Workforce Development Strategic Planning Forum
FEBRUARY 7, 2013 • 8:00 AM - NOON • COLUMBUS STATE CEWD BALLROOM

Columbus State Community College (CSCC) intends to move forward with a campus strategy that focuses on three primary or strategic goals: STUDENT ACHIEVEMENT, WORKFORCE DEVELOPMENT, and CIVIC ENGAGEMENT. On February 7, 2013, CSCC convened two Strategic Planning Forums to deal with the workforce and civic components of the planning process. Participants were challenged to work in the context of the campus VISION (Columbus State Community college is Central Ohio's front door to higher education and a leader in advancing our region's prosperity), and MISSION (to educate and inspire, providing our students with the opportunity to achieve their goals). These sessions were attended and driven by a wide range of faculty and staff, and encouraged by the participation of practitioners and colleagues who were already engaged in elements of civic and/or workforce curriculum, partnerships, philanthropy, and programs. These FORUM Notes are designed to lay out overall successes of the WORKFORCE DEVELOPMENT FORUM, outline the agenda used in support of the discussion, and identify critical areas of consensus and debate. Raw data on potential goals and metrics from small group discussions are included in the Appendices. Electronic polling results (Fairfield Index's Catalytic Engagements) are included in the body of the FORUM Notes.

Summary
Over 80 members of the CSCC family convened in the CEWD Ballroom on February 7, 2013, to discuss potential language for one of three strategic goals in the campus strategic plan. Dr. David Harrison, President, challenged the participants to, “gather and organize perspectives and encourage critical thinking in a manner that informs the strategic planning process.” He challenged the team to answer critical questions of: what is our identity; what do we want to be known for; how should we communicate; how should we partner with companies and industry sectors; and what are we willing to learn? Participants communicated their perspectives on the definitions of “workforce development” and “talent”, identified language that matters most in the creation of a “workforce” strategy, and shared perspectives on colleagues’ and their own understanding of the work CSCC currently takes on to support workforce development. The morning of work was not intended to be a policy meeting or produce final statements of GOAL and METRICS, but designed to seek consensus where possible, uncover differences in opinions and nomenclature, and gather a roster of suggestions for the planning process. The FORUM produced and narrowed jump-starter GOAL STATEMENTS that emphasized relevancy of career pathways, responsiveness of CSCC programs and resources to student and employer needs, and the sustainability of partnerships for businesses and students alike. Participants drafted a deep roster of potential, supporting metrics, which could serve as proof of goal impacts over time. Both the GOAL STATEMENTS and roster of METRICS will be delivered into the planning process. Nearly every participant asked for the opportunity to review these FORUM NOTES and 97% desire updates on the process or the ability to follow the strategic planning very closely over time. The FORUM also served to orient participants on the past and ongoing successes of CSCC when serving businesses in the region and improving career pathways for students. 84% indicated that they learned something new about campus strategy, programs, or community during the morning of work.

Agenda
The FORUM agenda was designed to progress in seven steps:

- Request for Assistance and Support from Dr. Harrison
- Examination of Definitions of “Workforce Development” and “Talent”
- Reasons for a Workforce Development Goal/Why Now?
- Perspectives on Successes in Workforce Development thus Far
- Drafting Strategic Goal Language
- Drafting Potential Metrics/What is our Proof of Success?
- Review and Next Steps
The published agenda included:

8:00 a.m. Registration and Networking
8:30 a.m. Welcome and Purpose of Forum | Dr. David Harrison

Business of the Day | Don Upton, President – Fairfield Index, Inc.

