



California
Community
Colleges

2018 Future of Work MeetUps

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“The economy is unforgiving to those without skills.”

- California Community Chancellor Eloy Ortiz Oakley



65%



80%

65% of jobs will require
college credential by 2020¹

80% of middle-skill jobs require
digital skills, 4% increase since 2014²

¹Georgetown Center on Education and the Workforce. Recovery: Job Growth and Education Requirements through 2020. 26 June 2013

²Burning Glass. The Digital Edge: Middle-Skill Workers and Careers, Sept. 2017

The Rise of Automation. The Fall of Workers?

47%

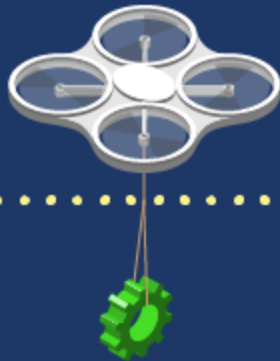


47% of U.S. jobs could be replaced by robots and automated technology within 20 years¹

45%



45% of activities individuals are paid to perform can be automated by adapting currently demonstrated technologies², representing about \$2 trillion in annual wages in the U.S.³



60%



60% of all occupations could see 30% or more of activities automated with technologies available today²



¹ Frey, Carl Benedikt and Michael A. Osborne. The Future of Employment: How Susceptible are Jobs to Computerisation? 17 Sept. 2013

² Chui, Michael. James Manyika, Mehdi Miremadi. McKinsey & Co. Where machines could replace humans—and where they can't (yet) July 2016

³ Chui, Michael. James Manyika, Mehdi Miremadi. McKinsey & Co. Four fundamentals of workplace automation November 2015



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California's “Stranded” Working Adults



“Stranded” Working Adults

Working adults who, because of an inability to access job skills, feel displaced in today’s workforce and have difficulty envisioning personal prosperity in the technology-driven workforce to come, specifically:

49%

49% from Spanish-speaking households cannot access traditional higher education

(US Census)



2.5 million

2.5 million CA adults ages of 25 to 34 years old who have only a HS diploma or some college but no degree (US Census)



6.2 million

Another 6.2 million CA adults ages of 35 to 65 years old have a high school diploma but no college degree (US Census)



Why “Stranded” Working Adults Cannot Access Traditional Higher Education



- Work and family obligations
- Scheduling challenges
- Transportation time and costs
- Cost of education + prior education debt
- Length of time to complete program
- Lack of credit for prior learning



- Inability to navigate higher education system
- Lack of academic preparedness
- Emotional barriers
- Lack of proper support system
- And more, as no two situations are identical

