CONSIDERATION OF APPROVAL OF
CAMPUS COMPLETION PLAN UPDATE
FOR NORTH CENTRAL STATE COLLEGE

R-2016-25

WHEREAS: *Completion plans provide a continuous improvement framework that can allow campuses to identify and implement strategies to increase the number and percentage of students earning meaningful postsecondary credentials, and*

WHEREAS: *House Bill 59 called for each public college and university to submit a campus completion plan that was approved by their board of trustees to the Chancellor by June 30, 2014, and*

WHEREAS: *The legislation further states that these plans are to be updated every two years.*
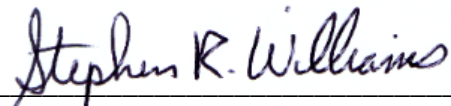
NOW, THEREFORE BE IT RESOLVED: *by the Board of Trustees that the following update to the College's Campus Completion Plan for 2016 is hereby approved.*

(See attached)

ROLL CALL – Aye: 7
       Nay: 0   *Certified by:*

North Central State College
Board of Trustees
June 22, 2016

_____
Stephen R. Williams, Board Secretary

Purpose:

The purpose of the **North Central State College** *Campus Completion Plan* is to develop a systemic improvement plan for institution-wide policy and practice change, that reaches the departmental- and classroom levels for direct impact on student persistence and completion by:

- Engaging system-wide expertise in all aspects of the Plan's development, implementation and assessment;
- Identifying policies and practices that are advancing the institution toward improved student completion rates;
- Discerning strategies and methods that are likely to demonstrate impact toward increased student persistence and completion;
- Prioritizing improvement focus areas based on probability for positive impact on current student persistence and completion;
- Engaging employers in completion efforts that align with workforce needs.

This document is to serve as a vehicle for our campus to articulate the outcome of a strategic process for improvement.

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A few questions to consider about

CONNECTION TO THE INSTITUTION

- ➤ Who are our students?

- ➤ What efforts are underway at the college to help students in need of remediation become better prepared for college?

- ➤ How do we build relationships with K-12 schools? How do we engage with parents, adult-students and community?

- ➤ What policies do we have that incentivize students to graduate from high school college ready? What policies and practices at the federal, state, and institutional levels are barriers to successful transition from the high school to college?

- ➤ How does our institution orient students? How does our institution communicate learning expectations to our students? How does admissions, student support, registration, student life aid in this process?

- ➤ How does the co-curricular program support the common learning outcomes of the institution?

- ➤ Do our current academic and student programs meet our students' needs and interests? How do we know? How do we help students select a career?

North Central State College

CONNECTION

Improvement Focus Description: _Provide a focused approach to attracting students to NCSC.

Improvement Focus Current Status: Develop several strategies and policies to help students connect with the institution while they are considering their higher education choices.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
Increase awareness of the Career Tool Kit located on the College main page website. To improve accessibility of career information to students through web resources	Recruiters will direct prospects to our web page using IPads Prospects will be introduced and directed to the Career Tool Kit by recruiters using iPad technology	Director of Outreach & Coordinator of Career Dev.	Dean of Student Services & Enrollment, Recruiters	Survey incoming students Students will have a greater awareness of career opportunities and bet better informed in making educational decisions	Student satisfaction or indication of value; longitudinally a decline in students changing majors will be observed; there will be a notable increase in visits to the Career Tool Kit as noted by web analytics	Fall 2015 *ongoing*
To improve the intake process to the College	The intake process will be mapped and reviewed for efficiency and ease for students. Develop a plan with metrics that includes suspects, prospects, inquiry, applicants, accepted, enrolled Areas needing improvement for customer service will be adjusted.	Dean of Enrollment & Student Services, Director of Admissions and Transition Services	Academic Deans & VP; Student services staff and managers	Students will discover the process as intuitive, easy, and welcoming.	• Yield rates (applicant to enrolled) • Increased headcount and FTE by high school and non-high school populations • Entering student satisfaction survey	Spring 2017 *In-process due to personnel changes*
2016 plan • Connecting with Mansfield City Schools	Develop a dual enrollment and post-graduation plan for every senior high school student	Director of Urban Center	High School Counselors; College Credit Plus Advisor	Increased enrollment from Mansfield City	• CCP sections and enrollment at Mansfield Senior • Matriculation to NC State from Mansfield Senior	Spring 2018
• Engaging students and their families prior to the students' enrollment in college	Determine touch points to connect with the students and their families and develop process for tracking the type	Dean of Enrollment & Student Services	Director of Admissions A& Transition Services; Directors of Outreach Centers	Increased knowledge of College expectations	• Touch points by type and place	Fall 2018

