Job Readiness Ends Policy - Understanding the Current Situation

Gap I –Students do not appear to place a high priority on accessing and making use of available resources in career counseling and job placement (CCSSE data).

Underlying Factors

- No formal requirement is currently in place that students develop job seeking skills. (quality resume, interviewing skills and identification of appropriate job leads).
- Career counseling/planning has not been stressed in the culture of the college and overall community. Students are not aware of where to go to get counseling. For youth, the SPARC's PLAN survey shows students are not getting much in the secondary schools in terms of career counseling. The Ohio Career Information System portfolio is much underutilized. Students get most of their career data from parents (31%) and then the Internet (22%).
- The Career Assessments from EXPLORE/PLAN might help, but it is unclear that adequate follow-up on student responses occurs.
- In high school students do not take advantage of career counseling as indicated by the 10th grade PLAN results that show that more than half of these respondents want to go into some kind of STEM area and with few exceptions, the intention is the university path but many of them aren't planning rigorous high school coursework.
- For adults, the regional OneStop does not provide career counseling. Only a few actually get referred to the College's career services director, furthermore the data the OneStop directs WIA applicants to is not localized data as can be found through the online tool Career Coach.

Gap II – The extent to which North Central State College helps students develop success skills and work habits is not clear and there appears to be no process for uniformly assessing that students have mastered success skills and work habits.

Underlying Factors

- It's just not clear to what extent NC State uniformly focuses on developing the success skills and work habits that are required for success at college, at work and in life (accepting personal responsibility, discovering self-motivation, mastering self-management, employing interdependence, gaining self-awareness, adopting lifelong learning, developing emotional intelligence and believing in oneself).
- The development of these skills and work habits does not appear to be uniformly reinforced in courses throughout the college.
- The extent to which students have developed these skills and work habits is not assessed.
- If the gap is that personal mastery is not assessed or instructed, perhaps too many students have never been exposed before they walked in the door on the difference between high school and college and the need for such skills.

Gap III – Developmental and gateway courses are "loss points" that many students never pass through, which subsequently inhibits their ability to develop occupational skills through technical courses.

Underlying Factors

- If students need to first get through developmental and gateway math/English before more challenging technical course sequencing, they may lose energy and enthusiasm for job specific education or training.
- Moreover, the College's SIS system is not built to keep students from going out of sequence when they register.
- Students that do not successfully complete Developmental courses or Gateway courses are not likely to be retained from fall to fall and do not complete certificates or degrees.

Gap IV – Outside of programs with professional accreditation requirements, it is not clear as to the extent to which programs are current with the job readiness skills expected by employers and relevant to today's job market.

Underlying Factors

- We have not previously had an ongoing or consistent comprehensive program review process for all programs.
- Program review may require more than a one in three-year assessment to ensure relevance.

Gap V - The extent to which there is a uniform and consistent approach for all programs in which students develop job networking and search skills and can conveniently access job leads is not known.

Underlying Factors

- There has not previously been a uniform expectation that students develop job networking and searching skills or that job leads be provided.
- Students have not placed a high priority on job placement assistance and indicate that they rarely receive job placement assistance (CCSSE).

Gap VI - Displaced and unemployed workers are not taking advantage of job readiness opportunities.

Underlying Factors

- There is a lack of a targeted plan to engage these workers.
- There is an inability to identify and locate dislocated workers through traditional recruiting practices.

- There exists limited funding available for training programs aimed at dislocated workers as well as incumbent, making class size less than optimum.
- There is an inability to directly link workforce training to subsequent employment with current tracking systems.
- Many dislocated workers need intensive training just to achieve basic skills for the lowest entry level job.
- There appears to be reluctance on the part of employers to identify training needs and make a commitment to hire training graduates.

Gap VII - Faculty, staff and the overall community may not be aware of what NC State has to offer.

Underlying Factors

- Resources have not been available to aggressively promote what NC State has to offer in terms of programs, degrees, certificates and other services.

Gap VIII - Reported graduate employment data is inconsistent.

Underlying Factors

- Lack of a uniform college-wide procedure to report graduate & employment data.
- Data is not available by outside sources.
- Employers are not always cooperative in sharing data/responding to surveys.