



San Antonio Workforce Initiative

**Task Force Meeting Kick-Off
September 26, 2019**

Agenda

- **Welcome and Introductions**
- **Workforce Initiative Overview**
- **Overview of Academic Innovation Division**
- **Research and Impact**
- **Audiences**
- **Modalities, Partners and Types of Education**
- **Initial Strategy Development**
- **Closing/Next Steps**





Welcome and Introductions

- **Name**
- **Organization or Department**



Workforce Initiative Overview

The San Antonio Workforce Initiative will promote continuing education and professional development programs for adult learners to support the city's growing need for a skilled workforce. In addition, it will advance UTSA's capacity to meet the educational needs of San Antonio employers through customized degree and certificate programs in various disciplines.



Workforce Initiative Overview

■ Components

- Innovative online instruction, as well as traditional face-to-face and hybrid formats
- Customized programs for corporate partners
- Credit and non-credit offerings
- Stackable certificates to allow students to build a sequence of credentials to demonstrate their qualifications

■ Opportunities

- Increase UTSA's market share of students pursuing master's degrees and graduate certificates
- Increase the university's online offerings to meet demands of working adults
- Increase the university's non-credit credential/certificate offerings to meet San Antonio workforce demands



Small Group Discussion

- **Discuss workforce needs in San Antonio**
- **Discuss current initiatives underway to meet workforce needs in San Antonio**





Academic Innovation

Melissa Vito/Interim Vice Provost

The new division of Academic Innovation at UTSA brings together experts in teaching, technology, and virtual learning to champion innovative and transformational practices that enhance the academic experience of our students and faculty.

- Teaching & Learning Services; Learning Technologies; Video Production Services; Online Learning/Programs; Extended Education
- Synergy to build, improve and develop programs that support workforce needs, corporate, community and adult learners



Research & Impact – 4th Industrial Revolution

- **New technologies to create new high quality jobs** – will reduce the number of workers required for certain tasks but there will be an increased demand for new roles that offset loss
- **Reskilling and Upskilling will be critical for employers to support existing workforce to meet new technologies (54% of all employees)**
 - 36% require training up to 6 months
 - 9% require training 6-12 months
 - 10% require training more than a year
- **Skills Needed** – analytical thinking and innovation, active learning and learning strategies, technology design and programming, technology competency, creativity, originality, and initiative, critical thinking persuasion and negotiation, attention to detail, resilience, flexibility and complex problem solving, emotional intelligence, leadership and social influence, service orientation



Research & Impact – 4th Industrial Revolution

- **Emerging and Increasing Demands for Technology Roles:** Data Analysts and Scientist; Software and Applications Developers; Ecommerce and Social Media Specialists
- **Emerging and Increasing Demands for Human Skills Roles:** Customer Service Workers; Sales and Marketing Professionals; Training and Development; People and Culture; Organizational Development Specialists; Innovation Managers
- **Emerging and Increasing Demands for New Specialists Roles:** Artificial Intelligence and Machine Learning Specialists; Big Data Specialists; Process Automation Experts; Information Security Analysts; User Experience and Human Machine Interaction Designers; Robotics Engineers and Blockchain Specialists



Research & Impact – 4th Industrial Revolution

- **According to the Future of Jobs Report 2018:**
 - Only 30% of employees in today's jobs with the highest probability of technological disruption have received any kind of professional training
 - About ½ of retraining will be delivered through internal departments
 - About ¼ of retraining will be delivered through private training providers
 - About 1/5 of retraining will be delivered through public education institutions
 - Need accreditation outside of the company
- **Labor market shifts – our culture and thinking have to shift**
 - No longer: Learn – Do – Retire
 - Now: Learn – Do – Learn – Do – Rest – Learn... Repeat



Research & Impact – Adults Without Degrees

- Career outcomes at the heart of decisions
- 46% without college degree say they need additional education to advance in their career
- Varies in states and regions – younger, non-white and urban residents feeling a greater need
- 53% adults without degrees plan to pursue additional education in the next 5 years
- More likely to seek education and training from their employers
- Greatest impact on enrolling – guaranteed employment/job placement



Research & Impact – Adults Without Degrees

- **Non-degree credentials have real value in the market**
- **With certificates or certifications report higher levels of marketability, employment and income (60%) – see themselves as a more attractive job candidate**
- **Higher full-time employment rates**
- **Wage premiums depend on occupations – can be as high as \$25,000 more**
- **Significant gender gaps**



Research & Impact – Adults Without Degrees

- **Multiple postsecondary pathways**
- **Working adults may need quick reskill or move up in the workforce**
- **Highest premiums in security/protective services, architecture or engineering, computer and mathematical, construction or mining.**
- **Lowest premiums in education, training, library, office/administrative**



Research & Impact – Adults Without Degrees

■ Earning Certificates and Certifications?

