



EPAs

2019 NCCET Exemplary Program Awards

The EPA Registry

The National Council for Continuing
Education and Training

is pleased to acknowledge the following schools and their programs.

These are programs recognized for outstanding results and contributions in the areas of workforce development and continuing education.

December 10, 2019

Welcome to this inaugural edition of the NCCET Exemplary Program Awards. While we have bestowed awards in the areas of continuing education and training in the past, this is the start of something different and very special. This year we were not looking to establish a winner. This year we announced that each of the programs that rightfully demonstrated outstanding achievement in the creation of new curriculum, the development of staff personnel, and in generating new revenue... were all winners. And to be recognized for an Exemplary Program Award, they had to be willing to share their experience and their insight with their peer colleges.

We asked our member schools directly for nominations, and then we turned to our vendors and our business partners for their nominations. The nomination process was easy. The approval process, however, involved discussions with the project leaders about the net results and impact of their efforts. There were programs that were not approved. Some were outstanding in concept but had yet to actually demonstrate results. Some were still finding their audience and pleased to be acknowledged but not yet ready to be recognized.

The programs listed here cover a wide array of industries and markets. Some of the schools have rarely enjoyed such a spotlight, but in every instance, we believe it is well-deserved. Choose for yourself. We have included general descriptions, contact names, and provided insight regarding the sustainability and replicability of their program. In each case someone from this program is here at our conference, specifically so that you can seek them out and begin the dialogue that may result in similar program benefits for your school.

We have learned a lot this year. Next year we will make it even better. Congratulations to our EPA Registry of outstanding schools, people and programs.



Howard Drake, MBA, MS
President, NCCET and Conference Chair
Director, Polk State Corporate College
Adjunct Professor, BAS Business Program



We are Polk.

Howard Drake



2019

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Wednesday Luncheon Ceremony

December 11, 2019

NCCET 50th Annual Celebration Luncheon

12:00 PM B Resort Hotel

Orlando, FL

Houston Community College

3100 Main Street; Houston, Texas 77004



Corrections and Inmate Workforce Education Program

Submitted by Robert Sims; Director Correction Education

Program Contact: Dawnica Jackson; Director, Client and Customer Relations; 713-718-5835

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General Description

The Houston Community College Corrections Education Department is designed to provide career and technical education and life skills programs to eligible offenders incarcerated within Harris County. The program provides non-credit educational services to individuals currently incarcerated or on probation following their release. Courses offered provide individuals a pathway to return to college or gain employment. The HCC Corrections Education program was the first program at a community college in the country accredited by the Correctional Education Association. HCC's education programs operate within the physical confines of state operated prison and residential and outpatient treatment centers. As such, all instruction is provided in a safe and secure manner. The Correction Education Department provides Workforce training in the following major areas:

- Culinary
- Auto Body Repair
- Auto Mechanics
- Welding
- Business Technology
- Graphic Arts
- Logistics
- Plumbing
- Basic Computer
- Folk Lift Training
- Basic Construction
- Workplace Literacy
- Financial Literacy

As part of expansion of the Corrections Education program, HCC has identified strategic initiatives and expanded partnerships with community leaders and industry to provide the framework and design the pathway for the former incarcerated individuals to leave jail or prison with the training and support resources necessary to be successful and not return to jail. These initiatives were constructed via intensive literature review, employee and partner feedback, as well as the current job prospectus for individuals with felony convictions. These goals and strategies serve as the foundation for the improvement of current department obstacles and the implementation of new programs and streamlined policies to improve curriculum delivery and the transition from the jail system to society.

This plan is the framework for transforming the corrections education department into a leader in corrections education curriculum and delivery of instruction. Finding gainful employment is key to reducing the recidivism rate and industry needs-based programming is essential to training students with skills that have real world job application. The Corrections Education department is committed to developing partnerships throughout local industry and transition organizations in our communities to foster working relationships that lead to gainful employment for our students and a decrease in recidivism.

We recognize the importance of the role of the community, industry, and the offender in a successful criminal justice system. Houston Community College has been providing corrections education since 1973 with the following outcomes.

- 6,351 inmate-students served in 2018-19
- 14,300 probationers identified for training
- 1,166 Certificates of Completion awarded in 2018
- 75,000 students trained since the department's inception
- 87,500 hours of training completed
- Participants average 25 hours of training weekly
- \$2,533,272 in revenue generated in 2018-2019

The Corrections Education Department has been received the following recognitions.