Context: Perspectives on CSCC and Workforce Development | Harrison
Successes and Breakthroughs thus Far
Carmen Daniels, Chair, Business Programs Department
Gloria Rogiers, Faculty, Computer Information Technology
Gary Clark, Instructor, Computer Information Technology
Elise Meyers, Program Coordinator, Center for Workforce Development

Partner’s Perspective
Steve Youll, Midwest Express Group
Mary Vaughn, Dean, Career & Technical Programs
Cheryl Hay, Administrator, Center for Workforce Development

Constructing a Strategic Goal for Campus and Community | Upton
Workshop #1 – Strategic Goals/Table Discussions
Results of Strategic Goals Drafting – Plenary Discussion

Designing Metrics/Proving We Mean Business | Upton
Workshop #2 – Designing Metrics/Breakout Rooms
Results of Metrics Sessions – Plenary Discussion

The Whole Picture: Gathering and Drafting Results and Next Steps
Harrison and Upton

12:00 p.m. Adjourn | Harrison

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**Key Perspectives from CSCC Participants**

Electronic polling indicated participants invested time in attending the FORUM because: they wanted to participate in campus level strategic planning; workforce development was an area of particular interest; and work at CSCC/personal assignments are focused on workforce issues.

Campus planning will be meaningful to participants if it: relates to their own, personal work and assignments with the larger CSCC enterprise; confirms expectations for the CSCC brand/identity; and connects the individual to other departments and activities.

Participants also communicated that the most important thing planning will do for their campus colleagues is relating their own work and responsibilities to the larger enterprise.

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**CSCC is a part of “Workforce Development”**

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<th>A. Yes</th>
<th>B. No</th>
<th>C. Unsure</th>
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<tr>
<td>96%</td>
<td>1%</td>
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96% of participants believe CSCC is a part of “workforce development”

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Many participants had additional connections to the Central Ohio community.

Do you play a volunteer, fiduciary, or professional role in any area civic organization, including:

- NFPs
- Public-private partnerships
- Social services agencies
- Workforce organizations
- Economic development organizations
- Arts and cultural initiatives?

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<td>69%</td>
<td>7%</td>
<td>6%</td>
<td>18%</td>
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A. Yes
B. No
C. No, but used to
D. No, but want to
Strategic Planning Overview; Why Now?

Dr. Harrison outlined a planning process that emphasizes simplicity, campus-wide connections, and scale. As a part of this process, it was important to articulate only three GOAL categories. They include STUDENT SUCCESS, WORKFORCE DEVELOPMENT, and CIVIC ENGAGEMENT.

He expressed four FORUM objectives:

- Engage CSCC team in a critical element of our strategic planning process: Workforce Development
- Gather and organize perspectives and encourage critical thinking in a manner that informs the strategic planning process
- Gather insights on Strategic Goal Statements and potential metrics
- Learn about how we leverage successes as a campus team

The mission-based model was presented as a reminder of the campus VISION and MISSION.

Dr. Harrison noted the “Buckeye Top Fifty” from the Ohio Department of Job and Family Services, which focuses on in-demand job opportunities in high-wage fields and CSCC’s special role in understanding the real world demands of employers. He reminded participants of the “Pathways to Prosperity Project” at the Harvard Graduate School of Education, which articulates the need for Ohio to close a skills gap to be competitive. Its “Complete College America” resources indicate:

- By 2020, 59% of jobs will require a career certificate or college degree
- 36% of Ohio adults currently have an associate degree or higher
- This equates to a 23% skills gap

The Lumina Foundation has reviewed levels of education for Ohio residents, ages 25-64, and posted the U.S. Census Bureau’s 2010 American Community Survey as an area of concern and opportunity for Ohioans. Dr. Harrison noted report highlights, including over 21% with some college but no degree, over 33% high school graduates (including equivalency), and nearly 10% with less than ninth grade or ninth to 12th grade (with no diploma). He asked participants to consider CSCC’s special role in supporting a goal of 60% degree attainment in Central Ohio, and shared current regional performance in associate degree by county.

