence

*We **looked at the data** and realized that, if a student tested into the lowest levels of developmental math, his or her **chances of completing ANY credit was zero.***

Vice President, Workforce Development Community College in South

Quick Hits: Developmental Education Reform

Multiple Measures for Placement

Contextualized Education (IBEST Models)

Co-Requisite Modules

Compressed or Integrated Courses

Partnership for Early Intervention

Beyond the Broken Pipeline, Employers Struggle to Help Themselves

Ineffective employer talent strategies

- Employers compete for talent, driving higher wages
- "Imported" talent difficult and expensive to recruit
- Local pipelines underdeveloped as inequities persist and demography changes
- Inadequate opportunities and strategies to upskill incumbent workers

39%

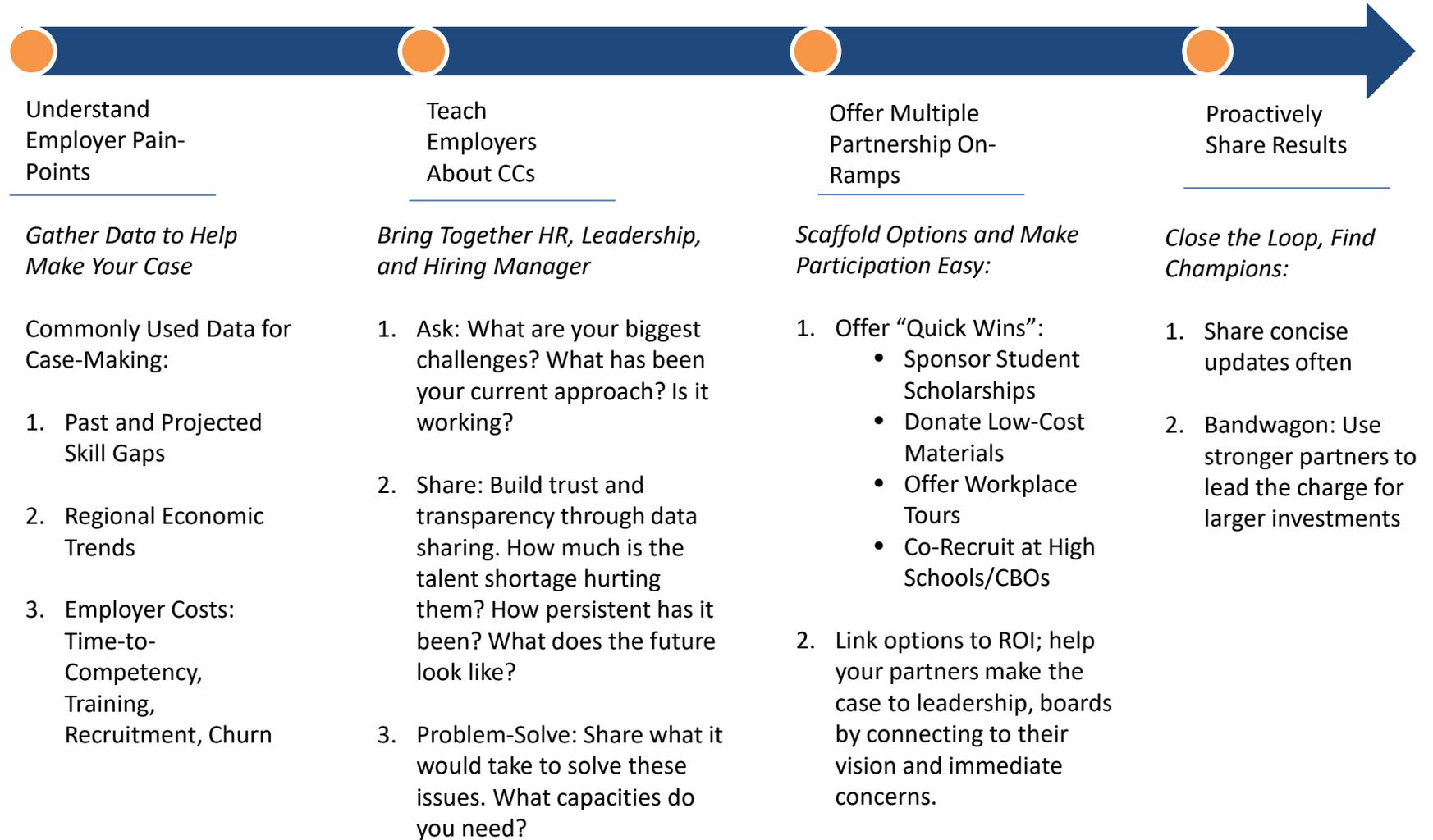of U.S. employers report difficulty filling jobs due to lack of available talent*

