



Be the Change, to Fundamentally Improve Student Outcomes



How community colleges can increase enrollment and retention, in a rapidly changing economic environment

INTRODUCTION



This report is a synthesis of the foundational insights uncovered for the SIM LA19 Regional Project

This is the only comprehensive report of the initial phases of the CCLA19 SIM Regional Project



SIM: Strategy Innovation Marketing



Strategy

Research was conducted to gain a deeper understanding of the changing landscape and competitive threats, through strategy work. This includes extensive market research with former students and prospective students to gain an understanding of the attitudes and beliefs toward education and the community college brand. Strategy will determine where innovation is necessary.

Innovation

This includes innovation work and advertisement campaign development, based on the strategy work conducted.

Marketing

The impact of marketing plan is in alignment with strong workforce metrics and Guided Pathways recommendations:

Student success

Coordinated efforts with guided pathways and CCW (Center for Competitive Workforce)

Career pathways and workforce data and outcomes

Regional innovation: "curriculum development and classroom experience"

Curriculum innovation: incorporate insights from strategy and market research work

This multi-phased work has identified that the pace of change, outside of the community college system, threatens its future viability as the first choice for post-secondary students and adult learners

01 →

Phase 1

This phase consisted of strategy work conducted which resulted in workshops held with LA19 leadership and SIM project stakeholders.

02a →

Phase 2a

The second phase consisted of qualitative market research with current students, students who dropped out, and prospective students across LA county. This was combined with a quantitative segmentation study to identify ideal targets.

02b →

Phase 2b

There are a few studies that were conducted: 1- Trends Assessment, 2- Competitive Audit, 3- Innovation in Higher Education,, 4- CE Diversity listening sessions with Community-based organizations.

03 →

Phase 3

This phase consists of a digital marketing campaign that is scheduled to kick off October 2019.

This report synthesizes all the reports conducted on behalf of SIM



[The Crossroads Report & LA CC Segmentation Report \(LRW\)](#) provide actionable insights on dropping enrollment levels, the competitive landscape, shifting learner demographics, and changing employer demands.

[The Student Focus Groups Report \(LRW\)](#) provided student focused research on identifying new ways to evolve and innovate both product and marketing solutions in order to increase relevance and drive growth in the Strong Workforce initiative.



[The Research Roundup Report \(BrandIQ\)](#) from February 2019, includes the **Trends Report and the Competitive Audit (BrandIQ)**. This conglomerate of reports addresses the needs of current students and how to best innovate within the community college system.

The Trends Report (BrandIQ) specifically summarizes macro and micro trends in society and education, which can be used to guide the future of educational services.

The Competitive Audit Report (BrandIQ) illuminates the competitive landscape in detail.



[The SIM Innovation Report \(BrandIQ\)](#) specifically focuses on 'best practices' on how community colleges can foster a culture of innovation, so that their curriculum and programs can continually remain relevant to students in a rapidly changing economic landscape.

[The CTE Diversity Report \(BrandIQ\)](#) focuses on how CE programs can help students earn a livable wage in LA county, specifically how underserved segments can utilize these services.

Serving the Students of Today and Tomorrow

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INNOVATION IN CURRICULUM AND PROGRAM DESIGN

Community Colleges must continually keep up with changing workforce demands and diverse student needs

SKILLS BUILDING FOR THE SKILLS GAP

CE can continually innovate to provide a platform for lifelong learning, up-skilling, and re-skilling, which will serve a diverse student body, throughout their lifetime