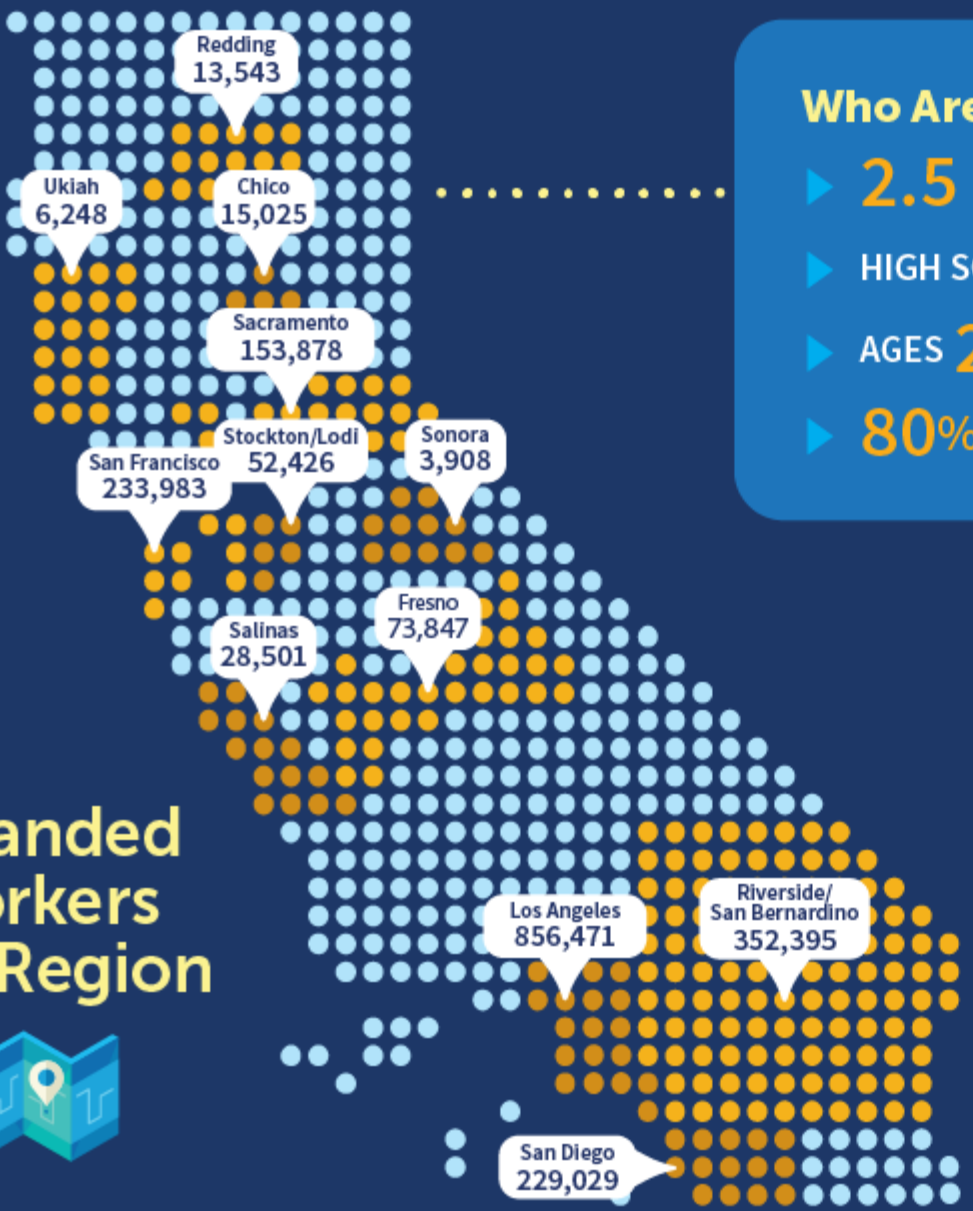


Who Are California's Stranded Workers?

- ▶ **2.5 MILLION** MEN AND WOMEN
- ▶ HIGH SCHOOL GRADUATES, NO COLLEGE DEGREE
- ▶ AGES **25-34**
- ▶ **80%** ARE CURRENTLY WORKING



Stranded Workers by Region



Stranded Workers by Ethnicity





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Overcoming Key Worker Barriers to Grow California's Competitiveness

**California's 115th Community College:
*Fully Online for Equity and Economic Growth***



Governor's proposal: *Fully online community college*

A more accessible, affordable alternative for adult working learners

- Self paced – *competency based education*
- Flexible start times – *uncoupled from academic calendar*
- Industry valued credentials
- Affordable alternative to expensive for-profit options
- Targets the 2.5 million adult who otherwise could be stranded
- R&D Unit – *data science and learning science*

Appetite for online education is growing:

- 1/3 of students in the California Community Colleges system now take at least one class online
- Other states already have one: AZ, CO, KY
 - Arizona State University Online offers six different start dates per year and ample student support programs; enrolled nearly 75,000 students in just seven years since launching
 - Rio Salado College (AZ) has 40 Monday starts per year



Quality of a fully supported online education is improving:

- No gap when comparing campus and online for ‘completion’ and ‘mastery’; small for ‘passing’ (less than 2 ppts)
- **At-risk students fare no worse – and in some cases substantially better** – in online than in on-campus environments

Source: [ASU Online Performance Gap Analysis, 2018](#)

1.3M student course observations; 280,000 unique students; includes 21,000 California students



Quality of a fully supported online education is improving:

- Students in the RioAchieve cohort (5k first time, Pell-eligible students) have **7% higher term-to-term retention**, 4% higher year-to-year retention, and slightly higher course-level success and GPA over comparative cohort

Source: [Measuring What Matters: Quantifying Returns on Digital Learning](#), CHEA 2018 Annual Conference, Rio Salado College



Listening and Learning Forums

for stakeholder feedback

- Future of Work MeetUps
- Futures Design-Thinking Lab
- CTE Faculty Webinars (open to all)
- Working Learner Listening Sessions
- Faculty Expert Engagement Session

Learn more at ccconlinecollege.org

On Your Mind...

- High-support student experience
 - * Culturally appropriate
 - * Faculty interaction
 - * Onboarding for non-digital natives
- Enrollment impact
- Online Education Initiative (OEI)
 - Access to technology and equipment
- Rollout
 - * Three pathways
 - * Dual accreditation
- Benefitting the other 114 colleges
 - * Faculty professional development
 - * R&D sharing
 - * Student referral



Let's discuss:

How can the Governor's proposal help the employers and the workers in your community?