"We told them, 'If you want to compete in today's marketplace, you're going to need to collaborate with us in the classroom…"

Department Chair,
Community College in Rural Northeast

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Partnership: Building Capacity to Teach Students Requires Teaching Employers

Confessions From Employer Partners Across the United States

- "[College] brought together our HR team, Ops, and our leadership...we were all on different pages, it helped us to **clarify and align** internally"

- "Honestly, the best thing this college does? They're **responsive**. They invoice us on time. When I bring an idea to the table, it's not 'Oh, let me check with so-and-so', it's 'okay, let me figure out what we need to do to make this work.'"

- "They really listen. When they asked for that multi-million dollar equipment, you bet their proposal **spoke to OUR needs** and our mission. They **showed us data** we hadn't seen before."

Understand Employer Pain-Points

Gather Data to Help Make Your Case

Commonly Used Data for Case-Making:

1. Past and Projected Skill Gaps

2. Regional Economic Trends

3. Employer Costs: Time-to-Competency, Training, Recruitment, Churn

Teach Employers About CCs

Bring Together HR, Leadership, and Hiring Manager

1. Ask: What are your biggest challenges? What has been your current approach? Is it working?

2. Share: Build trust and transparency through data sharing. How much is the talent shortage hurting them? How persistent has it been? What does the future look like?

3. Problem-Solve: Share what it would take to solve these issues. What capacities do you need?

Offer Multiple Partnership On-Ramps

Scaffold Options and Make Participation Easy:

1. Offer "Quick Wins":
   - Sponsor Student Scholarships
   - Donate Low-Cost Materials
   - Offer Workplace Tours
   - Co-Recruit at High Schools/CBOs

2. Link options to ROI; help your partners make the case to leadership, boards by connecting to their vision and immediate concerns.

Proactively Share Results

Close the Loop, Find Champions:

1. Share concise updates often

2. Bandwagon: Use stronger partners to lead the charge for larger investments

Sample Problem Articulation: Using Data to Make the Case for Investment

Data Summary from Monroe Community College, Fingerlakes Region

Regional program completions vs. estimated annual openings.

This measurement aims to provide a regionally based supply and demand report, comparing the total estimated number of learners completing a relevant middle-skills training or education program within a region, against estimated industry demand for those middle-skills workers that have been included for purposes of this analysis in a specific occupational group or workforce cluster. Detailed regional completion data is available here: New York Finger Lakes Region; Central New York Region; Western New York Region. Additional source information is available in Data Sources.

❓ ABOUT

Middle-Skill Education Provider	July 2015 - June 2016 Completions	Estimated Annual Job Openings	Estimated Gap (Δ)
Finger Lakes Community College	331		
Rochester Educational Opportunity Center (REOC)	203	859	-325**
Total	534*		

Data is estimated, not predictive. Source: Includes associates degrees; awards of at least 1 but less than 2 academic years; awards of less than 1 academic year; and non-credit awards of 1 academic year or less from Integrated Postsecondary Education Data System (IPEDS).
Q2 2018 ESMI Occupation data for 2017 – 2018.

2018 Total Workforce: **6,467**
Certified Nursing Assistants – Finger Lakes, NY Workers.

10-year aging out projection: **19.4%** are approaching retirement age.

Source: IPEDS and noncredit self-reported data from application education providers.

OCCUPATIONAL CHURN AND ATTRITION.

SOC	Occupations	Estimated Annual Churn	Estimated Annual Attrition
31-1014.00	Nursing Assistants	52.86%	53.10%

Estimated Annual Churn is the average of the separations and hires within an occupation divided by the total employment for that occupation. Estimated Annual Attrition is calculated by dividing the separations within an occupation by the total employment for the occupation.
Q2 2018 ESMI Occupation data for 2017 – 2018.

http://mcclmi.com/report/certified-nursing-assistants-finger-lakes-ny/

Gap Analysis
Supply and Demand

Trends
Aging Workforce, Decreasing K-12 Graduates, etc.