Dr. Harrison outlined the intent and purpose of the Central Ohio Compact, a regional strategy for college completion and career success. Compact elements require an highly engaged and informed CSCC campus strategy, and include:

- Employing specific strategies for working adults, low-income and first generation students, and students of color
- Advancing the region’s need for a highly skilled workforce
- Aligning regional workforce and economic development efforts with meaningful measures of success
What does CSCC action and response look like? Dr. Harrison offered four high impact ideas for participant consideration:

**IDEA 1 - Alignment of all assets to meet regional needs**
- Credit programs
- Non-credit training
- All facilities and locations

**IDEA 2 - Consider a “sector strategy”**
- Information Technology
- Insurance and Financial Services
- Health Care and Life Sciences
- Manufacturing
- Logistics
- Social Services
- Hospitality Management
- Other regional priorities

**IDEA 3 - Consider alternative forms of instructional delivery**
- Market-value certificates
- Online and blended
- MOOCs
- Outreach to working adults

**IDEA 4 - Match students with career opportunities**
- Career planning
- Placement services
- Co-op, internships
- Job fairs
- Relationships with employers

Dr. Harrison provided important guidance on language by emphasizing the term “workforce development” is only topical at this stage. Participants were welcome to redefine or restate the topic in terms they thought best to promote success across the region.

**Perspectives on CSCC and Workforce Development**

Successes and breakthroughs thus far were presented by: Carmen Daniels, Chair, Business Programs Department; Gloria Rogiers, Faculty, Computer Information Technology; Gary Clark, Instructor, Computer Information Technology; Elise Meyers, Program Coordinator, Center for Workforce Development. Partner’s perspective (demand side/employer) was presented by Steve Youll, Midwest Express Group; with support of Mary Vaughn, Dean, Career & Technical Programs, and Cheryl Hay, Administrator, Center for Workforce Development.

Critical observations with implications across campus included:

1. Recent and ongoing CSCC projects tend to be aligned with Columbus 2020 target sectors
2. Companies that have had a clear pathway into CSCC to communicate current and future talent needs have been satisfied customers, and tend to come back for more depth and curriculum delivery over time
3. In many cases, CSCC has demonstrated the listening skills and “know how” to draw on existing curriculum to supplement and provide new solutions for employer needs
4. CSCC is a liaison to industry and a cross-campus connector to meet employer needs
5. Difficult economic conditions put CSCC in a special relationship with public sector agencies to standardize training and education solutions, ensure portability, and scale to multiple jurisdictions
6. CSCC is already a proven partner to business when custom certification and certificate titles are required
7. Faithfulness to the “demand driven” agenda promises better student outcomes, career pathways, and wages
Defining “Workforce Development” and “Talent”

Favored definitions of “workforce development” included: the connection of business needs to education and training; providing people with access to education and training with the highest potential impact; and ensuring readiness for jobs of today and the future.

Participants believed “talent” was best defined as: all members of a community who are identified and/or categorized by education attainment, certificates, license, and applied experience; a primary measure of a region’s competitiveness; and whatever an employer says it is.

For the sake of planning discussions, what is the best definition of “Workforce Development”? (Pick 3)

A. Training for the un or under-employed
B. The connection of business needs to education and training
C. Management or coordination of the overall talent pipeline from PK to lifelong learning
D. Placement of available talent in jobs
E. Ensuring readiness for jobs of today and the future
F. Helping members of our community become more competitive
G. Providing people with access to education and training with the highest potential impact
H. Improving the talent base of our community
I. Other

Rate on a scale of 1 to 10: 1 = No Understanding 10 = Complete Understanding

Participants believed that their colleagues at CSCC do not have a clear understanding of the work that is currently done in the workforce development arena. (on a scale of 1 to 10 with 1 = no understanding and 10 = complete understanding, participants rated 11% 1, 21% 2, 29% 3, 13% 4, 19% 5, and 7% 6).

Drafting a Strategic Goal

Participants were asked to work in small groups to draft a STRATEGIC GOAL with the following guidelines in-mind:

- “Doable”
- Understandable
- Implies/demands a Metric
- Repeatable
- Not “Over the Mountain”
- Driven by an Adjective

Before convening in smaller teams, participants identified what words should “matter most” in creating a shared, campus-wide goal. There was a strong indication that MEASUREABLE, RELEVANT, and “DO-ABLE” were top expectations.