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	and place of interaction with potential students and families from inquiry to registration					
• Work with feeder high schools to expand early postsecondary opportunities	*Investigate ways to improve advising of all CCP students *Training and development of high school teachers *Use technology to deliver courses to high school students (grant project)	Director of College Credit Plus	Dean of Student Services, CCP Advisor, Adjunct Liaison, Asst. Dean of Liberal Arts, E-Learning and Innovation Coordinator	CCP credits will increase while maintaining high course success. More CCP students will declare as majors	• CCP credits by modality • CCP course success by modality • CCP declared majors	Fall 2017
• Work with feeder programs to provide students opportunities to identify and remediate academic deficiencies before entering college	*Improve paired Writing-English course project at Mansfield Senior *Improve career-center project linked to placement testing and TFS Scholarship *Continue referrals to ABLE Solutions program	Director of Admissions & Transition Services	CCP Coordinator, CCP Advisor, Tech Prep Coordinator, Director of Tutoring Services, Asst. Dean of Liberal Arts	College readiness will increase amongst entering students	• College readiness (math, reading, writing) of entering student cohorts • Improvement in college readiness by target groups	Fall 2017
• Advise students from feeder programs on long-term career choices including certificate, degree and transfer pathway options for achieving career goals	*CCP Pathways – integrate career and transfer data *Promote use of career toolbox through tutorial presentations, link it to state-mandates for high schools for career education *Improve/expand transfer data on website *Continue Open Houses and follow ups *Bring faculty to career center visits	Director of Transition Services	Dean of Student Services, CCP Coordinator, CCP Advisor, Career Services Coordinator, Dean of Liberal Arts (transfer), other Academic Deans and Assistant Deans	Increase number of potential students exposed to career/transfer information and regularly using related web-based materials	• Increase in measurable activity on web-based tools • Attendance at Open Houses and related events • Entering students by major and discipline (technical vs. transfer) • Number and rate of enrolled student major changes • Entering student satisfaction survey	Fall 2017

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• Create onramp pathways specifically for adult students	*Implement PLA policy, including for past non-credit training and industrial certs *Expand adult cohort programs *Explore offering financial aid for short-term certs *Create and promote more stackable certificates *Create online "pathway" specifically for adults	Dean of Business, Industry and Technology	Asst. Dean of BIT, other Academic Deans and Asst. Deans, Marketing department	Increase enrollment of adult students age 25+	• Adult students as percentage of non-high school population • Adult students by major and target program • Credits granted through PLA • Activity on proposed pathway page	Fall 2017
• Assist potential students in obtaining and understanding financial grant aid	*Tuition Freedom Scholarship program *Improved coordination with financial aid and foundation for packaging *Educate prospective students on financial aid process, including value of CCP and articulated credits *Promote FASFA for all applicants, even workforce	Dean of Enrollment Management & Student Services	Director of NCSC Foundation, Director of Financial Aid, CCP Director, Director of Admissions & Transition Services, Director of TRiO	Increase percent of eligible students receiving grant aid and average level of award	• Average net price of attendance • Percent of students receiving grant and scholarship aid • Average amounts of grant and scholarships • Percent of eligible entering students completing FASFA • # Tuition Freedom Scholars	Fall 2017

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A few questions to consider about

SUCCESSFUL FIRST-YEAR ENTRY

➢ Why do our students fall behind or leave? How do you know?

➢ How do we advise and place students for efficient completion?

➢ What do we know about credit accumulation?

➢ How do we help undecided students choose a career and educational path?

➢ How do we help students understand industry needs and high-demand areas?

➢ How do we engage students within the college community?

➢ What policies do we have that incentivize students to persist from the first to second semester and from the first to second academic year with at least 12 credit hours? What policies and practices at the federal, state, and institutional levels are barriers to successful transition from the first to second year?

➢ How do we help students who are underprepared for their course of study?

➢ How do we address the differences in learning styles? How do we address students with special needs? (handicapped, seniors, commuters)

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FIRST-YEAR ENTRY

Improvement Focus Description: _Provide students with experiences that create strong connections between students and the College.

