

# Adapt to organizational designs of 21st-century companies





## Artificial intelligence and workforce development

Workforce development is driving the need for more high-level skills-based training, and higher education institutions are in a distinct position to provide quality and rigor to a variety of academic and employable credentials.

Previous rounds of technology change displaced workers doing physical, repetitive tasks that required little thought – for instance, the automation of production lines in factories. Yet advances in artificial intelligence (AI) and machine learning will displace workers in sectors previously left untouched by advanced technological change, in industries like real estate, legal processes, accounting, auditing, and banking, among others.

According to Georgetown University’s Center on Education and the Workforce, a U.S. economy that once provided good jobs for young workers with a high school education or less now favors workers with at least some education and training beyond high school.

So, what are colleges and universities doing to address current employment needs and gaps? As of spring 2018, more than 250 community colleges are engaged in “large-scale guided pathway reforms” as part of national, state, and regional efforts to increase student success and employability. The guided pathway approach involves redesigning school policies, programs, and services in four specific practice areas:

-  Mapping pathways to student end goals
-  Helping students choose and enter a program pathway
-  Keeping students on the path
-  Ensuring that students are learning<sup>1</sup>

In addition, many colleges have been exploring reverse transfer policies – that is, incentives for getting students to come back to complete their degree after they have unenrolled or dropped out. Reverse transfer gives college students who have transferred to four-year institutions the ability to send credits back to their two-year institutions to receive associate degrees. Some states have been more proactive in working with colleges and universities to implement and improve reverse-transfer programs, and several national foundations have helped states create initiatives to encourage reverse transfer programs. Seventeen states have mandated reverse-transfer policies from the state level, and another 22 states have formalized reverse-transfer agreements in place.

<sup>1</sup> <https://ccrc.tc.columbia.edu/publications/what-we-are-learning-guided-pathways.html>