



# Designing Programs for the **Millennial Workforce**

Implementation Toolkit



# COE Forum

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# New Program Launch and Implementation Template

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Proposal templates standardize and speed up the new program development process by requiring all new programs provide plans for design and implementation. However, programs rarely require program directors to demonstrate the workforce need and employment outcomes associated with a program, resulting in proposed programs that are misaligned with local and regional training needs. Customize the template below to align with existing program approval processes.

Name of Program: \_\_\_\_\_

Department/Division (if shared services): \_\_\_\_\_

Program Director(s): \_\_\_\_\_

Proposed Start Date: \_\_\_\_\_

Credential Level:

- Undergraduate       Graduate

Credential Type:

- Degree       Certificate       Course       Full-Time       Part-Time

Modality:

- Face-to-face       Online       Hybrid
- Online courses: \_\_\_\_\_  
Face-to-face courses: \_\_\_\_\_

## Market Demand Validation

What workforce skills will the program convey? What are the program objectives?

What jobs will students be qualified for after completing this program?

How many available jobs exist that require skills conveyed by this program?

What credential level do employers require for these positions?

What are the projections for these occupations for the next 5-10 years?

Who are the competitors for this program in the market? How will the proposed program serve a unique role in the local markets?

Through what outlets should the institution market this program? What is the marketing pitch?

# New Program Launch and Implementation Template

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## **Program Design**

What is the time to completion for the program? What is the fastest and slowest time to completion possible?

What is the program format (evenings, full days x days a month, bootcamp, synchronous/asynchronous)? Why?

Is the program cohort-based? Why?

What are course pre-requisites or admissions requirements? Why are these necessary?

Will this program stack into existing programs or create pathways for re-enrollment? If yes, describe pathways.

## **Resources and Implementation**

How many courses will this program require? What are the courses and included topics?

How many courses be repurposed from existing course material? Which course material (existing program and included topics) can be repurposed? Who will redesign those courses and how much will it cost?

Who will create the new course material? How much time and money will that require?

Who is teaching the program? Will it be as part of a normal workload or course overload? If taught by instructors or as an overload, how much will instruction cost?

Will the program require hiring new faculty or staff? If yes, what is the cost of those new hires?

Where will classes be held? For online programs, what costs are associated with hosting online sessions and assignments?

What additional costs are associated with this program (materials, meals, transportation, guest lecturer, etc.)?

What is the timeline for content development, marketing, and launch?

Who is responsible for ensuring the timeline remains on track?

Who is responsible for program marketing? How much will marketing costs to launch then sustain the program?

What is the expected ROI for this program? How many students are required in each cohort/class/semester to break even?