Improvement Focus Current Status: __connections with other students and other students attending NCSC

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
To assist students in career and academic major decision making and reduce the number of undecided students	Develop meta majors for students who do not declare a major when they enter the college. Guide undeclared majors into selecting a major	VP and Deans	Success Coaches/Academic Liaisons	Students will explore areas of interests and be on track by the second semester with a major declared	• Percentage of entering cohort students that are undeclared or general studies • Number and rate of major changes • Percent of students earning excess college credits beyond 2-year degree	Spring 2017 _Meta majors developed 2014 state mandated curriculum change and all meta majors being revised based on those curriculum changes_
To prepare students for a college experience	Develop required policies and procedures related to: attendance, financial aid distribution and academic pathways	Faculty and Chair of Success Committee (VP for Academic Affairs)	Success Committee Membership, President's Cabinet	Students will have a stronger connection to the college through knowledge gained from clear information conveyed through established policies and procedures	• Next term persistence of entering cohort students • Credit completion % and average number of credits completed for entering cohort	Fall of 2017
To provide more support through advising	Institute intrusive advising and through more deliberate touchpoints keep students on track to graduation	Dean of Enrollment Management & Student Services	VP, Academic Liaisons, Trained Faculty Advisors (Title III grant)	An increase in the number of students graduating on-time and having experienced fewer barriers to success	• Ratio of advisor contacts to students • Achieving the Dream cohort metrics: developmental	Fall of 2015 _Three student liaisons hired 1/3/15 who intrusively advise students_

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					Measures	Timeline
					sequence completion, gateway completion, persistence to next term and next fall, credit completion and graduation rate • Cumulative success for students after 3-4 years: graduate, transfer or re-enrolled • Use of and satisfaction with advising on CCSSE surveys (next one 2017) • Student success and completion points in subsidy formula	*based on degree choice*
To create a greater familiarity with the college and its resources and services	Develop and implement orientation for college and require students to participate in the college orientation	Dean of Enrollment Management & Student Services	Director of Admissions, Faculty	Students will engage more of the college resources to support their success	• Percent of entering students attending orientation • Satisfaction survey at conclusion of orientation • Increased rate of student service contacts as measured through AdvisorTrac and TutorTrac • Next-term persistence	Fall 2014 *Four hour mandatory orientation required effective fall 2015*
2016 plan • To reduce the complexity of scheduling and create academic pathways that are clear and easily understood by students	Provide coherent and clear sequences of courses within programs of study and secondary educational pathways (i.e., Tech Prep and PSEO/College Credit Plus) and communicate them clearly and	VP for Academic & Student Services	Academic Deans and Faculty	Students will be less confused over which courses are appropriate in their area of academic study.	• Cohort students that have entered a program of study within 1-2 years, meaning passed at least 9 hours within discipline • Cohort students persisting to next fall	Fall 2017

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	consistently to students. Redesign the NCSC program maps (curriculum worksheets) to better illustrate embedded certificate pathways, milestone courses, and recommended actions upon reaching milestones. Develop program map for part-time students. Redesign traditional remediation as an on-ramp to a program of study.				• Cohort students earning 12, 24 and 36 college level credits within 1-2 year • Increased satisfaction with registration and advising process in CCSSE and other surveys	
• To increase collegiate level opportunities for College Credit Plus students	Regularly survey CCP partner schools to determine in advance the schedule of classes needed for each school district Provide a more expansive offering of CCP courses at area high schools	Director of CCP	Assistant Deans	High schools will offer a wider range of college level courses to students.	• Average number of college credits for CCP students graduating high school • CCP matriculation to NC State	Spring 2017
• To shorten the time to completion and reduce student debt	Reduce the number of students spend in traditional developmental education by increasing our co-requisite and student wrap-around services. Improve placement by including multiple measures and non-cognitive testing. Implement CSI testing before first advising session.	Assistant Dean of Liberal Arts	Faculty, Director of Admissions & Transition Services	Students entering their first gateway course sooner	• Referred cohort students completing dev sequence within 1 year • Students completing gateway math and English within 1-2 years • Co-requisite students completing gateway course on first attempt	Spring 2017
• To establish a clear path to completion customized for each student	Implement Degree Completion Plans that can be accessed electronically by students and advising faculty and staff.	Advisors	Faculty, Director of Academic Services, Curriculum Committee	Clearer pathways to degree completion will result in increased fall-to-fall success rates. (Persistence)	• Cohort next-term and next fall persistence • Cohort students earning 12, 24 and 36 college	Fall 2016 *Faculty and staff training began in January of 2016*

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	Advanced training for advising staff will be needed. Use of online admissions counseling tools and/or advising services.				• credits in years 1-2 • Intermediate success points from subsidy formula • Cohort students entering program of study within 1-2 years	

Do we know our students' expectations?

