



# WCC Strategic Planning

*Information Resource Packet*

Labor Market Outcomes Working Group

## Generational Workforce Analysis

Title	<b>“Bridge the Gap – Rebuilding America’s Middle Skills”</b>
Source	Accenture, Burning Glass, Harvard Business School
Link	<a href="http://www.hbs.edu/competitiveness/Documents/bridge-the-gap.pdf">http://www.hbs.edu/competitiveness/Documents/bridge-the-gap.pdf</a>
Description	<p>Middle Skills: “those that require more education and training than a high school diploma but less than a four-year college degree”</p> <p>Highlights:</p> <ul style="list-style-type: none"> <li>• Value and Importance of Middle-Skill Occupation Groups to US Competitiveness: Figures 7-8, 11</li> <li>• Educators: Build Effective Partnership with Employers: p24</li> <li>• Appendix v: Initiatives Focused on Closing the Middle Skills Gap in America: p31</li> </ul>
Est. Length	44 pages

Title	<b>“Talent for survival: Essential skills for humans working in the machine age”</b>
Source	Deloitte
Link	<a href="https://www2.deloitte.com/content/dam/Deloitte/uk/Documents/Growth/deloitte-uk-talent-for-survival-report.pdf">https://www2.deloitte.com/content/dam/Deloitte/uk/Documents/Growth/deloitte-uk-talent-for-survival-report.pdf</a>
Description	Human talents organized by knowledge, basic skills, and abilities are categorized and ranked in terms of workforce importance, impact on earnings, shifts in industry sectors. Educators are encouraged to incorporate cognitive abilities, specialist knowledge and content, and process and social skills into curricula.
Est. Length	32 pages

Title	<b>“CONNECTING WITH THREE GENERATIONAL SEGMENTS IN THE WORKFORCE - A survey comparing Early Millennials, Late Millennials &amp; Generation Z”</b>
Source	Bridgeworks
Link	<a href="http://www.generations.com/wp-content/uploads/2017/01/2017-BridgeWorks-3G-Report.pdf">http://www.generations.com/wp-content/uploads/2017/01/2017-BridgeWorks-3G-Report.pdf</a>
Description	Workplace expectations, workplace hesitations, future of the workplace, and gender
Est. Length	51 pages (highly visual)

## Small Business Development and Entrepreneurship

Title	<b>Developing a Strong Workforce: Educational institutions and career training programs take a collaborative approach to meet the needs of Greater Fort Lauderdale’s diverse business community</b>
Source	The Greater Fort Lauderdale Alliance
Link	<a href="#">GF Alliance Client Upload</a>
Description	Example of a public-private partnership: the alliance commissioned Boyette (funded by JP Morgan Chase) to conduct a skill-gap analysis. This report begins by highlighted Broward College’s Aviation Maintenance Management program to provide a pipeline of highly skilled employees. Other sections include “Attracting Millennials,” “Analyzing Workforce Skills” and “Training Assistance”.
Est. Length	2 pages

Title	<b>Community College Entrepreneurship Center Models</b>
Source	Hanover Research
Link	<a href="http://www.hanoverresearch.com/media/Community-College-Entrepreneurship-Center-Models.pdf">http://www.hanoverresearch.com/media/Community-College-Entrepreneurship-Center-Models.pdf</a>
Description	Brief review of pertinent literature, an environmental scan to identify prominent features of entrepreneurship center models among 17 community colleges, and detailed profiles of five comprehensive entrepreneurship centers. Appendix I: Environmental Can (table of centers, goals, services, financing, partnership) – p28
Est. Length	38 pages

Title	<b>FAST TRACK TO MANUFACTURING PROGRAM AIDS</b>
Source	INDIAN RIVER STATE COLLEGE (IRSC)
Links	<a href="https://www.league.org/member-spotlight/indian-river-state-college-fast-track-manufacturing-program-aids-businesses-and-job">https://www.league.org/member-spotlight/indian-river-state-college-fast-track-manufacturing-program-aids-businesses-and-job</a>
Description	The 2017 Aspen Prize for Community College Excellence noted that, “Over time, the IRSC college and program leaders came to understand that providing students with technical skills is not enough for success in their chosen career path. So, to ensure that students learn the professional skills they will need to thrive in a rapidly changing labor market, the college developed an employability module for every career and technical program.” (p 27). The first link highlights to IRSC Fast Track to Manufacturing Program. The second link is to the program’s information/recruitment flyer.