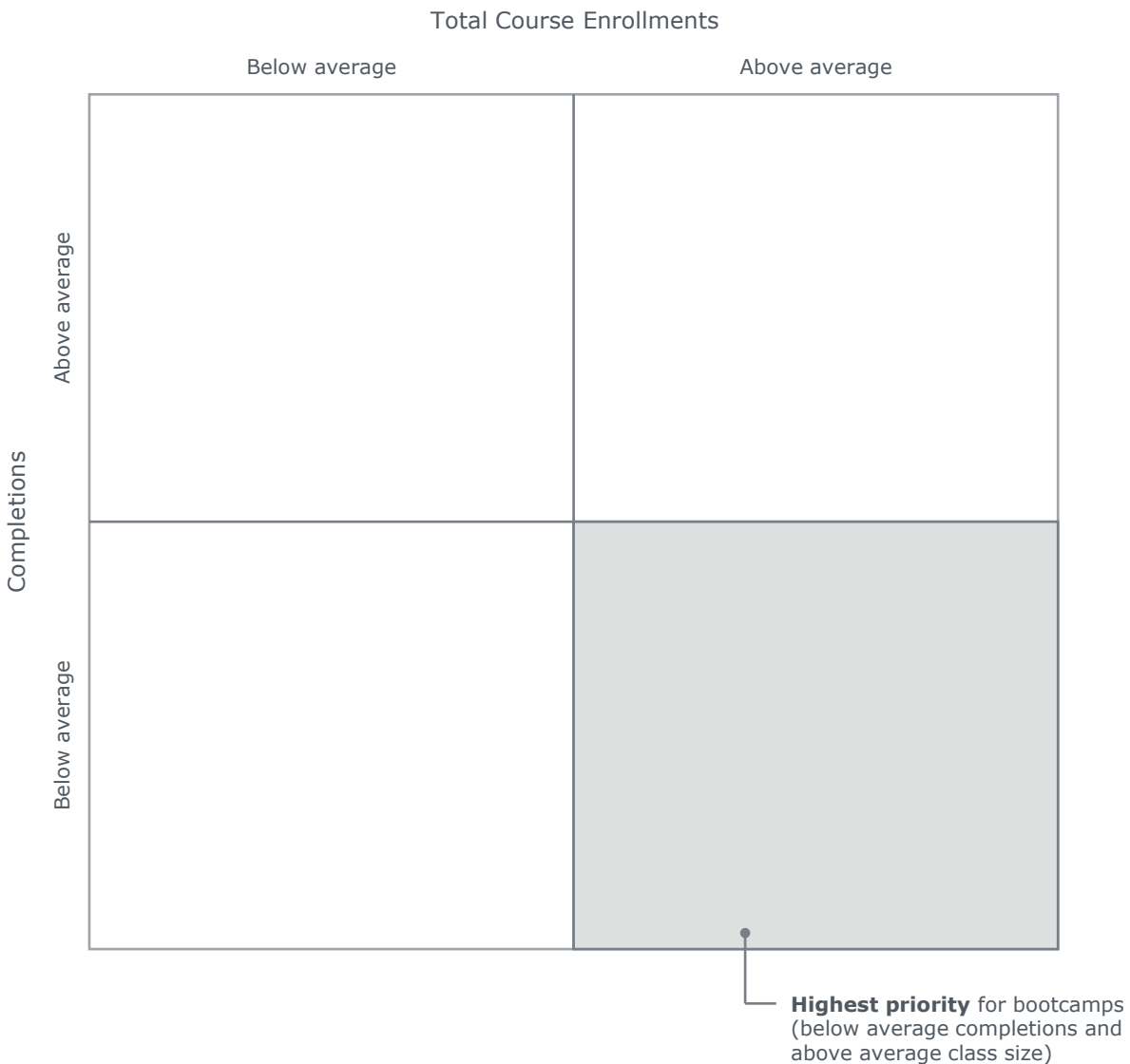


# New Bootcamp Prioritization Matrix

## Analysis of Certificates Appropriate for a Bootcamp Format

Complete the matrix below based on the information on the previous page. Place certificate programs in the matrix based on whether the course completion and class size numbers are below or above the average. Programs that fall in the gray box are the best opportunities for bootcamps.

For programs that receive a high percentage of inquiries from more than 50 miles away, consider a hybrid program that requires a short (2-3 day) in-person session at the beginning. With this format, students and instructors still meet in person and establish relationships during the short intensive and non-local students only need to travel once.



# Mini Degree Prioritization Matrix

## Inventory of Existing Professional Master’s Degrees

Mini degrees condense full degrees into several short modules that convey select key learning outcomes. These programs cater to prospective students who will never have the time or money to enroll in a full degree program to guard against cannibalization. Master’s degrees with above average enrollment numbers and a large number of lost leads are good candidates for a mini degree—high enrollment in the degree indicates a demand for content and a high percentage of leads that do not convert may be due to students’ inability to commit to the time required to complete the program.