THE NEW ECONOMIC LANDSCAPE

Technology and industry are rapidly changing, so curriculum needs to catch up

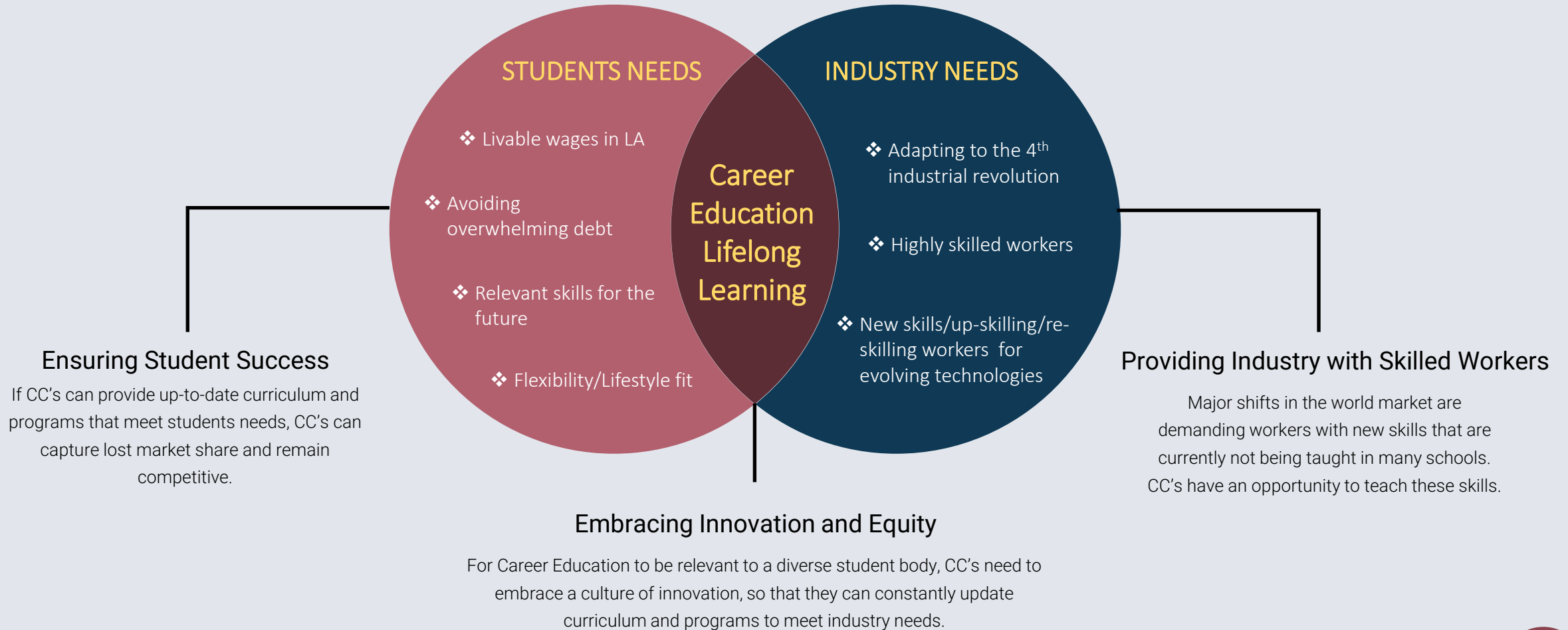
EMBRACING EQUITY

Embrace the diverse community of Los Angeles by providing an equal chance for everyone to earn a living wage

A CULTURE OF INNOVATION

CCLA CE must embrace a culture of innovation to better align student needs with the rapidly changing labor market

EXECUTIVE SUMMARY



THE NEW ECONOMIC LANDSCAPE



Technology and industry are rapidly changing,
so curriculum needs to catch up

The world has changed, but have we?

As technological leaps revolutionize the job market and communication, the educational system should keep up with these changes to teach the relevant skills the labor market requires

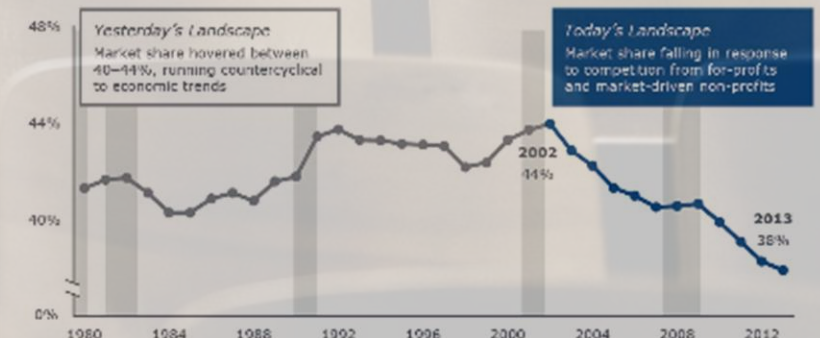


Community Colleges are losing higher education market share

In 2002, at their peak, community colleges had 44% of higher education market share, and this number has fallen to less than 38%. We are currently impacting far less students, significantly affecting funding, which could be in excess of \$200 million dollars.

Share of Total Enrollments in Decline Since 2002

Percentage of U.S. Undergraduates Enrolled in Two-Year Sector, 1980-2013



Note: Shaded years on chart indicate recessions

We have entered the 4th Industrial Revolution, which has disrupted industry and education

The 4th industrial revolution is characterized by :

- Fusion of technologies that blur the lines between the physical, digital, and biological spheres
- Disruption of traditional ways of conducting business, production, consumption, and education
- Increased automation and artificial intelligence
- Increased ability to work and socialize via mobile technology
- Acceleration of innovation in technologies



Videos highlighting the 4th Industrial Revolution:

[The Future of Learning](#) (2:44 minutes)

[The Fourth Industrial Revolution](#) (11:44 minutes)

There is a need to up-skill/re-skill workers to keep up with evolving technologies

- Inequality represents the greatest societal concern associated with the 4th Industrial Revolution
- There is a rising gap in wealth between those dependent on capital versus labor
- There is a need for highly skilled workers

To adapt to the 4th Industrial Revolution, Community Colleges must embrace innovation in curriculum and program design



“The inexorable shift from simple digitization (the Third Industrial Revolution) to innovation based on combinations of technologies (the Fourth Industrial Revolution) is forcing companies to reexamine the way they do business.

Business leaders and senior executives need to understand their changing environment, challenge the assumptions of their operating teams, and relentlessly and *continuously innovate*.” -**Klaus Schwab**
Founder and Executive Chairman of World Economic Forum

We must collaborate with industry to design curriculum and bring changing, real-world experiences to students

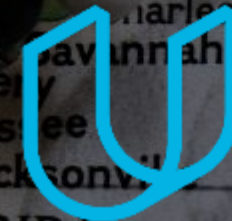
- Technology continues to disrupt, and no industry is safe
- Employees and employers face an urgent need to be proactive about skilling for the future
- Go beyond curricula content: partner with industry, bring them into the “classroom,” and offer apprenticeships
- Students will have access to "up-to-date" tools, making them more competitive in the labor market
- Many CE programs do this to varying degrees, but these practices need to be improved, and should include General Education disciplines

Sources:

- [Research Roundup February 2019, pages 20-21;](#)
- [Retraining and reskilling workers in the age of automation](#)
- PwC: [Workforce needs reskilling- now what?](#)
- Forbes: [Reskilling Workforce for AI](#)
- Cognizant: [Reskilling the Digital Age](#)
- World Economic Forum: [The Future of Jobs](#)
- Bertelsmann Stiftung: [Vocational Education and Training Reform in India](#)
- World Economic Forum: [Future Workforce Strategy](#)
- University World News: [Educating for the fourth industrial revolution](#)

Many US educational institutions have already innovated and became successful by creating engaging student experiences


- Real-world skills
- Career-focused, skill building instruction
- Learning at one's own pace
- Blended learning: a mix of online and teacher-led instruction
- Flexible schedules
- Online courses
- Immersive multi-media tools




Currently, there are many innovative programs/courses/initiatives happening across LA county



- Career Advancement Academy




- The Dream Resource Center (DRC)



- The Office of Institutional Effectiveness (IE)



- Tesla Start Program



- Verdugo CNC Machinist Academy: giving skills to students with autism



- Student Focus Groups



- REACH Program: for foster youth



- Community Education
 - Simplilearn
- Amazon Partnership:
 - Cloud Computing



- Health Information Technology Apprentices Program



- S.T.E.A.M Academy



- Certificate in Radio Production

Globally, educational systems are innovating their programs to adapt to changes in technology and the labor market

Denmark: Lifelong Learning & Re-Skilling

System built on collaborative regulation, curriculum design, certification, and funding

Opportunity!: CCLA19 can be at the forefront of innovative student engagement!

Germany: Dual System of Education & Training

Promotes partnerships between government and businesses

Austria: Three Paths

Students are required to decide between one of three paths: general education, vocational training, or apprenticeship programs

Singapore: Lifelong Learning and Workplace Resilience

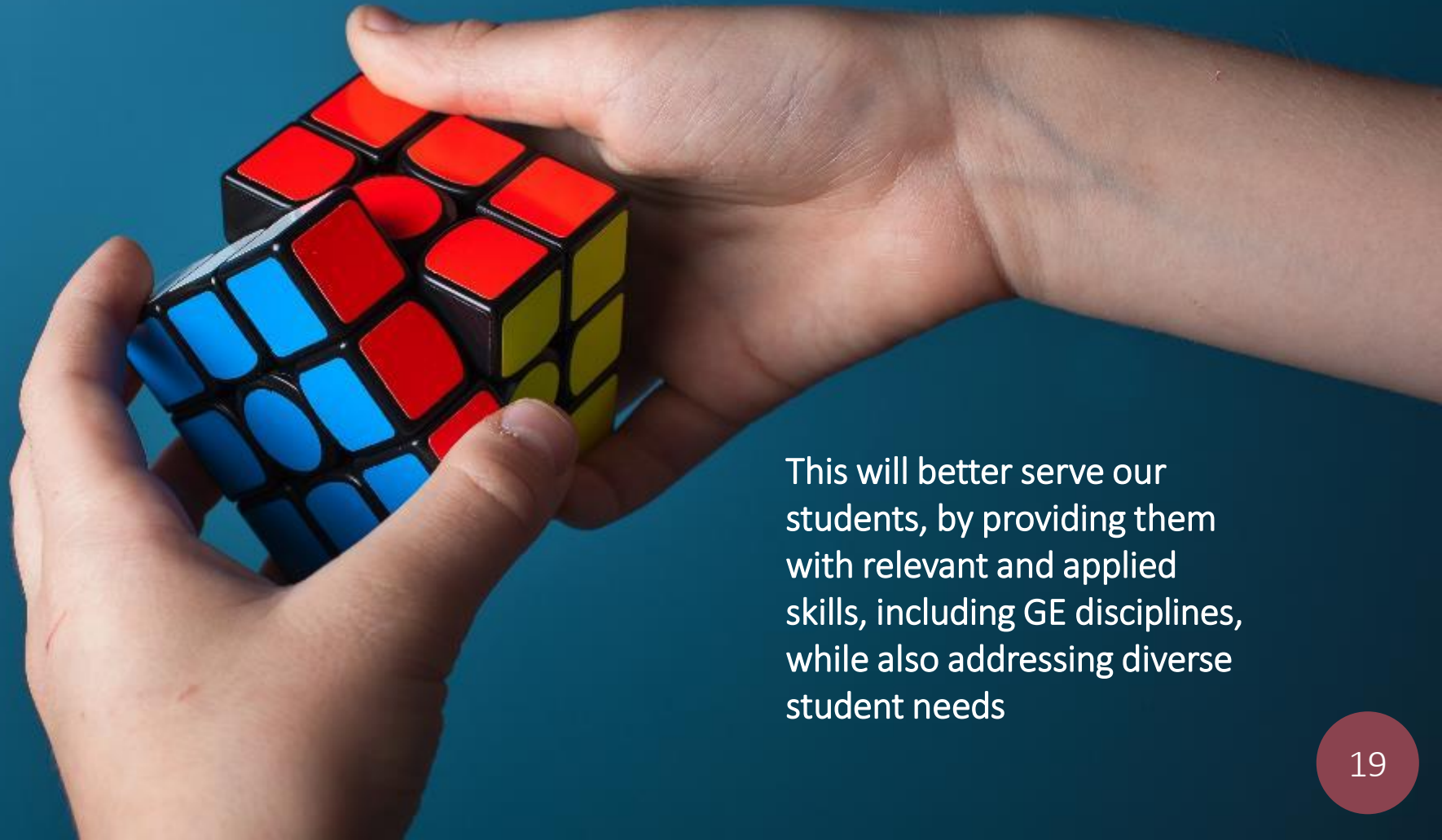
Programs for continuous learning, reskilling, and job placement

So what is
CCLA19
going to do to
address constant
changes in the
labor market?