Title	Agricultural Production Option
Source	Lake Area Technical Institute (LATI)
Links	<a href="https://www.lakeareatech.edu/academics/agriculture/agriculture-production-option/">https://www.lakeareatech.edu/academics/agriculture/agriculture-production-option/</a>
Description	The 2017 Aspen Prize for Community College Excellence noted that, “[LATI has] Incredibly deep ties to the economy of eastern SD, especially in areas of agriculture and diesel technology. 99% employed in state after graduation..” (p 7-8). The first link introduces the program, with helpful links to cost, course outline, ag placement report, tool list, laptop info, online application, demo farm, green tech commitment, and business partners. The second link is to the program’s placement report form 2016.
Est. Length	2 pages

Title	Re:Work Guide: Understand Team Effectiveness
Source	Google
Link	<a href="https://rework.withgoogle.com/print/guides/5721312655835136/">https://rework.withgoogle.com/print/guides/5721312655835136/</a>
Description	Following Google’s re:Work “Project Oxygen” uncovering the importance of great managers, they applied a similar method to discover the attributes of effective team and found that what matters most, in order of importance is: <ul style="list-style-type: none"> <li>1. Psychological safety</li> <li>2. Dependability</li> <li>3. Structure and clarity</li> <li>4. Meaning</li> <li>5. Impact</li> </ul> Embedded links include surveys, discussion guides, customizable tools to build great teams.
Est. Length	5 pages

Title	Bridging the Gap
Source	North Carolina Association for Biomedical Research
Links	<a href="http://bridgingthegapnc.com/">http://bridgingthegapnc.com/</a>
Description	This link is to the 7th annual “Bridging the Gap” conference to be held this October in Raleigh. Organized by the North Carolina Association for Biomedical Research, the conference seeks to strengthen North Carolina K-16 STEM education by uniting educators, business leaders, government officials, and others.
Est. Length	1 page

## Micro-Credentialing

Title	Developing a System of Micro-credentials: Supporting Deeper Learning in the Classroom
Source	Digital Promise – Accelerating Innovation in Education
Link	<a href="https://www.hewlett.org/wp-content/uploads/2016/08/mc_deeperlearning.pdf">https://www.hewlett.org/wp-content/uploads/2016/08/mc_deeperlearning.pdf</a>
Description	<p>The first link is an educator-focused definition and exploration of</p> <ul style="list-style-type: none"> <li>• What are micro-credentials: bite-sized, research-based, timely, portable, and performance-based skill-specific credentials evidenced by competence</li> <li>• Deeper learning: frameworks</li> </ul> <p><a href="#">This second link</a> is a Community College of Allegheny County (CCAC) Workforce Development announcement of its implementation of grant-funded micro-credentialing programs along 3 pathways: Health Information Technology, Patient Care, and Computer User Network Support</p>
Est. Length	21 pages

Title	7 Things You Should Read About Microcredentialing/Digital Badging
Source	Educause Learning Initiative
Link	<a href="https://library.educause.edu/~media/files/library/2017/7/elir1704.pdf">https://library.educause.edu/~media/files/library/2017/7/elir1704.pdf</a>
Description	<p>Summaries with links to resources to explore growing role of badges and microcredentialing in higher education, including:</p> <ul style="list-style-type: none"> <li>• <a href="#">How Open E-Credentials Will Transform Higher Education</a></li> <li>• <a href="#">Promising Practices of Open Credentials: Five Years of Progress</a></li> <li>• <a href="#">Developing a Higher Education Badging Initiative</a></li> <li>• <a href="#">Giving Students a Leg Up with Job Skills a Resume Won't Show</a></li> </ul>
Est. Length	1 page

<b>Title</b>	<b>CONNECTING CREDENTIALS FRAMEWORK: Overview</b>
Source	CONNECTING CREDENTIALS/Lumina Foundation/Corporation for a Skilled Workforce
Link	<a href="http://connectingcredentials.org/framework/">http://connectingcredentials.org/framework/</a>
Description	<ul style="list-style-type: none"> <li>• Introduction to the framework: identifies the competencies underpinning credentials, educational programs and work, establishing common language and delineating levels of proficiency to describe what people who have mastered these competencies know and are able to do</li> <li>• Tools to develop microcredentialing programs</li> <li>• Representative examples from Columbus State Community College, Hope Street Group, and Mississippi Gulf Coast Community College applying the framework</li> </ul>
Est. Length	1 page

## Promising Practices: Community College Apprenticeships

Title	Supporting Community College Delivery of Apprenticeships
Source	Jobs for the Future
Link	<a href="http://www.jff.org/sites/default/files/CC-Survey-Report-091917.pdf">http://www.jff.org/sites/default/files/CC-Survey-Report-091917.pdf</a>
Description	“This brief provides preliminary lessons about community college involvement in apprenticeship collected through a survey and select interviews from 38 colleges that are workforce development leaders.”
Est. Length	12 pages