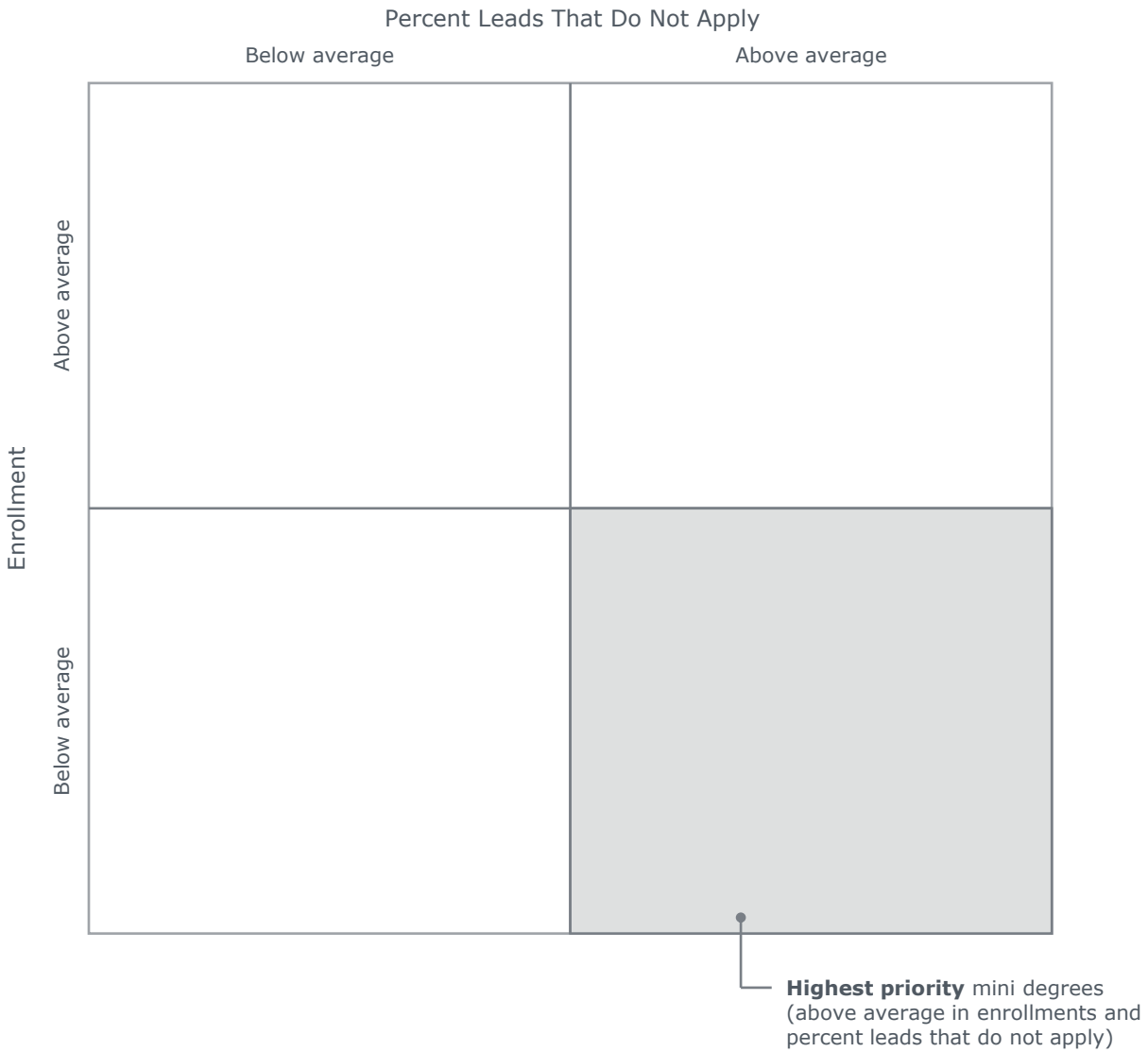
To test demand for a mini degree, administrators can follow up with leads that did not convert to determine the level of interest in a mini degree option.

Professional Master’s Degrees	Annual Enrollment	Percent Leads That Do Not Apply
Calculate the mean for each column:		

# Mini Degree Prioritization Matrix

## Analysis of Programs Appropriate for Mini Degrees

Complete the matrix below based on the information on the previous page. Place master's programs in the matrix based on whether the number of enrollments and percentage of lost leads are below or above the average. Programs that fall in the gray box are the best opportunities for mini degrees.