1. _____
2. _____
3. _____

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A few questions to consider about

STUDENT PROGRESS

➢ What measures do we collect to ensure that students are staying on track?

➢ How and when do we intervene with students to keep them on track?

➢ How do we engage students with meaningful workforce connections?

➢ How transparent and accessible are our program of study

➢ What policies do we have that incentivize students to stay on track? What policies at the federal, state, and local levels are barriers to students' ability to persist?

➢ How do we ensure alignment between instructional and student support services and among institutional interventions and programs?

➢ How do we determine the preparation of students for specific programs?

➢ How does our institution support student learning?

➢ How do we determine and address learning support needs of the students?

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PROGRESS

Improvement Focus Description: _Remove College induced barriers that hinder student progress.

Improvement Focus Current Status: _College policies and procedures that may create barriers.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
To review and increase usage of academic alerts	Develop policy with benchmarks (drop for non-pay before and after the term begins, non-attendance, early alerts, mid-term warnings, dropping only after speaking with the instructor, non-attendance)	Chair of Success Committee, Deans, Comptroller	Director of Admissions, Faculty	Barriers to student success will be discovered earlier and interventions implemented	• Administrative withdrawals rate for entering cohort students • Standard withdrawal rate for entering cohort students • Cohort credit accumulation during first term and year • Cohort credit completion rate for first term and year	Fall 2015 *Policy in place*
To embed milestone courses in the curriculum worksheets	Review data of milestones in each program. Confirm NCSC policy on Milestone definitions. Leverage technology to monitor student progress such a completing milestone courses within a defined time period.	Faculty	Deans	Reduced time to complete a degree	• Cohort students entering program of study within 1-2 years	Fall 2015 *Due to curriculum changes – no longitudinal data Fall of 2018*
To create a culture of academic achievement	Develop block scheduling and cohort structure/Honors College. Continue to review enrollment patterns in order to schedule courses based on student demand. (Ad Astra – OACC grant?)	Deans/Assistant Deans	Faculty, CIO	Increase in student retention	• Cohort students persisting to next fall • Cohort students earning 12, 24 and 36 credits in years 1-2 • Cohort students	Fall 2015 *Structure in place*

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					• entering program of study within 1-2 years	
To create a culture of academic achievement	Refine College and program assessment to ensure continuous quality improvement. Identify areas of needed improvement from the 2011 systems portfolio and develop strategies to improve weaknesses.	Assessment Committee, Vice President of Academic and Student Services, Director of Academic Services	Faculty, President's cabinet	Reaffirmation of NCSC College accreditation	• Systems Portfolio Appraisal Report • Meeting the Criteria for Accreditation, pursuing institutional improvement and complying with certain requirements set by the U.S. Department of Education. This review leads to an action regarding the reaffirmation of the institution's accreditation.	Spring 2019
To increase/improve the use of tutoring	Develop best practices for both faculty and tutors	Chair of the Success Committee/ Director of Tutoring	Faculty	Increased success in developmental and gateway courses	Increase success in developmental and gateway courses	Fall 2014 *Ongoing Embedded tutoring*
2016 plan • To develop a default registration process	Determine needed software and programing skills	Dean of Enrollment Management & Student Services	CIO, Director of Admissions & Transition Services, Academic Liaisons	A streamlined and simplified registration process.	• Cohort students earning 12, 24 and 36 credits in years 1-2 • Cohort students entering program of study within 1-2 years	Fall 2018
• To decrease # of excess credit hours taken by students while trying to acquire a degree	Implement student planning software. Provide pre-health majors with an option to default to an Associate of Science General degree.	Director of Admissions &Transition Services	Academic Liaisons, Faculty Advisors	Reduction of time to graduation	• Percent of students earning excess college credits beyond 2-year degree	Fall 2016

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A few questions to consider about

STUDENT COMPLETION

- ➢ Are students achieving credentials within selected program streams?

- ➢ How can we increase credit attainment and help more students complete their credentials, more quickly?

- ➢ How do we assist students with college to career transition?

- ➢ What policies do we have that incentivize students to complete a goal or certificate in a timely manner? What policies and practices at the federal, state, and institutional levels are barriers to successful completion?

- ➢ Do our registration and withdrawal policies support completion? How do we know that students who complete our certificates and degrees have met our learning expectations?

