



Delivering the Programs that Industry Needs

Innovative Methods Across the Program Development & Delivery Process

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Purpose

- Identify a collection of best practices at NCCET member colleges that reflect innovative approaches to ensuring that programs meet a specific need in their communities.
- Discuss examples across the various stages of program development.
- Review best practice trends across sample of colleges from urban, rural, large, and small colleges, and colleges that might specialize in specific industry.

Agenda

- Introduction
- Examples of colleges meeting industry needs
- Trends identified across colleges as best practices
- Results of survey of NCCET membership
- Question & Answer

Introduction

- The college's institutional capacity (college leadership, non-credit and credit divisions, staff and faculty manpower, and community involvement) provide a foundation for effective community relationships (Rebecca Battle-Bryant, April 2010).
- "Community college noncredit workforce education is distinctly linked to the needs of the local economy (AACC, 2008)."
- "Community colleges have also become the institutions of choice for workers upgrading their skills and for displaced workers preparing to reenter the workforce (AACC, 2010)."
- *What are the key ingredients to success in a community college's workforce development programming?*

Anne Arundel Community College



Anne Arundel Community College

- **The Need:** Strong development and approval process for designing certificate programs for individuals to advance their careers
- **Start:** Concept and pilot introduced at AACC in 2006 – 6 yrs.
- **Success measures:** certificate completers
- **Target market:** individuals, both new and existing students, as well as local and regional businesses



Anne Arundel Community College

- **Challenges:** approval process, documenting learning outcomes, process and requirements for both entry and completion; keeping "one college" concept in front of support departments
- **Partners:** Internal -- faculty; External - Workforce Investment boards, employers, professional associations
- **Staffing & Resources:** Dr. Faith Harland-White, Dean of AACC's School of Continuing and Professional Studies; Dr. Andrew Meyer, former Vice President for Learning; internal committee reviews certificate program requests as monthly meetings
- **Goals:** Continuing Education goal to double the number of workforce credentials by 2020; 1,052 certificates have been awarded to date



Anne Arundel Community College

- **Market response:** Positive impact in community, decreasing headcount, but increasing FTE; more students completing credentials
- **Next steps:** Streamline processes for tracking and degree audit purposes
- **Best practices:** Outreach to other service areas of the college to increase overall support for programs
- **Unexpected surprises:** Learning how to determine which certificate programs best meet needs of labor market; raising awareness among students of new certificate programs
- **Learnings:** Educating staff about the value of CE certificates/credentials so that they can represent that to students and external stakeholders; educating staff on labor market research; internal/external constituent support



Bismarck State College



Bismarck State College

- **The Need:** Booming oil and gas industry
- **Start:** Have provided related training for many years, National Energy Center of Excellence since 2007 with 12 credit programs, 7 non-credit Department of Labor approved offerings plus additional non-credit courses.
- **Success measures:** students obtaining employment, and measured through direct industry feedback on graduates; plan for 3% growth each year
- **Target market:** Entry level local students, incumbent workers, national and international students



Bismarck State College

- **Challenges:** Difficult to maintain high quality faculty pay rates, training industry experts how to teach, securing funding for facilities and other resources
- **Partners:** Industry Advisory Committee drive program outcomes and content, other partners support LMS and faculty development
- **Staffing & Resources:** Have strong support from college administration, committed faculty, and industry supplies expertise, student learning experiences and equipment
- **Goals:** Build upon existing classroom programs to include distance learning and simulation to an expanded audience



Bismarck State College

- **Market response:** Strong industry support for fundraising (local, state and federal), students enjoy flexible course delivery options and industry uses programs as required for employment
- **Best practices:** Working to improve flexibility of programs, increase use of technology, keep updated with industry changes
- **Next steps:** feature core courses with branching career paths
- **Unexpected surprises:** Unexpected evolution of non-credit training focused on incumbent workers
- **Learnings:** balance growth with quality of programs



Central Piedmont Community College



Central Piedmont Community College

- **The Need:** In 2007, recession in Charlotte region heavily impacted professional, financial services and related fields. Services for dislocated workers were geared toward blue collar roles, not professional roles.
- **Start:** Re-Careering Services has been in existence nearly 5 years
- **Success measures:** formal follow up and evaluation (online surveys, phone surveys/anecdotal information)
- **Target market:** Unemployed or Under-employed professionals (or para-professionals)



Central Piedmont Community College

- **Challenges:** Urgency - upon opening, services were needed yesterday! Leveraging resources; acquiring additional funding; serving the community as participants are not required to be enrolled at the College
- **Partners:** Internal -- program areas, marketing services, academic advisors; External partners -- economic development groups, WDB, job search support groups
- **Staffing & Resources:** Dean, Mary Vickers-Koch was internal champion, 1 FT career coach, multiple contractors, much welcomed support from local government such as Charlotte Mayor, Anthony Foxx
- **Goals:** Served over 1400 individuals to date, first goal was 150 for life of 2 year grant