Title	Connecting Apprenticeships and Higher Education: Eight Recommendations
Source	New America
Link	<a href="https://na-production.s3.amazonaws.com/documents/Connecting-Apprenticeship-HigherEd.pdf">https://na-production.s3.amazonaws.com/documents/Connecting-Apprenticeship-HigherEd.pdf</a>
Description	Provides research and recommendations for higher education to collaborate with apprenticeship systems to broaden the scope of apprenticeships across careers.
Est. Length	24 pages

Title	Community-Based Organizations and Union Apprenticeship Programs
Source	Jobs for the Future
Link	<a href="http://www.jff.org/sites/default/files/publications/CommBasedOrg-UnionApprentProg_040212.pdf">http://www.jff.org/sites/default/files/publications/CommBasedOrg-UnionApprentProg_040212.pdf</a>
Description	Describes and highlights the MC3 program: “The Multi-Craft Core Curriculum is an innovative training curriculum that provides a gateway for workforce training graduates to joint labor-management, industry-registered apprenticeships in the Building and Construction Trades, AFL-CIO.
Est. Length	18 pages

## Promising Practices: Community College Internships

Title	Effective Implementation of Internships
Source	Jobs for the Future
Link	<a href="http://www.jff.org/sites/default/files/Effective%20Internships.pdf">http://www.jff.org/sites/default/files/Effective%20Internships.pdf</a>
Description	Presentation by Jobs for the Future with Foundation for California Community College that highlights key issues to consider when developing an internship program.
Est. Length	9 pages

Title	Internships as a Bridge from Community College into a Career
Source	University of Pennsylvania
Link	<a href="#">Media Proquest Link</a>
Description	Presents research and analysis of sub-baccalaureate internship programs and their impact on students' learning and career trajectory
Est. Length	35 pages - Chapters 1, 4, 5 & 6

Title	Student Internship Toolkit
Source	Bucks County Community College
Link	<a href="http://www.bucks.edu/resources/career/internships/student/toolkit/">http://www.bucks.edu/resources/career/internships/student/toolkit/</a>
Description	"This toolkit provides the student with information regarding the Bucks County Community College Internship Program. Goals, procedures, forms, and evaluation criteria are provided for the mutual benefit of students, employers, worksite supervisors, and Deans of the students' program of study."
Est. Length	15 pages



Title	<b>The Thing Employers Look for When Hiring Recent Graduates</b>
Source	The Atlantic
Link	<a href="https://www.theatlantic.com/business/archive/2014/08/the-thing-employers-look-for-when-hiring-recent-graduates/378693/">https://www.theatlantic.com/business/archive/2014/08/the-thing-employers-look-for-when-hiring-recent-graduates/378693/</a>
Description	Article that provides quantitative and qualitative data to highlight the skills employers seek in graduates and why internships are critical.
Est. Length	2 pages

Title	<b>Ready for Jobs, Career and a Lifetime</b>
Source	Association of Public & Land-Grant Universities
Link	<a href="http://www.aplu.org/library/ready-for-jobs-careers-and-a-lifetime/file">http://www.aplu.org/library/ready-for-jobs-careers-and-a-lifetime/file</a>
Description	“This report provides institutions with research regarding the needs facing our students, communities and nation with attention to both the challenges and opportunities institutions will face to meet these needs. This report also urges public universities to reaffirm their commitment and responsiveness with strategies aimed at preparing students to meet the workforce and social problems of our time. “
Est. Length	27 pages

Title	<b>Internships as a High-Impact Practice: Some Reflections on Quality</b>
Source	Association of American Colleges and Universities
Link	<a href="https://www.aacu.org/publications-research/periodicals/internships-high-impact-practice-some-reflections-quality">https://www.aacu.org/publications-research/periodicals/internships-high-impact-practice-some-reflections-quality</a>
Description	Provides recommendations for developing impactful internship programs
Est. Length	4 pages

Title	<b>Guttman Community College Puts “Work” at the Center of Learning: “An Approach to Student Economic Mobility”</b>
Source	Jobs for the Future
Link	<a href="http://www.jff.org/publications/guttman-community-college-puts-work-center-learning-approach-student-economic-mobility">http://www.jff.org/publications/guttman-community-college-puts-work-center-learning-approach-student-economic-mobility</a>
Description	Highlights promising practices from Guttman Community College in New York to put career development and learning about work into the curriculum.
Est. Length	13 pages