Rate the words that should matter most as CSCC considers a “Workforce Development” Strategy

A. Measurable
B. Relevant
C. Aligned
D. Current
E. Data-driven
F. Clear
G. “Do-able”
H. Aspirational
I. Other

Pick top 3
Draft goal statements, based on a plenary discussion or small team discussions, included (with polling results on what goals have the greatest impact on the region):

- **A** Dramatic improvement in living wage through the right skills **4% Favored**
- **B** Deliberate and sustainable partnerships for business and students **40% Favored**
- **C** Rigorous connections for student talent **7% Favored**
- **D** Responsive and relevant career pathways for students through education and training **49% Favored**

Results were developed in four breakout groups and presented in a plenary session. Complete raw results on potential metrics are included with this summary as APPENDICES A and B, and commended by participants into the campus planning process. METRICS tend to fit into four categories: process; funding; tactical; and strategic/global. Highlights included:

- Evidence of Initiation and Facilitation of Discussions with Specific Firms
- Endorsement of Specific Firms and Growth/Depth of Lasting Partnerships
- Translation of Community Competencies/Skills/Attributes into Curriculum and Credentials
- Student Readiness
- Flexibility and Innovation of Programs/Response to Industry Needs
- Measure of Preparedness Linked to Hiring, Wages, Performance
- Company-endorsed Process to Identify Future Needs
- Linkage to the Performance of Key Industry Sectors – Talent Pipeline Improves Region’s Reputation
- Internal Alignment and Awareness of Campus-wide Role in Workforce Development and Regional Competitiveness
- For Students: Living Wage – Wealth – Growth
- Equally Weight Education and Workforce/Workplace Experience
- Responsive Programming
- Heighten Awareness of Options for Incremental Learning

Dominant terms in the drafts for future consideration included: RESPONSIVE, RELEVANT, DELIBERATE and SUSTAINABLE. Stakeholder and customer benefits appear to hinge on proving career pathways for students, wages, and skills alignment for successful businesses.

All small group input for STRATEGIC GOAL language is found in APPENDIX B, and commended by participants into the campus planning process.

**Metrics – Proving We Mean Business when Stating Our Goal**

Participants offered a roster of potential METRICS in support of item D and with consideration of B, above, based on the following standards:

- A great goal demands a METRIC
- Provide proof of the goal
- Articulate what success should look like
- Answer the question: How do you know you are achieving the intent of the goal?
Participants had a strong desire to review and comment on these FORUM NOTES.

Would you like the opportunity to review and comment on the draft report of today’s work?

A. True 95%
B. False 5%

Also, 97% of participants desired updates on the planning process or the ability to follow the planning work very carefully over time, and 47% believed they have additional information that is pertinent to the planning process. It is possible that an additional 40% may, upon further reflection, have information to share post-forum.

Dr. Harrison committed to exploring a process of participant review and comment in the weeks to come, and is considering how to tap into a smaller, representative team from the forum to further verify and test results.

Resources for further study include:
- Columbus 2020 (http://columbusregion.com/invest-in-us/)
- Buckeye Top Fifty: 2008 – 2018 – Ohio’s High-Wage Occupations In Demand/Ohio Department of Job and Family Services (http://ohiolmi.com/proj/projections/ohio/Buckeye50.pdf)
- A Stronger Nation through Higher Education/Lumina Foundation (http://www.luminafoundation.org/states_landing/a_stronger_nation_through_education/)
- The Central Ohio Compact (http://www.cscc.edu/about/summit/)

Contact Information
For more information on the planning process, please contact

Kimberly Hall  
Chief of Staff, Columbus State Community College  
Email: strategicplanning@cscc.edu
An idea from a participant…
“Deliberate and sustainable partnerships for business and the students TO CREATE responsive and relevant career pathways for students through education and training.”

Listening to employer needs
Responsive to business community
Developing collaborative partnerships
What is it you need, how can I help you get there?
Leverage and integrate college and community assets and resources
Initiate and facilitate discussion on needs/goals/deliverables
Translating community competencies/skills/attributes into curriculum/credentials
Flexible to innovate
Student readiness, supports, counseling, career development

Stronger connections
Partnerships
Economic impact
State and local economic needs
Other emerging industries
Comprehensive needs

Student development of a highly skilled workforce
- Transformational
- Sustainable change at all levels

Focus on Internships

Listening to regional businesses/perspective
Adapting to needs of business
Successful
Nimble
Industry-driven
Collaborative
Commitment to partnership
Relevant and innovative
Demand-driven
Evolving
Identification of future needs
Timeliness/responsiveness

Vision: CSCC is Central Ohio’s front door to higher education and a leader in advancing our regions properly.