# Mini Degree Module Builder

## Designing Lectures and Activities

**Create one-hour modules for each key outcome:** After selecting the appropriate outcomes for each course, faculty must create short lessons to teach each point. List lecture topics, class activities, and course readings designed to teach each learning outcome below. Repurposing existing course material reduces the amount of time required to design course modules.

**Course:** \_\_\_\_\_

<i>Outcome One</i>	<i>Outcome Two</i>	<i>Outcome Three</i>	<i>Outcome Four</i>
Lecture: _____ _____ _____	Lecture: _____ _____ _____	Lecture: _____ _____ _____	Lecture: _____ _____ _____
Activity: _____ _____ _____	Activity: _____ _____ _____	Activity: _____ _____ _____	Activity: _____ _____ _____
Reading: _____ _____ _____	Reading: _____ _____ _____	Reading: _____ _____ _____	Reading: _____ _____ _____

**Course:** \_\_\_\_\_

<i>Outcome One</i>	<i>Outcome Two</i>	<i>Outcome Three</i>	<i>Outcome Four</i>
Lecture: _____ _____ _____	Lecture: _____ _____ _____	Lecture: _____ _____ _____	Lecture: _____ _____ _____
Activity: _____ _____ _____	Activity: _____ _____ _____	Activity: _____ _____ _____	Activity: _____ _____ _____
Reading: _____ _____ _____	Reading: _____ _____ _____	Reading: _____ _____ _____	Reading: _____ _____ _____

# Existing Certificate Redesign Worksheet

## Enhance the Student Experience

Although most COE units offer short-format programs on topics of interest to Millennials, few programs provide the experience this audience desires. Millennials seek programs that offer a selective, personalized experience with benefits that extend well past a program’s end. Using the grid below, select which elements of a Millennial-friendly program your team will adopt, and determine a plan for implementing each element.

Qualities of Successful Millennial-Friendly Programs	Already Exists	Not Suitable for Program	Need to Implement	Timeframe for Implementation	Next Steps and Person(s) Responsible
<b>Pre-Program (Convey Prestige and Selectivity)</b>					
Required statement of intent					
Required letter of recommendation					
Marketing materials that emphasize accomplished faculty and alumni					
Pre-program modules to ensure a fast-paced curriculum					
<b>During Program (Create Personalized Experience)</b>					
Built-in reflection exercises					
Pre-program personality tests					
Client-facing capstone project or portfolio					
Embedded mentorship component					
Accelerated completion option for motivated students					
<b>Post-Program (Sustain Connection to Institution)</b>					
LinkedIn alumni group					
Invitation to alumni events					
Regular updates on related courses and programs					
Built-in career coaching					
Easy-to-navigate “stackable” pathways to other credentials					



# Enrichment Course Student Motivation Survey

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As millions of young adults heed advice to “follow their passions,” enrichment courses typically designed for hobbyists and retirees are enrolling record numbers of young professionals seeking career enhancement. Enrichment courses may help students in creative fields perfect their craft, but they fail to help students navigate the complexities of self-employment. Use the survey below to help you separate hobbyists from career-minded students.

**Pre-Course Survey:** Distribute this survey before or at the start of the first class so that students with additional interests can concurrently enroll in relevant classes they may be unaware of. Program directors can require students fill out the survey as part of course registration, via email before the course begins, or as a handout during the first day of class.

*Welcome to the Jewelry Making Certificate! So we can tailor course content to your needs, we would appreciate your filling out this brief survey:*

Name: \_\_\_\_\_

Email: \_\_\_\_\_

What is your primary reason for enrolling in this program?

- Learn a new hobby     
  Earn additional income     
  Launch a new career     
  Develop skills for existing career

Are you interested in a more advanced level of this course content?

- Yes                     
  No

## Follow Up Option #1 – Direct Students to Relevant Business Content

Send an email directing students to other COE programs that can help students grow and promote their home business. Consider offering a small discount to encourage concurrent enrollment.