INNOVATION IN CURRICULUM AND PROGRAM DESIGN

Community Colleges must continually keep up with changing workforce demands and diverse student needs

Encourage *all* disciplines in Community College to be active with industry and offer programs that better engage students to improve retention



This will better serve our students, by providing them with relevant and applied skills, including GE disciplines, while also addressing diverse student needs

Prioritizing the distinct needs of our target segments will focus our efforts to engage a broad range of students

Proud Pupils

(Current Target)

- Advocates for the community college experience
- Interested in transferring to a four-year program
- Want longer-term programs
- Want professors with real-world experience
- Prefer online courses

Support-Seeking Graspers

(Current Target)

- Need flexible schedules to fit their life
- Require consistent support from their counselors
- Want one-on-one attention from professors to help ensure success
- Future-proof programs will help quell their fears of automation
- Targeted counseling will improve retention

Pragmatic Skillers

(Future Target)

- Most of their education comes from outside of school
- They focus on *learning*, not just grades
- They're independent
- Prefer to learn on their own
- Meet their needs by developing short, targeted, online programs

All segments are currently nervous about automation and the rapidly changing workplace

Students need skills that are labor market ready, pathways to employment, and platforms for re-skilling and up-skilling

Facts: Student Concerns

- There is a lack of clarity around what the jobs-of-the-future will be and the skills needed to prepare for these jobs.
- There is no overall consensus as to where the best place to prepare for automation will be.
- *This presents an opportunity in the education space!*

Education and Industry partnerships

- Go beyond relationship building Industry councils. Instigate active curriculum design involving faculty, industry, curriculum designers, and futurists.
- CC's should form a regional labor market partnership focused on 'curriculum development' and 'employer partnerships.'

There are four major ways community colleges can teach labor market ready skills “throughout all disciplines,” while also meeting the needs of a diverse student body



INCREASE
FLEXIBILITY



COMPETENCY-
BASED LEARNING



COLLABORATE WITH
INDUSTRY



PLATFORM FOR
LIFELONG LEARNING

Innovating against these opportunities can help achieve this AND drive the CE FTES Factor (1/3)

Increased flexibility

Online offerings and flexible start dates, will allow students to address learning at their own pace and when it is most convenient or necessary, rather than forcing students to adhere to the college's rigid structure

- Online courses allow students to learn material around their busy schedules and without commuting
- Provide evening and weekend courses
- Shorter courses
- Affordable programs

Competency-based learning levels the playing field for all students

- Students determine the pace of their learning
- Students with different learning abilities are given the same opportunities to succeed
- Students are able to stop coursework due to life events, and pick up where they left off
- Students receive a personalized experience and real-time feedback on their progress and performance
- Students are more engaged because the content is tailored to their unique needs
- This saves the student both time and money



Collaboration with industry promotes hands-on learning, mutually beneficial courses, and provides a path to careers even before graduation.

Students benefit from collaboration with industry:

- Gaining the necessary knowledge needed for employment
- Future-proof programs
- Acquire skills that benefit the students and industry
- Have access to current and future employment opportunities

Break away from the transfer mindset by becoming a platform for lifelong learning

Allow students of all ages and levels of job experience to **up-skill/re-skill** and have **job mobility** in a quickly changing labor market.

Offering short certificate programs, micro-credentials, and enabling real-world learning is essential.

EMBRACING EQUITY



Embrace the diverse community of Los Angeles by providing an equal chance for everyone to earn a living wage

Embrace Equity, Embrace Everyone

Community Colleges need to provide platforms and successful pathways for *everyone*, while strengthening services for working adults and underserved segments



Underserved segments make up a large portion of the community, and are at greater risk of falling through the cracks

Who are Underserved Segments?

- Working Students
- Students with families
- Recently incarcerated
- Foster youth
- Homeless youth
- Immigrants and first generation
- Unable to navigate the bureaucratic system, such as filing paperwork for student aid
- Language barriers
- Lack of understanding of opportunities
- Lack of adult mentors and role models
- Sparse resources
- Lack of confidence
- Multiple traumas

Source: [CTE Diversity Report, page 3](#); Perkins 5 Metrics

Underserved Segments
can greatly benefit
from programs that
teach them relevant
skills **without**
overwhelming them in
debt

**Support
throughout the
whole
educational
process could
reduce current
dropout rates**

Strengthen Student Services

- Provide students with access to resources, while also helping students develop self-efficacy
- Help students get documents in on time
- Mentorships
- Mental health programs
- Financial assistance

**CCLA19 CAREER
EDUCATION
SHOULD BE THE
EPICENTER FOR
MEETING DIVERSE
STUDENT NEEDS**

SKILLS BUILDING FOR THE SKILLS GAP



Career Education can continually innovate to provide a platform for lifelong learning, up-skilling, and re-skilling, which will serve a diverse student body, throughout their lifetime

Career Education can be the epicenter for student success, teaching hireable skills without getting students into overwhelming debt

- CE can be a viable pathway for students to attain high paying and respectable jobs
- CE can also be a platform for lifelong learning: up-skilling and re-skilling workers who want to learn new skills for job mobility
- Innovating CE programs can achieve this AND drive the CE FTES Factor (1/3)



Career Education is a smart choice for a successful future

Pursuing a 4-year university degree isn't the best choice for everyone; however, it is usually perceived as the gold standard for success

Revitalizing CE can provide flexible programs that help students head towards a financially stable future with less time commitment and investment than traditional programs (i.e. less debt!)