Mission: To educate, and inspire people of the communities we serve and provide students the opportunity to achieve their goals.

Goals: Program should be sustainable
Program should be scalable
Incremental building inspiration/success.
Need to provide modularized knowledge.
Align with industry needs and college priorities.

Columbus State is the engine for workforce and economic development in Central Ohio

Meet students where they are and help them become independent
Redesign our entire front-door services for traditional students, non-traditional students, and new WD Initiatives

<table>
<thead>
<tr>
<th>Inclusive</th>
<th>Partnership</th>
<th>Open</th>
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<tr>
<td>Passionate</td>
<td>Synergy</td>
<td>Discipline</td>
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<tr>
<td>Press driven</td>
<td>Aligned</td>
<td>Adaptability</td>
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<tr>
<td>Dynamic</td>
<td>Fast</td>
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A robust placement office including labor market intelligence, employer partnerships, resume prep, mock interviews, on-campus employer interviews

<table>
<thead>
<tr>
<th>Selective</th>
<th>Accidental</th>
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<tr>
<td>Experimental</td>
<td>Reactive</td>
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<tr>
<td>Reinvent wheel each time</td>
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Regional Alignment, regional agreement, and alignment of career pathways

Return faster
Customizable
Not as practical
Depends on Area of Study
Life Long Learning

Relevant strategic partnerships that align with industry needs and anticipate a lifelong learning industry needs.

Training students for lasting career.

Relevant strategic partnerships will be developed that align with and anticipate industry needs, prepare students for careers and engender lifelong learning.

Career planning aligned with actual jobs in growing industries

Systems and Process Re-engineering

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<td>Partnerships</td>
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<td>Detailed but big picture</td>
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<td>Evolving</td>
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<td>Flexible</td>
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<td>Contextual</td>
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<td>Marketable</td>
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<td>Emerging</td>
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Innovative (become innovative, planful based on demand)
Integrate
Provide programming that meets needs of students and employers.
Become an advocate for technical education
Bridge gap between needs and talents
Heighten awareness of options for incremental learning
Communicate/clarify tangible results/goals

Equipping students with marketable skills employers want and need
Deliver evolving skills to meet the emerging demands of the talent pipeline and employers
Collaboration
Transform the workforce
Talent Pipeline

- Efficient process
- A sound PM
- Partners with defined deliverables
- Maximize campus talents and integrated partnerships
- Feedback loop (measurable)
Responsive, innovative and collaborative partnerships integrating college and community resources to deliver prepared student talent to meet these partnership needs. Training and education are not mutually exclusive.

Deliberate and sustainable partnerships for business/students
Responsive and relevant career pathways for students through education and training

Rigorous connection of business and community to meet the talent needs of our region.

Deliberate and intentional partnerships with internal/external stakeholders to provide innovative sustainable workforce development solutions!

By increasing the skill level of our students we can then meet the workforce needs of our local employers and community.

Create stronger relationships with college partners and internal constituents that align with our vision and values to integrate student skills talents with employer needs.

Develop sustainable partnerships that open career pathways that strengthen individuals in the community.

Dramatically improvement our participant’s ability to earn a living wage by ensuring that they have the necessary skills to put them in that position.

Create a designated workforce Development team/program in each campus department to improve communications flow
Equally weight education and work experience.

Deliver evolving skills to meet the emerging demands of the talent pipeline and employers to transform the workforce.

Assertively initiate nurture and enhance a responsive, proactive, and meaningful relationship with the employer community so as to develop relevant and timely solutions to their workforce needs.

Effective process based on sound PM practices with defined deliverables for a rapidly evolving market.
Repeatable
Measurable

APPENDIX B

Workforce Development Workbook Raw Transcriptions
Draft Goals / Discussion Notes