Employer HR Costs
Churn, Attrition, Recruiting Costs

Common Sources: IPEDS, Industry Orgs., Employer Surveys, EMSI or BurningGlass

Sample Tool: Framing Partnership For Employers

Articulating Partnership Options at Lake Area Technical Institute

- Speaks directly to employer needs and the needs of the broader community
- Clear, concise bullet-points written in plain language
- Includes a clear link to a call-to-action

"A Day in the Life" Brings the Outside Community to Campus LATI offers opportunities for employers and community members to come on-site, take a campus tour, participate in classes, and meet students.

- Includes multiple partnership options with varying levels of commitment
- Explains each option succinctly
- Oriented toward "proactive self-help," presents as helpful tips rather than a direct solicitation

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"Sometimes the problem is bigger than us. We are the community college. So we need to drive community solutions."

President,
Community College in Southeast

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Case Study: A Systems Approach to Solving the Nursing Gap

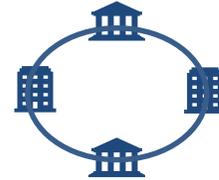## When One Institution-One Employer Isn't Enough

For years, the Orlando region struggled to build a sufficient pipeline of nurses. Throughout the community, entities operated in competition with one another:

- **$1 One-Upmanship:** Short-staffed, hospitals attempted to out-bid one another for talent, raising wages by a few dollars to attract employees and contributing to a continuous churn.
- **Siloed Enrollment Battles:** Colleges independently lobbied individual hospitals for resources; tensions around "turf" arose when colleges attempted to spin up programs that already existed on other campuses.
- **The Blame Game:** Employers blamed colleges for producing ~1000 fewer graduates than needed each year; Colleges blamed funding/employers for capacity constraints

Leveraging an industry veteran to serve as a neutral moderator, Valencia and other colleges came together to collectively solve the skill gap with investment from the healthcare industry:

- **Data-Driven Constituent Meetings**: Churn rates, wage trends, and historic and projected skill gap data helped convince hospitals and colleges that a new approach was needed
- **Summit:** College presidents and hospitals CEOs gathered to discuss how to align curriculum and expand capacity, including discussions around how hospitals needed to invest in the solution themselves and how community colleges could add BSN programs without disrupting 4-year enrollment.
- **Continuous Collaboration:** Department heads and faculty continue to meet throughout the year, providing a forum to continue to build consensus around shared goals, share best practices (e.g., how to launch online courses, structure weekend/evening programming) and a structure to ensure partnership sustainability regardless of faculty/staff churn

Goals & Progress

109% Since 2016, the Orlando region has opened three additional post-licensure BSN programs, representing capacity for a 109% increase in BSN admissions, or a total of 6,600 students, within the next five years.

Employers needed to understand what it takes for colleges to ramp up programs. Colleges needed to understand how to frame partnership as a business proposition rather than a pitch for businesses to "do good."

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Where Else Have We Seen This Pattern?

Champions Differ, But Success Stories Share Core Ingredients of Data, Leadership, and Collaboration

New York

Community College VP Connects Multiple Regional Players

- *Problem Articulation:* Todd Oldham, VP Workforce at Monroe CC, recognizes multiple small businesses have same need for injection molding
- *Convening:* VP Oldham brings together consortium of 11 companies over shared idea that "training 15-20 people is cheaper than training 1-2"
- *Implementation:* Created a 120-hour plastic injection molding program based on just-in-time demand in partnership with Monroe County as a new way to serve the community through the college; expecting 30 new hires

Texas

Employer Champions Leverage Strong CC System Leader

- *Problem Articulation*: Multiple employers examined data showing a persistent (and growing) manufacturing skill gaps; formed East Harris County Manufacturing Association (EHCMA)
- *Convening:* San Jacinto College Chancellor helped convene area CC leaders, to come together and listen to EHCMA's needs
- *Implementation:* Houston area working collectively to gather data on current and projected skill gaps, untapped talent pipelines.

Virginia

Community College President Convenes Other Colleges, Employers

- *Problem Articulation:* NOVA President Bob Templin uses data to show that high churn rates and growing nursing vacancies impede quality healthcare in Northern Virginia.
- *Convening:* President Templin convenes 2-year and 4-year educators and hospital heads, calling for employer investment, expansion of ADN and better transfer pathways through BSN programs
- *Implementation: Five* Institutions and six health systems collaborated to increase the annual number of the nursing graduates by 70%.

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QUESTIONS?