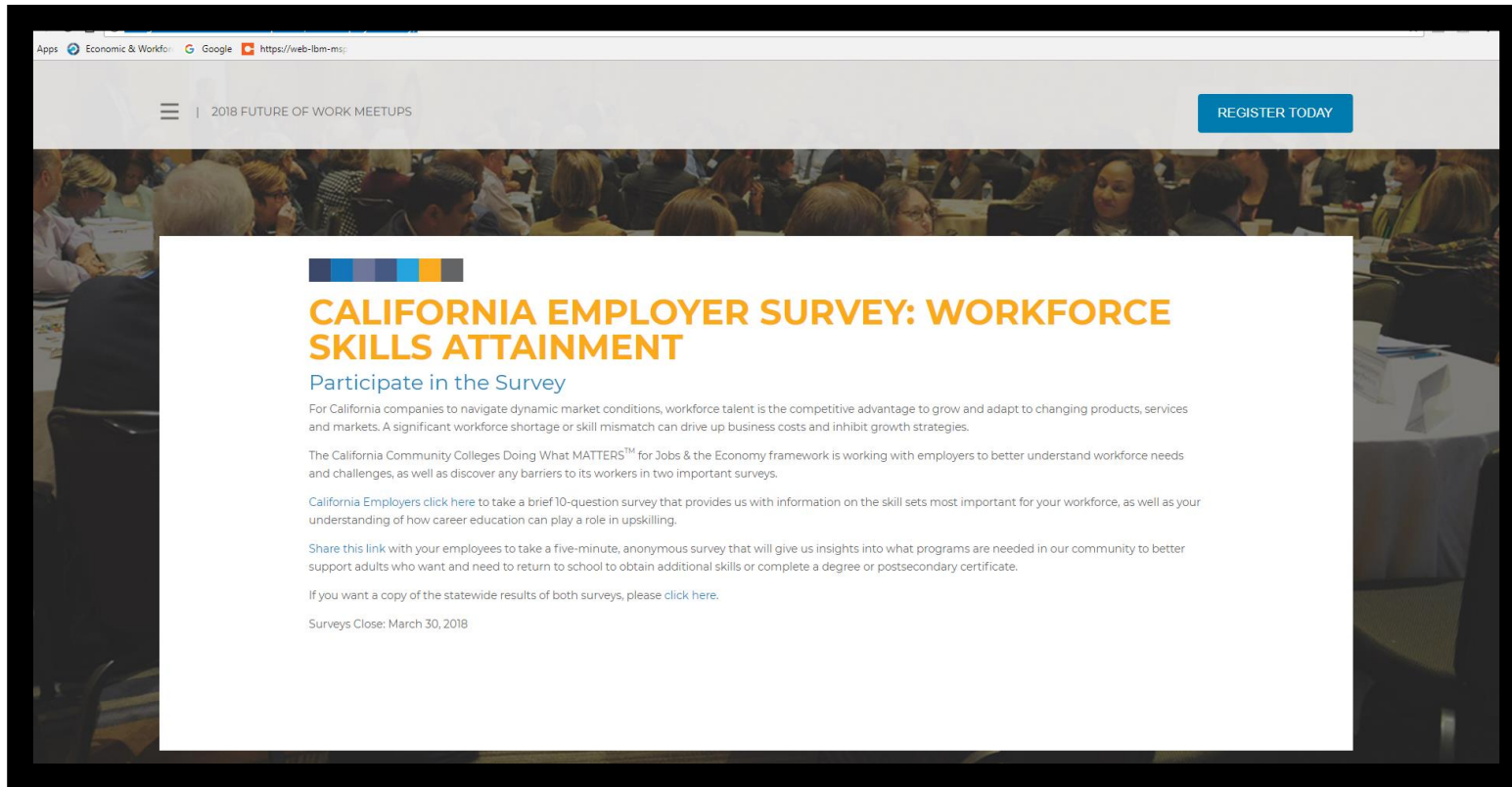
What appeals to you? What concerns you?



Let's discuss:

What can we do now to ensure
economic resiliency
for employers, workers, and our
communities?

Get involved



The screenshot shows a web browser window displaying the California Employer Survey website. The browser's address bar shows the URL <https://web-lbm-ms>. The page header includes a navigation menu with a hamburger icon and the text "2018 FUTURE OF WORK MEETUPS", and a blue "REGISTER TODAY" button. The main content area features a large image of a group of people at a meeting. Below the image is a white box with the following text:

CALIFORNIA EMPLOYER SURVEY: WORKFORCE SKILLS ATTAINMENT

Participate in the Survey

For California companies to navigate dynamic market conditions, workforce talent is the competitive advantage to grow and adapt to changing products, services and markets. A significant workforce shortage or skill mismatch can drive up business costs and inhibit growth strategies.

The California Community Colleges Doing What MATTERS™ for Jobs & the Economy framework is working with employers to better understand workforce needs and challenges, as well as discover any barriers to its workers in two important surveys.

California Employers click [here](#) to take a brief 10-question survey that provides us with information on the skill sets most important for your workforce, as well as your understanding of how career education can play a role in upskilling.

Share [this link](#) with your employees to take a five-minute, anonymous survey that will give us insights into what programs are needed in our community to better support adults who want and need to return to school to obtain additional skills or complete a degree or postsecondary certificate.

If you want a copy of the statewide results of both surveys, please [click here](#).

Surveys Close: March 30, 2018

Pass along and take
Employee/Employer
Survey

Employee survey:
bit.ly/DWMES2

Employer survey:
bit.ly/DWMES1