Career Education can help build *skills*, rather than solely focusing on credit and degree building

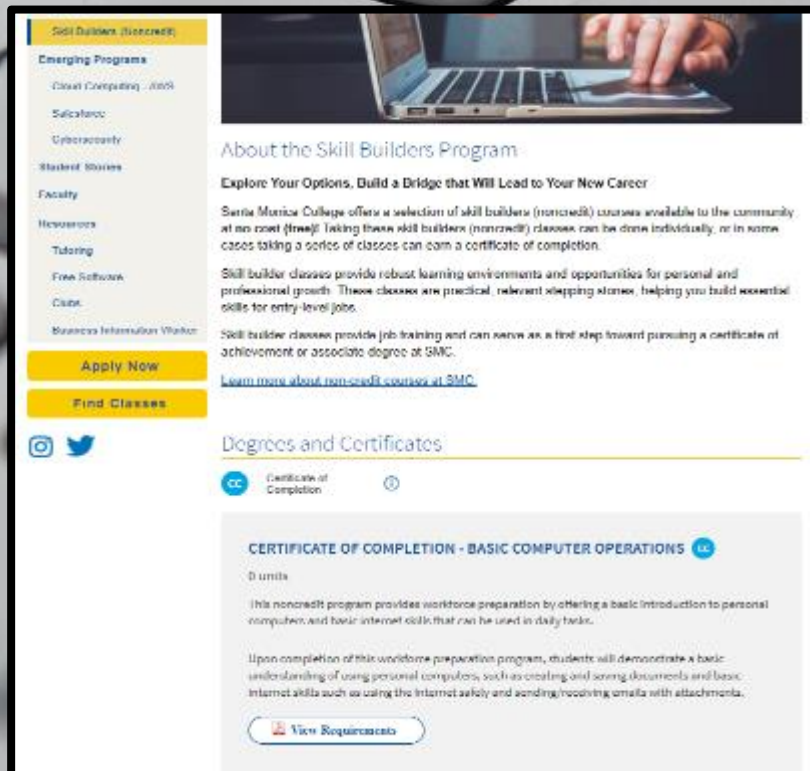
“93 percent of freelancers with a four-year college degree say skills training was useful versus only 79 percent who say their college education was useful to the work they do now.” –

[CNBC](#)

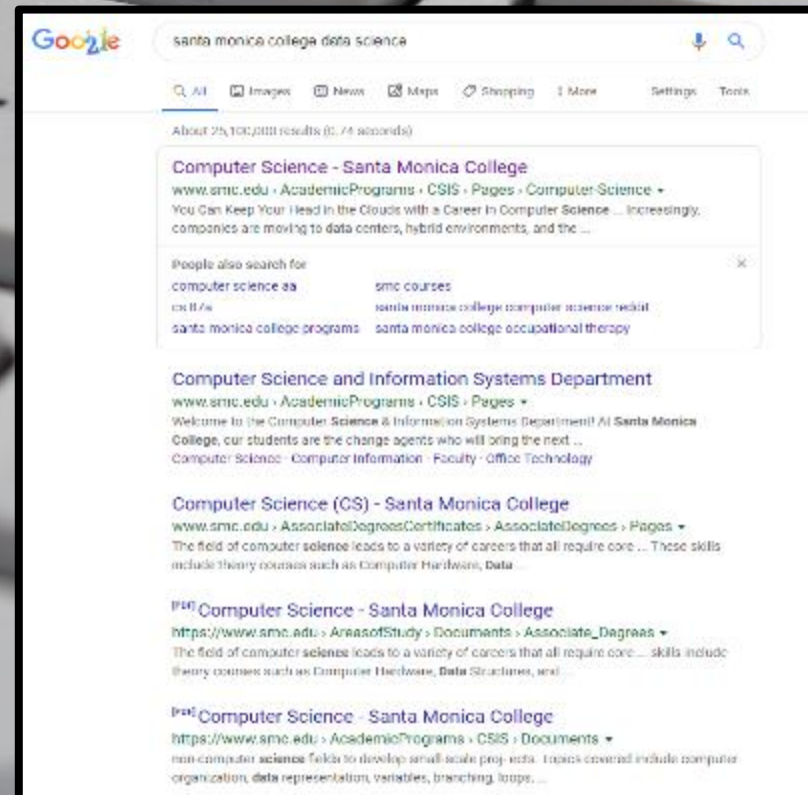
Currently, online searching for relevant skill building classes at LA19 community colleges isn't intuitive. If they are offered, they are challenging to find

As an example, we found a Skill Builders Program, but it only addresses basic computer operations.