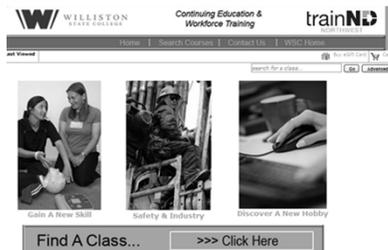


Central Piedmont Community College

- **Market response:** Enthusiastic market response; strong word of mouth advertising and referrals
- **Next steps:** Coaching services integrated into REACH IT grant
- **Best Practices:** Foundation for services built upon assessments and competencies for each individual; developed a robust application process for grant scholarship recipients
- **Unexpected surprises:** positive recognition by Mayor at Town Hall meetings; not so good - sustained continuing need to serve unemployed in region; cannot impact availability of jobs
- **Learnings:** How to define outcomes; brand perception; cultivate success stories as you go



Williston State College



Williston State College

- **The Need:** Companies needed local training for oil and gas industry so that they didn't have to send employees out of state for training
- **Start:** TrainND has been in existence since 2004 - 8 years
- **Success measures:** number of participants trained, contact hours, and training revenue
- **Target market:** 460 oil and gas companies in area



Williston State College

- **Challenges:** Finding SMEs and competing with salaries in industry; somewhat transient workforce in industry; competing for space; growth has stretched current staff
- **Partners:** Internal - many internal partners at the college; External - Governor, Legislature, state agencies, advisory committee, 4 TrainND regions help each other
- **Staffing & Resources:** Currently 15 employees and more needed; 18% funding from state sources, strong carry-forward balances each year
- **Goals:** Consistently has met or exceeded revenue and enrollment goals since start in 2004; duplicate success in Minot



Williston State College

- **Market response:** Tremendous-- over 800 classes offered last year; strong support from local business community; good visibility in their 11 acre training location
- **Next steps:** Replicate successful programs in Minot; Advanced skill classes are needed (maintaining wells)
- **Best practices:** Must have industry involvement from beginning
- **Unexpected surprises:** Needed a selection advocate to help in selection of SME; growth of crew camp housing units as residential and rental housing could not keep up with demand
- **Learnings:** React faster to hiring needs to connect with industry; success and quality improve with industry involvement; grow into blended learning solutions



Best Practice Trends

- Strong support from the top (at college and industry)
- Rigorous program approval/development process
- Strong relationship with local workforce board
- Utilize formal industry Advisory Committees
- Industry involved in all stages of program development, delivery and maintenance
- Focus on primary industry sector and training that college has resources and expertise

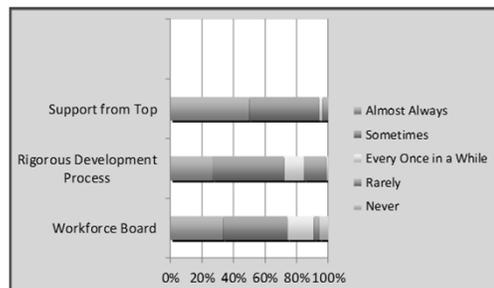
Best Practice Trends (continued)

- Leverage a variety of funding and resource sources
- Partner with outside providers/vendors for specific expertise/services
- Utilize innovative and immersing instructional technology
- Program design supports flexible career paths
- Utilize a "core" curriculum program model
- Align non-credit programs with credit programs

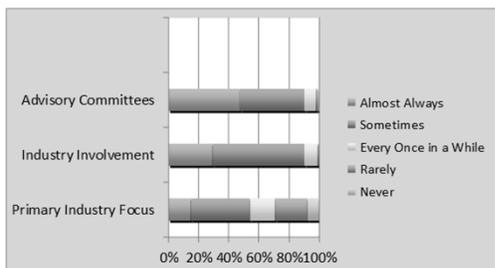
Best Practice Trends (continued)

- Design programs for specific student target demographic
- Include assessment of student knowledge/skills pre and post program
- Have an annual strategic plan including benchmarks for future years

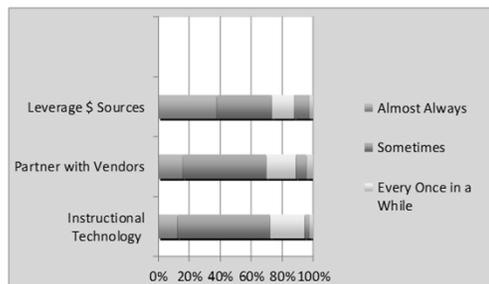
NCCET Survey Results (90 responded)



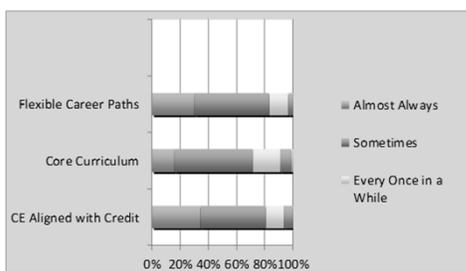
NCCET Survey Results (continued)



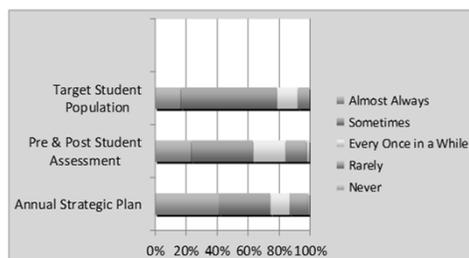
NCCET Survey Results (continued)



NCCET Survey Results (continued)



NCCET Survey Results (continued)



Questions?

Best Practices
from the Survey



Thank You!

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