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COMPLETION

Improvement Focus Description: _College Completion Challenge/Call to Action

Improvement Focus Current Status: Increase student graduation rates for degrees and certificates

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
To increase the number of degrees and certificates awarded to students	Develop process to award auto degrees and auto awarding of earned certificates	Registrar	CIO	Students will complete college with credentials that may have otherwise not been awarded and thus creating a more credentialed workforce.	• Annual degrees and certificates • Number of credentials awarded with and without petitions	Fall 2017
To increase the number of degrees and certificates awarded	Develop reverse transfer policy and procedure and award degrees based on additional reverse transfer	Registrar	Dean of Enrollment Management & Student Services, Marketing	Increase student success at the AD level and students will complete college with credentials that may have otherwise not been awarded and thus creating a more credentialed workforce.	• Number of credentials awarded through reverse transfer	*Fall 2015* *Limited utilization more awareness needed in order for students to request reverse transfer opportunities*
To increase the number of industry credentials awarded	Review and develop workforce needed curriculum that prepare students for industry certificates. Attach additional industry verifications to current and newly developed short term certifications	Deans	Assistant Deans and Faculty, Director of Workforce Development	Students will graduate with multiple certificates	• Number degree programs with stackable certificates • Number of short and 1-year certificates granted • Number of industrial certifications earned	Fall 2014 *Continue to add additional 30 hour certificates with industrial certifications embedded into curriculum*
To assure that degrees and certificates represent mastery of defined skills and competencies	Review outcome data and determine gaps in mastery of college and program outcomes.	Vice President, Deans/Assistant Deans, Faculty	Program Advisory Committees, Director of Academic Services, Assessment Committee	Graduates will meet the employment needs of current and future area employers	• Licensure and certification pass rates • Job placement	Fall 2016 – *on going*

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(program learning outcomes).	Review programs of excellence for best practices. Review outcomes with program advisory committees.				• and wage data six months after graduation • Graduate and employer satisfaction	
To streamline the degree and certificate programs to assure students are taking only what they need to be successful in their chosen field.	Review and reduce where possible the number of required credit hours to graduate from college programs All programs will review the NCSC program and compare to others in the state to determine what are the essential outcomes of the program	Deans	Faculty, Assistant Deans	Students will graduate more quickly and with less student debt while possessing the exact skills necessary for their career.	• Average credits to graduate • Average time to graduate • Average graduation rates within 3-4 years, both college-wide and by program	Fall 2015 *All degree programs reduced required number of credit hours for completion from 72 to 65 effective fall 2015*
2016 plan • To remove barriers from the graduation process	Run student degree audits regularly so students know exactly which classes they need to complete and when they will graduate	CIO & Registrar	Deans, Academic Liaisons	A more streamlined and simplified process for students to complete and graduate.	• Average time to graduate • Average graduation rates within 3-4 years • Students enrolled more than 3 years with at least 30+ college credits and no credential • Completion points for state subsidy formula	Spring 2017
• To remove barriers from the transfer process	Establish transfer pathways through alignment of pathways courses and expected learning outcomes with transfer institutions. Establish associate degree completion prior to transfer as default plan for every student.	Dean of Liberal Arts	Student Liaison, Faculty, Director of TRiO	Increase the number of students transferring to four year institutions upon graduation from NCSC.	• Cohort students transferring within 3-4 years • Transfer after credential • Transfer before credential	Fall 2017

What are our next steps?

1. _____
2. _____
3. _____

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A few questions to consider about

OTHER ASPECTS OF COMPLETION SUCCESS

➢ What does the disaggregated data tell us about completion rates for different populations? How do we reshape our institution to build sustainable models of successful programs? How do we select and cultivate external linkages?

➢ How do we ensure that student costs are transparent and student financial planning continuous? Are our courses and program streams offered in student-friendly ways? What is our institution doing to create a culture to support success and completion? How do we engage people across employee categories and provide professional development to support change? How does our college manage process improvement?

➢ What else can we do?