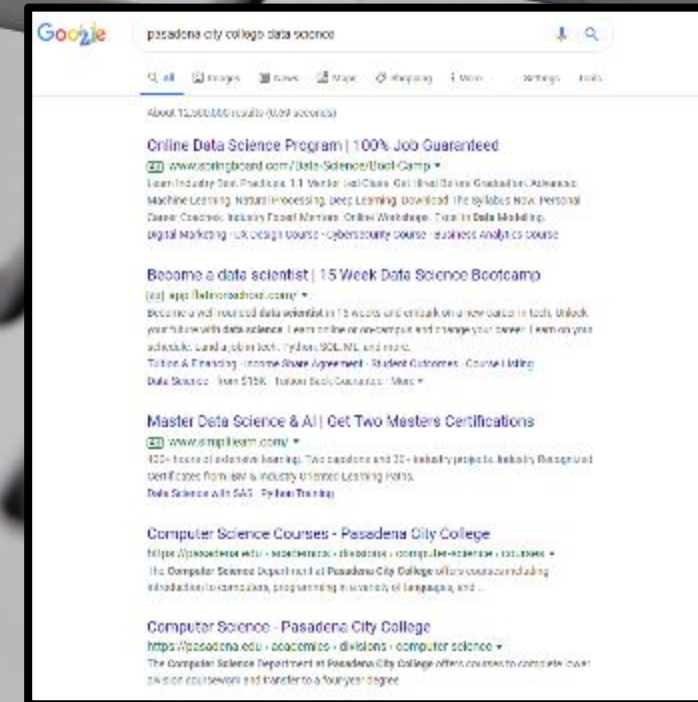
Google searches for "data science" courses bring up computer science programs, that require prerequisites, and the need to take multiple courses



The screenshot shows the 'Skill Builders (noncredit)' page on the Santa Monica College website. It features a navigation menu on the left with options like 'Emerging Programs', 'Student Stories', and 'Faculty'. The main content area is titled 'About the Skill Builders Program' and includes a sub-header 'Explore Your Options, Build a Bridge that Will Lead to Your New Career'. The text describes the program as a selection of noncredit courses available to the community at no cost. A prominent yellow button labeled 'Apply Now' is visible at the bottom of the main content area.



The screenshot shows a Google search for 'santa monica college data science'. The search results page displays approximately 25,100,000 results. The top result is 'Computer Science - Santa Monica College' with a link to www.smc.edu. Below this, there is a 'People also search for' section listing related terms like 'computer science aa' and 'smc courses'. The second main result is 'Computer Science and Information Systems Department' with a link to www.smc.edu. The third result is 'Computer Science (CS) - Santa Monica College' with a link to www.smc.edu. The fourth result is 'Computer Science - Santa Monica College' with a link to https://www.smc.edu.



The screenshot shows a Google search for 'pasadena city college data science'. The search results page displays approximately 12,000,000 results. The top result is 'Online Data Science Program | 100% Job Guaranteed' with a link to www.springboard.com. The second result is 'Become a data scientist | 15 Week Data Science Bootcamp' with a link to app.innovashoot.com. The third result is 'Master Data Science & AI | Get Two Masters Certifications' with a link to www.mphlearn.com. The fourth result is 'Computer Science Courses - Pasadena City College' with a link to https://pasadenac.edu. The fifth result is 'Computer Science - Pasadena City College' with a link to https://pasadenac.edu.


Competitors have the upper hand because their flexible and accelerated programs are easy to find

Google search for "data science course" results:

- Data Science Bootcamp | Prepare for Your Immersive** (www.galvanize.com) - Get ready for your Data Science Immersive with a free prep course!
- Data Science Course | Learn Web Development | thinkful.com** (getstarted.thinkful.com/data-science/course) - Join a data science course designed to get you a job or your tuition back.
- Data Science Course | USC Viterbi Data Boot Camp** (databootcamp.viterbi.usc.edu/Boot-Camp/Data-Analytics) - Enhance your career with a 26-week curriculum designed specifically for working adults.
- Become a data scientist | 15 Week Data Science Bootcamp** (app.flisrnschool.com) - Become a well-rounded data scientist in 15 weeks and embark on a new career in tech.
- Data Science: Online Courses from Harvard, MIT, Microsoft | edX** (https://www.edx.org/course/subject/data-science) - Learn data science online today. Advance your career as a data scientist with free courses from the world's top institutions.

	AccelerateML	GA GENERAL ASSEMBLY	galvanize	Springboard	THINKFUL
Tuition	\$895/mo (or \$2500 upfront)	\$2,000/mo (or \$3,950 upfront)	\$1,250/mo (or \$2,500 upfront)	\$1,490/mo (or \$7,500 upfront)	\$1,495/mo (or \$7,990 upfront)
Student-to-Instructor Ratio	8:1	18:1	22:1	1:1	1:1
Duration (Weeks)	12	8	8	26	26
In-Person vs. Online	On-Campus	On-Campus / Online	On-Campus / Online	Online	Online
Pace	Program-Guided	Program-Guided	Program-Guided	Self-Paced	Self-Paced

USC Viterbi
Learn Data Analytics in 26 weeks
 Classes begin December 9, 2019 in Los Angeles



For Career Education to be more useful and attractive to students, it not only has to offer innovative, relevant, and flexible programs, but it also needs to *communicate its value* to LA County

CE holds the potential to be *THE Lifelong Learning Platform* for the community, enabling students to skill and up-skill throughout their lifetime, with verifiable, measurable, and marketable certificates/skills



FILL EVERYONE'S LEARNING NEEDS IN A WAY THAT FITS THEIR CURRENT STAGE OF LIFE -> FROM EARLY STAGES OF LEARNING, TO CAREER SWITCHING