Title	<b>Work-Based Learning System Development Guide</b>
Source	Jobs for the Future
Link	<a href="http://www.jff.org/sites/default/files/publications/materials/WBLSystemGuide_091517.pdf">http://www.jff.org/sites/default/files/publications/materials/WBLSystemGuide_091517.pdf</a>
Description	“This guide offers an assessment process and tools to assess and support the development of a work-based learning system—drawing on the analysis of three California school districts.”
Est. Length	27 pages

Title	<b>Making Work-Based Learning Work</b>
Source	Jobs for the Future
Link	<a href="http://www.jff.org/sites/default/files/publications/materials/WBL%20Principles%20Paper%20062416.pdf">http://www.jff.org/sites/default/files/publications/materials/WBL%20Principles%20Paper%20062416.pdf</a>
Description	“This paper guides the design and implementation of effective models of work-based learning that expand access for the many people who don’t currently benefit from these opportunities, including the introduction of seven principles for effective work-based learning that JFF has identified based on more than three decades of experience in promoting and implementing education and workforce strategies that support youth and adults seeking to launch and advance in careers.”
Est. Length	19 pages

**Workforce Development: How Community Colleges Can Promote Certificate/Credential Completion and Prepare Students for Jobs Needed in Economy**

<b>Title</b>	<b>“Empowering Community Colleges to Build the Nation’s Future”</b>
Source	American Association of Community Colleges
Link	<a href="http://www.aacc21stcenturycenter.org/wp-content/uploads/2014/04/EmpoweringCommunityColleges_final.pdf">http://www.aacc21stcenturycenter.org/wp-content/uploads/2014/04/EmpoweringCommunityColleges_final.pdf</a>
Description	Presents recommendations for structural, staff and philosophical changes to improve retention, completion and pathways opportunities for students at community colleges.
Est. Length	52 pages

<b>Title</b>	<b>“Preparing America’s Labor Force: Workforce Development Programs in Community Colleges”</b>
Source	Brookings Institute
Link	<a href="https://www.brookings.edu/research/preparing-americas-labor-force-workforce-development-programs-in-public-community-colleges/">https://www.brookings.edu/research/preparing-americas-labor-force-workforce-development-programs-in-public-community-colleges/</a>
Description	“This policy paper makes use of interview data from multiple STEM-focused workforce training programs at public community colleges around the country to identify five common characteristics of successful programs. In addition, this paper makes 5 policy recommendations for state policymakers and community college leaders who seek to develop successful workforce training programs.”
Est. Length	25 pages

<b>Title</b>	<b>“Good Jobs that Pay without a BA”</b>
Source	Center on Education & the Workforce, Georgetown University
Link	<a href="https://www.brookings.edu/rese">https://www.brookings.edu/rese</a>
Description	1. Shows the concentration of and opportunities for non-BA workers state-by-state, industry and occupation.
Est. Length	136 pages

Title	<b>“Community Colleges and Workforce Development in the 21st Century”</b>
Source	Harvard Kennedy School
Link	<a href="http://ksr.hkspublications.org/2014/06/25/community-colleges-and-workforce-development-in-the-21st-century/">http://ksr.hkspublications.org/2014/06/25/community-colleges-and-workforce-development-in-the-21st-century/</a>
Description	2. Anecdotal and research-based piece discussing how community colleges can partner with local businesses to expand education and training for non-degree programs and improve the economic health of communities.
Est. Length	6 pages

Title	<b>“Grow Economy by Modernizing Our Nation’s Approach to College”</b>
Source	USA Today
Link	<a href="http://www.hattiesburgamerican.com/story/opinion/columnists/2018/01/14/grow-economy-modernizing-our-nations-approach-college-column/1030667001/">http://www.hattiesburgamerican.com/story/opinion/columnists/2018/01/14/grow-economy-modernizing-our-nations-approach-college-column/1030667001/</a>
Description	3. Addresses need for colleges to change how they credential and prepare students for jobs needed in the economy.
Est. Length	2 pages

Title	<b>“Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century”</b>
Source	Harvard Graduate School of Education
Link	<a href="https://www.gse.harvard.edu/sites/default/files/documents/Pathways_to_Prosperty_Feb2011-1.pdf">https://www.gse.harvard.edu/sites/default/files/documents/Pathways_to_Prosperty_Feb2011-1.pdf</a>
Description	4. This seminal report launched the national dialogue about the need to develop meaningful career training as a part of comprehensive education reform. The report makes a case for the development of multiple pathways leading from high school to post-secondary education or career training with the end goal of gaining the meaningful work and educational experiences needed to earn degrees and higher salaries, helping to create better jobs and a stronger workforce.
Est. Length	53 pages

Wilkes Community College provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability, or genetics. In addition to federal law requirements, Wilkes Community College complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities.

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