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OTHER

Improvement Focus Description: __ Increased data driven decision making

Improvement Focus Current Status: reduce data overload and focus on what will help make the best decisions

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
To establish predictive analytics to assist with student success	Define and collect leading and lagging indicators in predicting student success Review Ruffalo Noel Levitz's (RNL) work on what data is necessary	Director of IR and Success Committee	College President, VP's, ATD Data Coach	Having the best data to base decisions that lead to student success	• Development and dissemination of advisor reports predicting success or non-success by various correlating factors • Development and dissemination of advisor reports based on self-reported student risk data in RNL survey • Development of secondary placement criteria based on non-cognitive measures in RNL survey	Fall 2015 *Currently establishing metrics based on NCSC data of student success.*
To improve student support through emergency financial aid processes	Review awarding requirements of emergency student loan process Review the procedure and requirements of the process	Dean of Enrollment & Student Services	Director of Financial Aid and Foundation personnel	Additional students in financial crisis will stay in school	• Number of students awarded emergency grants • Persistence of grantees	Spring 2015 *Students have access to a new DASH grant effective spring 2016*
2016 plan • To increase credits awarded for prior learning	Develop an inclusive policy and marketing campaign and expand awareness and communication with students with	Dean of Liberal Arts, Registrar	Director of Marketing; Academic Deans, Faculty	Students learning will be viewed holistically and credit that may have not been	• Number of students awarded PLA credits	Fall 2016

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	prior learning assessment (PLA), including military, for credit			previously awarded for prior learning will be granted.	• Average PLA credits awarded	
• To increase retention through a greater campus wide understanding of student success data	Involve faculty in the review of success data and seek solutions to improve retention	Academic Deans	Faculty, Institutional Research, Success Committee Membership	Barriers to retention will be addressed and thereby support students toward their goals of completion	• Intranet presence of college-wide and program-level student success data • Improved scores on use of data during Campus Quality Surveys	Fall 2016 - *ongoing*

What are our next steps?

1. _____
2. _____
3. _____

A few questions to consider about

WORKFORCE

- ➢ Based on our College service area which of the 6 JobOhio regions do we serve? http://jobs-ohio.com/network
- ➢ Which of the 9 JobsOhio key industries are addressed in our current curriculum and programing?   http://jobs-ohio.com/industries
- ➢ How have we linked our curriculum and programing to labor market information for each occupation? http://ohiolmi.com/proj/jobsOhioInd.htm
- ➢ What are the job training needs of our community based on our regional economic development network?
- ➢ How do we connect our students needing employment with our employers needing a trainer workforce?
- ➢ What are our current program advisory committees recommending to improve our curriculum and what new programs do they endorse?
- ➢ How do we analyze the changing needs of our stakeholders and select courses of action regarding these needs?
- ➢ How do we determine if we should target stakeholder groups with our educational offerings and services?
- ➢ How do we align our credit on non-credit offerings?

North Central State College

WORKFORCE

Improvement Focus Description: Produce graduates that best meet employers' expectations

Improvement Focus Current Status: Produce graduates that are adequate for today's workplace

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
Improvement Objective (College Strategy/Intervention Objectives)	What will we do differently? What are the action steps for intervention?	Who will be responsible (title)?	Who will need to support /bolster the change and how (titles)?	What will be our outcome indicator of success?	How will we measure success?	What is our timetable?
To improve response to industry for workforce development needs	Utilize data from program review and annual updates to improve skills necessary for employment in students' chosen fields and redesign programs to meet local industry needs (new certificate and program creation)	Faculty, Deans	Assistant Deans and Program Advisory Committees	Employers better able to staff their companies with a competent workforce	• Satisfaction on employer and graduate follow-up surveys • Analysis of job-posting analytics software to ensure programs match posted skills in demand	Fall 2015 *All engineering tech program curriculum was redesigned and submitted to the regional workforce advisory group for comment new curriculum went into effect fall 2015*
To increase co-op experiences for second year students	Develop a standardized policy and procedure handbook Train students on how to find a co-op Develop a communication plan exulting the benefits of co-ops	Coordinator of Career Development	Faculty	Practice life skills and learn about employers expectations of employees	• Programs with embedded work experience • Students with internship or other work experience	Fall 2015 *ongoing*
To define the responsibilities of the Workforce partnership	Establish focus group meetings	Workforce Partnership board	Director of Workforce Partnerships	Stronger working relationship among partners	• Number of employers engaged in workforce training • Number of employees engaged in workforce training	Fall 2014 *Position of Director of Workforce Partnerships was eliminated in 2015 for financial reasons. The partner institutions meet monthly*

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2016 plan • To improve program effectiveness	Review advisory committee membership and revise meeting structure in order to effectively use community leaders and advisory committee members	Faculty	Assistant Deans	Stronger input from workforce partners and improved communication between the college and the workforce community	Increased satisfaction from workforce partners	Fall 2017
• To Improve program effectiveness	Develop a comprehensive handbook for College Advisory Committees	Faculty	Advisory Committee Members; Community leaders	Stronger working relationship with workforce partners	Increased satisfaction from workforce partners	Fall 2017

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