STAY UP TO DATE WITH THE LATEST TECH AND RESEARCH



ENABLE CAREER UP-LEVELING AND SKILL/COMPETENCY BUILDING THROUGHOUT ONE'S LIFETIME, EVEN AFTER A 4 YEAR DEGREE IS EARNED



GAIN AND TRACK CLUSTERS OF SKILLS/COMPETENCIES TO HELP EMPLOYERS IDENTIFY NEW TALENT



INFORM STUDENTS ON UNIQUE SKILLS SETS NEEDED FOR ANY ROLE



EACH COURSE PRODUCES A CERTIFICATE OF COMPLETION. STUDENTS CAN STACK SKILLS/COMPETENCIES

.....DROPOUT RATES WOULD BE DRASTICALLY REDUCED!

A CULTURE OF INNOVATION



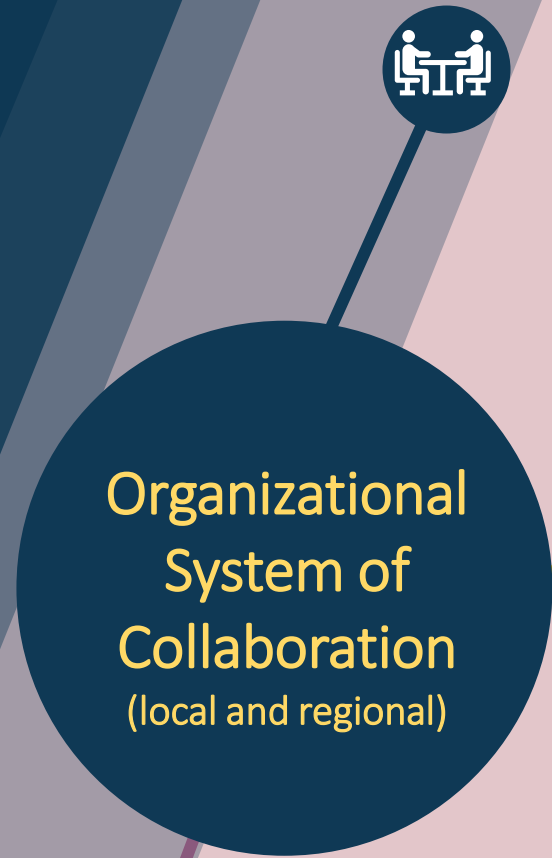
CCLA CE must embrace a culture of innovation to better align student needs with the rapidly changing labor market

Enhanced Innovation
will enable much
needed curriculum and
program development
so that cross-
institutional regional
change can be
implemented at scale



Administrators and Faculty must work together to create a codified governance

Including students in the process is highly recommended



Administration

- Access to resources that can fund projects and innovative changes
- Reach across industry, faculty, and non-profits (CBO's) for innovative collaboration
- Ability to build a team of enthusiastic faculty and other participants to contribute to innovative changes



Faculty

- They have the power to change curriculum
- Their direct contact with students identifies what works, what doesn't, and what needs to be improved
- They can inspire students to contribute to innovative change



Students

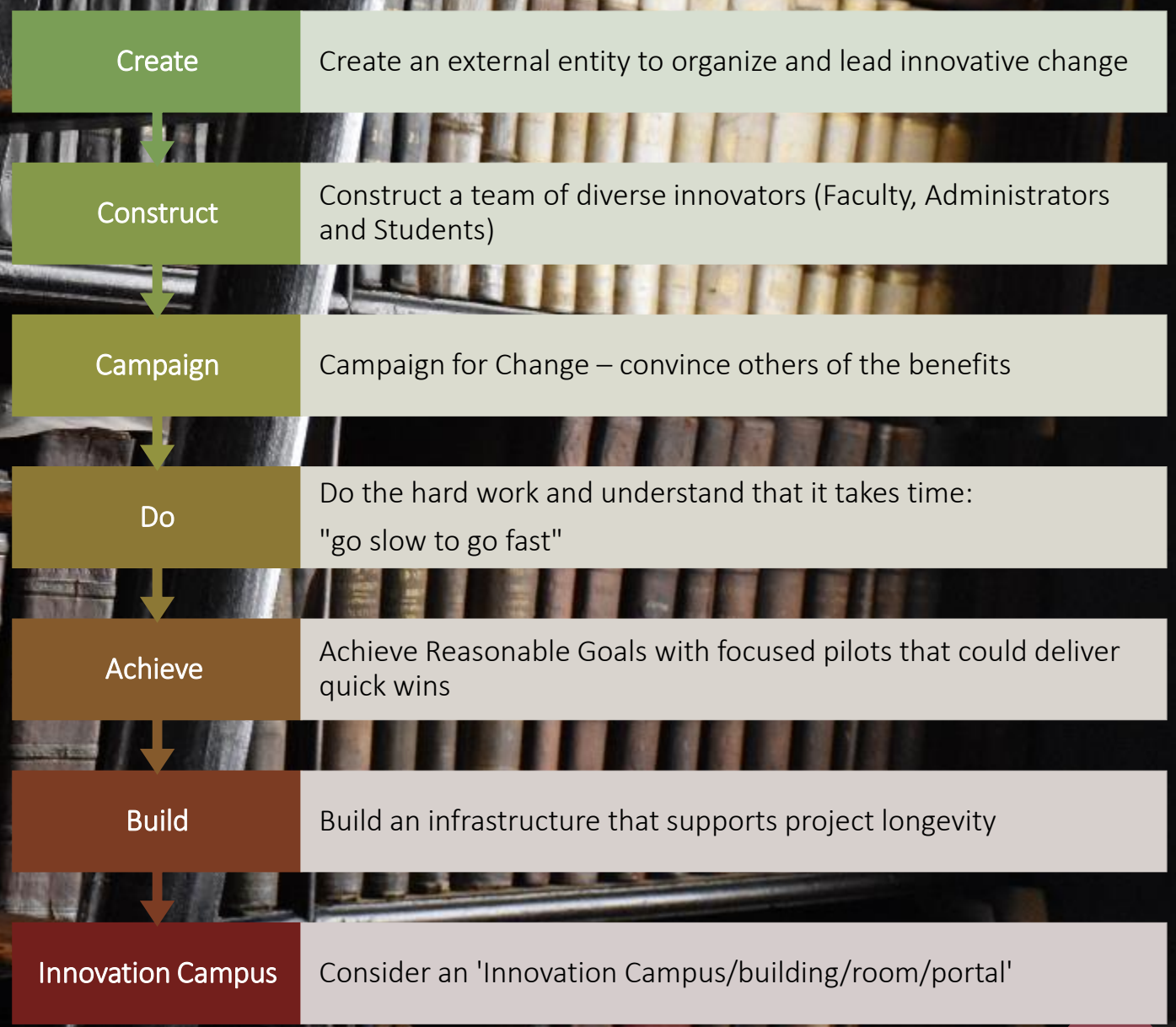
- Student passion for institutional or curricular change can garner a lot of attention from administrators and the local community, helping a project get funding and support from diverse entities
- Student led change can bring more engaging programs and curriculum to the campus, which in turn, could increase enrollment significantly