- The Legacy Award in 2004
- 100% Corrections Education Association (CEA) Accreditation pass rate
- First Community College in the Country accredited by the CEA
- Largest Community College Corrections Education program
- Finalist LERN International Community Service Award

Over the past 40 years, the U.S. incarceration rate has more than quadrupled. This translates into more than 2.3 million Americans incarcerated each year, with Texas leading the nation in the number of prisoners, with 251,000 persons behind bars and an estimated cost to taxpayers of \$3.2 billion dollars each year. In addition, the National Institute of Justice reports that over 75% of released inmates are re-incarcerated within five years of their discharge from prison. While there are many theories as to why people end up incarcerated or reincarcerated, the data is clear—a high correlation exists between incarceration and education attained by an incarcerated person and his or her recidivism rate. The vast majority of people in U.S. prisons do not have a high school diploma. Studies conducted over the last two decades almost unanimously indicate that higher education in prison programs reduces recidivism and translates into reductions in crime, savings to taxpayers, and long-term contributions to the safety and well-being of the communities to which formerly incarcerated people return. Faced with this multifaceted challenge, Houston Community College (HCC), partnered with The Harris County Sheriff's Office in 1973 to offer Correctional Education courses. HCC's Corrections Education Department is designed to provide career and technical education and life skills programs to eligible offenders within

the Harris County Sheriff's Office, Harris County Probation, and the Texas State Jail. The program provides non-credit educational services to incarcerated or probationary individuals. Courses offered provide individuals a pathway to return to college or gain employment once released. The HCC program was the first community college in the country accredited by the Correctional Education Association in 2004. Teaching inside a correctional setting brings many challenges, one of which is what educational tools can be brought into a jail setting. The primary teaching tools we are currently allowed to use are computers, videos, and textbooks. In the vocational classes, teaching equipment is expanded to include equipment necessary for students to obtain the hands-on learning experience necessary to master a skill. By using data analytics and industry demand to drive our initiatives HCC is reshaping education in a correctional facility. No longer simply offering courses inside the jail. HCC has expanded its course offerings to formerly incarcerated individuals who are on probation in Harris County. HCC's education model uses data and research models to improve the lives of student/inmates nor penalize them for past mistakes. This strategy is not only improving the lives of student/inmates, but making the community safer and saving tax payers money. Over the tenure of the corrections education program, has saved Harris County tax payers more than \$337,500. Programs offered in the correction workforce education program are in response to the Houston-Galveston Area workforce economic need. Each program is aligned to and in response to high growth, high wage, and high demand occupational skill areas. Corrections offers continuing education courses that lead to program certifications and certificates of completion in (please note some areas have been newly expanded):

- Culinary - Level 1 Prep Cook/Chef 1and Safe Serve
- Auto Body Repair
- Auto Mechanics • Welding Technician I
- Business Technology (Microsoft Office Specialist)
- Graphic Arts (Adobe Photoshop and InDesign)
- Logistics (MSSC CLA, CLT, OSHA 10, and Forklift)
- Plumbing
- Information Technology (CompTIA A+)
- Folk Lift Training
- Basic Construction (NCCER Core, Roofing, Carpentry, Solar)
- Workplace Literacy
- Personal Financial Literacy
- Cognitive Behavior
- Tailoring
- OSHA 10
- HVAC Technician I
- Industrial Scaffolding
- Workplace Professional Preparation
- Conflict Mediation

Antelope Valley College

3041 West Ave K; Lancaster, CA 93536



Aircraft Fabrication & Assembly Technician Program

Submitted by Ed Knudson; President/Superintendent

Program Contact: Dr. Maria Clinton; Director, Interim Dean, Career technical Education, 661-722-6327

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General Description

This program is designed to prepare students for careers in aircraft structures and composites fabrication and assembly. The certificate and associate degree programs include course work to help prepare students for entry-level employment in the aerospace industry. Students who complete this program will have the necessary skills to be employed by aircraft manufacturers and subcontractors in a variety of positions. In addition, this program is designed to prepare students for the Aircraft Manufacturing Technology (AFMT) Bachelor's Degree of Science.