*Hi April,*

*Thank you for filling out the pre-course survey for the Jewelry Making Certificate! You indicated that you enrolled in the course as part of your career development. We recognize the challenges associated with launching and maintaining a home-based business, and we have a few programs you may be interested in that still have open seats for this semester:*

- *Small Business Development and Management*
- *Digital Marketing Fundamentals*
- *Managing Your Online Presence*

*Please feel free to contact us if you have any questions or trouble registering for programs.*

*Sincerely,  
Leslie Knope*

## Follow Up Option #2 – Create Second, Business-Focused Track for Career Seekers

If a critical mass of surveyed individuals (i.e., at least 40-50%) plan to use course content to pursue a career, consider offering an enhanced version of the program that includes content on small business management, marketing and self promotion, and other relevant topics.



# Post-Certificate Tracking and Follow-Up Survey

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## Alumni Survey

Alumni tracking provides administrators with information that can:

- Enhance target audience personas: Analyzing the titles and industries of enrolled students allows for more targeted marketing (audience and positioning)
- Identify opportunities for B2B outreach: Companies that send multiple employees may be receptive to contract training or partnerships
- Improve marketing collateral: Marketers can highlight the number of promotions, new jobs, or other career advancements of students after program completion in marketing materials
- Encourage repeat enrollments: Staff can send targeted follow up information to program alumni based on career status and industry, continued engagement ensures the institution remains top-of-mind for further education

**Follow Up Survey:** Three to six months after program completion, send a follow up survey to students. Surveys should be short, so that students are willing to participate (less than 5 minutes) and collect information about the impact of the program on students' careers as well as interest in additional credentials. Surveys should ask students to reflect on their own strengths and skill sets; add or subject questions based on program outcomes. Consider offering pre- and post-program surveys to gauge how programs enhanced students' skills, performance, and confidence.

What career changes have occurred since you completed the program? (check all that apply)

- Promotion at current company
- Raise in current role
- New job in existing industry
- New company in existing industry
- Career change (new industry), please indicate new industry \_\_\_\_\_
- Other: \_\_\_\_\_

Rate each of the following statements on a scale from "strongly disagree" to "strongly agree."

- My supervisors regularly praise the quality of my work
- I can communicate complex ideas to clients and senior leadership
- Colleagues perceive me as a resource and expert on work-related matters
- I can handle complex tasks with little oversight
- My work has a positive financial impact on my company or organization

Would you recommend this program to others?

- Yes
- No: why not \_\_\_\_\_

*(survey continued on next page)*

# Post-Certificate Tracking and Follow-Up Survey

## Sample Email Follow Up

*(survey continued)*

To your knowledge, has your company sent other employees to this program?

- Yes
- No

Students who completed the (certificate) are partway to earning a certificate in/eligible to enroll in the following programs. Please indicate any programs you are interested in learning more about:

- (certificates with crosslisted courses)
- (advanced certificates)

Please write any other comments about the program below. If you have specific examples of how you have used the content learned we would love to hear those as well!

May we use this information (anonymized) in published materials?  Yes  No

### **Alumni Email:**

Students who indicated an interest in a particular program in the follow up survey can be added to the lead nurturing pool. For students who did not indicate interest in a specific program or who did not answer the survey, the email outlines crosslisted program opportunities, advanced programs, and free events to maintain alumni engagement.

*Dear student,*

*We hope you enjoyed Hoth University's Climatology Certificate! It has been a few months since your program's completion, and we know that in today's fast-paced work environment there is a constant need for professional development. We are here to support you for all of your educational needs.*

*By completing the (certificate) program, you are already partway to completing several other programs due to overlapping coursework. With a few additional courses, you can earn a certificate in:*

- Advanced Climatology*
- Environmental Studies: Sub-Zero Terrain*
- Leadership Training for Disaster Response Managers*

*Please click on the links to learn more about each offering or register for an information session.*

*You are also invited to all of our ongoing activities at Hoth University. A few exciting, upcoming events open to all alumni free of charge include:*

- Lecture: Advances in Therapeutic Hypothermia and Cold Therapy*
- Documentary viewing: History of Tauntaun Racing*
- Book reading: Tales of Survival- True Life Accounts of Near Death Experiences*

*We hope you see you soon and do not hesitate to reach out if you have any questions.*

*Sincerely,  
(COE Exec)*