Design students into the process, empowering them to have control over their educational experience

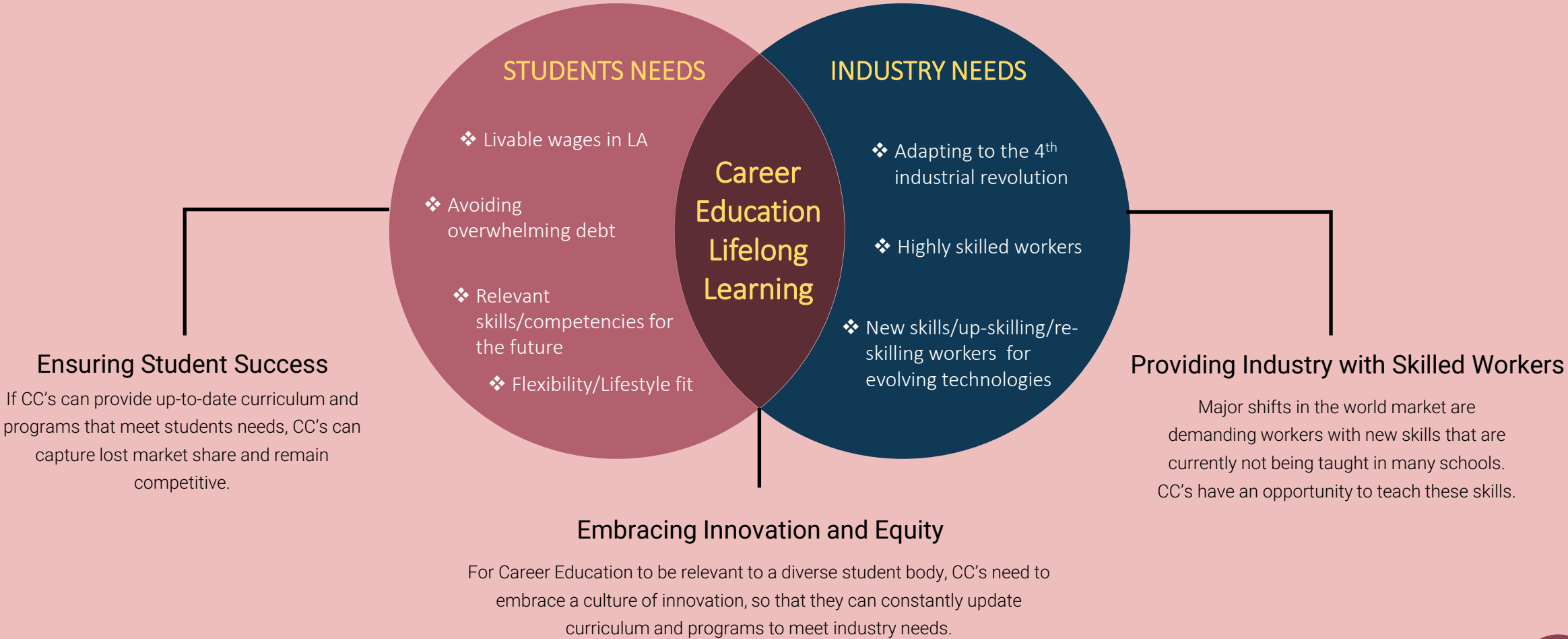
- Work with students to create engaging programs and curriculum that they want
- Give budgets to students leading innovative projects
- Create a community of mentorship, helping students reach their potential for acting on their own ideas



Strategies to facilitate innovation and change in higher education



REPORT RECAP





THANK YOU

