

## Strategic Initiative Action Plan for: Career Planning and Goal Development

<p><b>Action Plan Team Members:</b>          Monica Durham          Nikia Fletcher          Georgeann Frietchen          Rose Hughes          Stephanie Kriesher</p>	<p><b>Date:</b>          March 18, 2011</p> <p><b>For FY:</b>  <b>2011 and 2012 (see below)</b></p>	<p><b>The strategic focus for this strategic initiative is:</b>          Improve Preparation for Success at College</p> <hr/> <p><b>The AQIP Category this strategic initiative best aligns with is:</b>          Understanding Students' and Other Stakeholders Needs</p>
<p><b>List Outcomes (results to be achieved) over the life of this initiative:</b></p> <p><i>Prospective and newly accepted students to North Central State College will have the opportunity to explore career options, develop career/education goals, and create a plan for achievement of these goals before taking their first class with North Central State College.</i></p>	<p><b>List Milestones* (outputs which indicate progress in completing action plan) for:</b></p> <ul style="list-style-type: none"> <li>• <b>Year 1</b> – Determine the appropriate career exploration tool, develop a process with the schools served by UCAN can receive college and career awareness information; Begin using the selected career exploration tool (Fall 2011)</li> <li>• <b>Year 2</b> – Evaluate year 1 initiatives/Implement both the new career exploration tool and the in-school college and career awareness program (January 2012 as a pilot to catch 2012 graduates; subsequent programs will be in the fall of the year)</li> <li>• <b>Year 3</b> – Evaluate both processes</li> </ul> <p><b>* Milestones after Year 1 may need "To Be Determined" if significant planning is required in Year 1.</b></p>	
<p><b>Describe how this strategic initiative aligns with its strategic focus:</b></p> <p><i>The strategic focus suggests that prospective students who engage in academic preparation, career planning and goal development, and financial planning are or can be more successful after entering the College. This plan seeks to provide that information both as a portion of the planning process for college as well as a portion of the enrollment process for the College to ensure that students have the optimal personality-career match.</i></p>		

### Tasks/Responsibilities/Time Frame

<p><b>List of Key Tasks for Year 1 – Both tasks can be completed in Year 1</b></p>	<p><b>Who is responsible for completing?</b></p>	<p><b>When will it be completed?</b></p>
<p><b>Task #1 - Provide College/Career Awareness services to high school students prior to graduation</b></p> <p>In an effort to assure that students coming to the College directly from high school are introduced to the college and career planning process prior to graduation, the team recommends the following:</p> <ol style="list-style-type: none"> <li>1. Develop a streamlined model, such as the College Awareness workshop presented by the Admissions Office in October to seniors at Mansfield Senior High School, which can be delivered to the other high schools served by the UCAN initiative of SPARC. The high schools served by UCAN are Mansfield Senior, Madison Comprehensive, Plymouth-Shiloh, Crestview, Clear Fork, Ashland, Mapleton and Ashland County West Holmes Career Center. The planning team should</li> </ol>	<p><b>Task #1 – Admissions, OSUM and UCAN advisors</b></p>	<p><b>September 2011</b></p>

work with Sherri Petersen and Ken Sigler (OSUM Admissions Representatives) and UCAN advisors to develop the logistics for each workshop. The emphasis on the workshop must not be on student recruitment, but should focus on college and career awareness and preparation (including the importance of testing).

**Task #2 - Interweave Career Exploration into the Enrollment Process -**

Currently, the College subscribes to a service called Career Coach. The Career Coach software does a good job of providing labor market style information on a chosen career field. However, the design of Career Coach does not afford students the opportunity to explore career fields if they are undecided in their career or major choice. Also, Career Coach is very reading intense which can be difficult on prospective students who struggle in the area of reading.

The DISCOVER assessment used by Career Services has been used since 2002 (at least) and, although it provides students insight into responses for their Career Project in FYE, the use of it has never been mainstreamed into any career exploration/goal development process where **all** students can receive a one-on-one conversation about their results. Rather, the majority of our students are given an overview of how to use DISCOVER during FYE and students must then interpret the results on their own for use in their FYE Career project.