- Today's labor market demands more than a high school diploma to earn a middle-class income
- Does not mean that postsecondary degree is the only pathway – we need multiple postsecondary pathways
- Potential of non-degree certificates and professional certifications
- They have real value in the market – 5% of Americans between 25-64 have a high-quality postsecondary certificate as their highest credential



Research & Impact – Educational Credentials

- **Per Credential Engine – more than 738,000 unique credentials offered in the US including traditional degrees, badges, certificates, boot camps and other short-term credential types**
- **Postsecondary institutions account for 370,000**
- **Employers working with education providers to create custom add-ons to existing credentials**



Research & Impact – Educational Credentials

- **For employers:**
 - Value of credentials in hiring held steady or increased
 - Increasing levels of education preferred or required for job roles
 - Skills based, competency based hiring – gaining interest
 - Online credentials equal in quality
 - Work integrated learning and curriculum – industry aligned and employer validated – highly prioritized
- **With application of technology and skills based hiring practices – emphasis on degrees may be challenged**
- **Micro-credentials – potential – may be better indicator of specialized knowledge compared to degrees – also great for continuing education beyond the degree**



Research & Impact – Educational Credentials

- **Industry-Aligned Credentials (Top 5) – Employers Recommended Priorities for Colleges and Universities**
(Northeastern University Center for the Future of Higher Education and Talent Strategy – Educational Credentials Come of Age, Dec 2018)
 - Include real-world projects and engagements with employers and the world of work
 - Provide academic credit for experience and on-the-job learning
 - Include more industry and employer validation of curriculum (e.g. as with certifications)
 - Provide better systems to verify and validate credential authenticity
 - Engage in more rigorous forms of quality assurance and accreditation



Small Group Discussion

- **Discuss what you learned from the Research and Impact Topics**
- **Discuss how we can use this information to build a workforce initiative at UTSA**



Our Audiences

- Corporate Partners
- Undergraduate Students
- Graduate Students
- Working Adults



Corporate Partners

- **San Antonio Business Community Roundtable Discussions**
 - Trends in the Workforce
 - Downtown Expansion – What that means for UTSA and Local Employers
 - New Programs to Support Economic Success
 - Addressing Workforce Needs, Gaps and Future Opportunities
 - Adding Value to Your Organization
 - Desired Skills and Characteristics
- **Corporate Engagement – Kara Aguilano Forney/Director, Arizona Online Corporate Initiative**
 - An Approach and Lessons Learned



Undergraduates

- **Traditional undergraduates Pursuing Bachelor's Degrees**

- Entering from high school graduation (demographics are shifting – reduced numbers over the next 5+ years)
- Entering from community college
- Competition is fierce

- **Retention and Student Success**

- UTSA Improving retention and graduate rates
- Would short-term credentials or badges aid in retention?

- **Classroom to Career Initiative**

- Promotes experiential learning opportunities
- Can align with San Antonio Business community – build partnerships
- Real-world applications – Marketable Skills



Graduate Students (Wiley Survey of Graduate Students)

- **General motivations:** desire to advance career; have more options in the future; increase in pay; career change; desire to help others
- **Benefits of degree** – confidence, preparation and success
- **Considerations for evaluating programs** – alignment with needs, cost, time investment, reputation and admissions requirements
- **Barriers** – Cost, Time, Fear of going back to school
- **Online** – flexibility, ability to keep job, attend top ranked program outside of their local area, life stability, not having to travel
- **On Campus** – want interaction, on campus better experience, student support and in person interaction



Graduate Students – 3 Types of Graduate Students

(Wiley Survey of Graduate Students)

- **The Advancer** – Building on a solid work foundation to advance in their career and seek programs that fit into their lives
- **The Launcher** – Prepared to invest time and effort. Want to maximize future earnings and connections
- **The Altruist** – Motivated by a love of learning and desire to help people. Look for programs that combine flexibility and engagement.



Working Adults

- **Working-Class Adults – Untapped market**
- **Working-class adults in US are economically and socially distressed**
- **Work empowers people**
- **Education resources for working class are scarce**
 - Federal government invests mostly in financial aid for traditional learners
 - Out of \$170 billion employers invest in formal training each year – the majority is channeled toward workers who have already earned bachelor's degrees and work in higher paying professional and managerial positions
- **We need short-term, very targeted training programs that address skills bottlenecks in fast growing technical fields – serve the most vulnerable**



Working Adults

- **Non-traditional learners attend college later in life, go to school part-time, work full-time, raising children, etc.**
- **Learning and earning is no longer an either/or**
- **Online tools and new attitudes have made learning while working more feasible**
- **1/3 of all students take at least 1 course online and 15% are fully enrolled online**
- **More innovative short-term programs like coding boot camps – can obtain valuable new skills quickly**
- **Part-time learners struggle to earn a degree or credential**
- **Institutions need to develop shorter-length course and more flexible delivery formats to fit into busy lives**



Modalities, Partners, Types of Education

■ Modalities and Partners

- Online
- Face-to-Face
- Hybrid
- Vendors
- Colleges/Departments
- Community Workforce Organizations

■ Types of Education

- Degrees
- Certificates
- Certifications
- Professional Development
- Credit
- Non-Credit
- Training
- Workshops
- Credentials
- Boot Camps
- Micro-Credentials
- Digital Badges



Initial Strategy Development

- **Brainstorm at your Tables**
- **For each audience**
 - **Corporate Partners**
 - **Undergraduates**
 - **Graduates**
 - **Working Adults**
- **Utilizing the modalities and types of education**
- **Identify potential strategies to meet our initiative opportunities**



Next Steps and Timeline

- **Compile Information from Kick-Off plus additional research**
- **Identify additional partners/members for task force or working groups**
- **Working Groups collaborate during October**
- **Meet end of October and mid-November**
- **Produce final report – distribute in January**
- **January Showcase to Community Partners**



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