Therefore, this team recommends the following course of action:

1. Assess the usefulness of the DISCOVER assessment including evaluating DISCOVER against similar and current career exploration products to determine if the service provides students the information they need to effectively explore careers in this manner and if the tool provides easier self-interpretation of the assessment results.
2. Develop a process such that the DISCOVER and/or the new career exploration tool is used during the enrollment process. The desired tool would provide career exploration assessments that students could complete prior to their meeting with admissions such that the results can be reviewed as a part of the admissions appointment. Also, the desired tool would be user friendly and incorporate various methods of information presentation (i.e. multimedia as used in this web site <http://www.scbep.com/career-ladders/resources.html>) such that prospective students who struggle with reading will also benefit from the tool.
3. Develop a process where the information gathered from each student's assessment could then be used at various stages of the student's academic career including registration in the Student Success Center, FYE, Strategies for Success, academic advising, as members of the TRIO program, etc.
4. One possible avenue for the planning team to pursue, specific to students who are recent high school graduates, is to determine whether there is information or tools within the Explorer/Plan

**Task #2 – Troy Shutler (he has confirmed his interest in pursuing this initiative), TRIO staff, Admissions and academic advisors in the SSC, Strategies for Success staff**

**The purchase or decision to remain with DISCOVER should be finalized by Fall 2011 for use with students wishing to start winter quarter 2012.**

<p>initiative that may be helpful as all students in Ashland, Crawford, Morrow and Richland County are now taking the assessments. Information gathered could be transmitted to the College as part of the student's transcripts and/or provided directly by the student.</p> <p>Troy Shutler is currently investigating a potential package called FOCUS II . The team recommends reviewing this package as a potential for this action item. FOCUS II is \$985 for the yearly subscription with a \$30 yearly administration fee. The cost of DISCOVER is just about the same. Troy is working to determine if selecting a new exploration package would eliminate the need for DISCOVER entirely or if both could be used to complement each other.</p> <p>The chosen career exploration tool, DISCOVER (if maintained) and Career Coach can be used together or separately (depending on the student's needs) to add increased value both the enrollment process and the student's academic career.</p>		
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**Action Plan Budget (Resource Requirements after Year 1 may need "To Be Determined" if significant planning is required in Year 1.)**

<b>New Resources Required</b> (List and explain why new resources are required)	<b>Sources of Existing Resources</b> (List by source including reallocation of resources - explain;)	<b>Net New Resources Required</b> (New resources less resources available from Sources)
<b>For Year 1:</b> Career Exploration tool (if the decision is made to replace DISCOVER); FOCUS II is \$1020 annually (see above)	<b>For Year 1:</b> Depends on the decision in Y1/The cost could be absorbed if DISCOVER goes away with a reallocation of the funds used to pay for FOCUS II. However, if the decision is made to keep DISCOVER, approximately \$1000 would need to be added to a budget line to support both products.	<b>For Year 1:</b> TBD
<b>For Year 2:</b> Mileage and printing costs (\$1000; \$800 for printing/\$200 for mileage)	<b>For Year 2:</b> Recruitment budget	<b>For Year 2:</b> None; This project could be absorbed in the existing travel budget as other visits are deemed lower in priority
<b>For Year 3:</b> None	<b>For Year 3:</b> None	<b>For Year 3:</b> None

**Action Plan Information/Metrics Requirements (Information/Metrics Requirements after Year 1 may need "To Be Determined" if significant planning is required in Year 1.)**

<b>Information Required from IT/IR to Effectively Carry Out the Milestones and Key Tasks</b> (List the items of information required and why)	<b>Date Needed</b>
<b>For Year 1:</b> NONE	
<b>For Year 2:</b> NONE	
<b>For Year 3:</b> NONE	

<p><b><i>Metrics Required from IT/IR to Effectively to Measure the Outcomes of the Action Plan</i></b>  (List the items of information required and why)  These tasks may not lend easily to measurement through the use of systematic data rather focus groups and student surveys to determine effectiveness.</p>	<p><b><i>Do these metrics align with Means Metrics and the relevant ENDS metrics? Explain.</i></b>  See note to the left</p>	<p><b><i>Date Needed</i></b>  TBD</p>
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Use additional pages for outcomes, milestones, tasks or budget as necessary