Northrop Grumman was awarded an 80+ billion-dollar contract to build the new B-21 bomber, this created a large staffing problem in the region. It was estimated that they would need to hire 3,000 – 4,000 new employees at their Palmdale location. Northrop Grumman approached: The City of Palmdale, Antelope Valley College and Goodwill of Southern California to search for a way to meet these staffing needs. AVC's existing Aircraft Fabrication & Assembly Technician Program (AFAB) was customized into a Rapid Training program to train individuals for entry level assembly / manufacturing positions with Northrop Grumman. Under the AFAB Rapid Training program, students take four different classes that are worth 23 units of college credit. All of these classes are accelerated and completed in an 8-week timeframe in the Spring, Fall, and Summer Sessions. Upon completion of the program, each student will be granted an interview with Northrop Grumman, as long as they maintained a grade of C in each of the classes and completed all of the final projects. Since 2015 over 1050 students have gone through the Rapid AFAB program, of those students 92% have been placed into manufacturing jobs, mainly with Northrop Grumman; 237 students were female; 52 were veterans; 643 were low income individuals placed (Calfresh / BOG Waiver Recipients); 327 minority students; and 21 were homeless students that were placed.

Since the Rapid Training program was initiated, the AFAB program went from offering 18 sections (2014-15) to 49 sections (2018-19) per term. Enrollment has increased from 398 to 1605 (duplicated) head count. Certificates and Degrees have increased from 49 to 317 awarded.

Due to the high success rate and quality of graduates Northrop Grumman is currently working with colleges in Florida and Oklahoma to replicate the AFAB program. The AFAB program model can be replicated across all industry sectors. The key to the success with this model is the strong partnership between industry and the college program key personnel (faculty and administration) to listen to industry needs and create/revise programs as necessary to meet those needs and timelines.

Bucks County Community College

275 Swamp Road; Newtown, PA 18940;

Metalwork Training Program

Submitted by Susan Herring; Executive Director, Center for Workforce Development

Program Contact: Susan Herring; Executive Director, Center for Workforce Development

Email: susan.herring@bucks.edu



General Description

The Metalwork Training Program, creates career pathways in a unique and highly successful format. Developed in partnership with the manufacturing community, the program's success became the catalyst for the development of a regional apprenticeship program by the NTMA (National Tooling & Machining Association) and is the model for its pre-apprenticeship program. The program has seen an increase in business participation by over 300%, has garnered hundreds of thousands of dollars in grant funding, and was key in cementing relationships between the college, manufacturers, local and state government, and the Workforce Development system. Bucks County expects to see nearly 3,000 new jobs in advanced manufacturing in the next 10 years. This, coupled with impending retirements of baby-boomers, makes it vitally important to provide accessible means for entry into the industry sector. The goal of the Metalwork Training Program is to upskill and retrain un- and underemployed individuals to learn new skills to fill the ever-growing gap for well-trained, entry-level employees for manufacturing jobs. As retirements loom large for businesses, more well-trained entry level employees will be necessary to feed to manufacturing businesses to keep them thriving in our local economy. To date we have completed 22 cohorts of Metalwork students, graduated 193 successful completers, and boast a 92% job placement rate and high job retention rate. This high success rate is due to our robust candidate vetting and testing process, the ongoing dedication of excellent industry experts as our instructors, employability skills training, and the efforts of a dedicated job developer.

Why it works, and what differentiates Bucks:

- Partnership with manufacturers from start to finish - dozens of small businesses
- Careful vetting of candidates
- Close partnership with local Workforce Development Board/PA CareerLink
- 1:1 career coaching/job placement
- Staff and instructors committed to success of students/program
- FREE to students thanks to various grants and funding through US DOL

In October, 2019 the Metalwork and Industrial Maintenance Training Programs achieved status as registered pre-apprenticeship programs with the state of Pennsylvania.

New Curriculum

The Metalwork Training Program was designed specifically to feed entry-level workers into manufacturing. Our manufacturing partners made it abundantly clear that the most important skills for success on the job are to show up to work every day, on time, ready to work, and have the ability to communicate well and get along with co-workers. In light of industry feedback, the program was designed to fully integrate soft skills – or employability skills – with the technical training. Candidates for the training are carefully vetted. They undergo an interview, mechanical aptitude test, drug test, and criminal background check. The program requires classroom and laboratory instruction delivered over 12 weeks per cohort, for a total of 288 hours. The curriculum was developed to provide the technical skills students need to be successful, but also the employability, or soft skills, that they will need to get and keep employment. Students are expected to treat the training as a 12-week job interview, and there are strict attendance and punctuality requirements. In addition, students participate in 6-8 on-site visits to participating employers during the program. This allows the students to learn about the various types of manufacturing companies in the region, and also gives the employers a chance to get to know our students. The training is delivered by industry expert instructors with experience in metalwork and manufacturing, supported by industry specialists from participating employers.

Sustainability

Start-up funding was awarded by the County of Bucks through CDBG HUD resources. Following the pilot program, the college has been able to sustain the program by receiving several different grants through the PA Department of Labor & Industry, Workforce Development Board (ITAs), and additional rounds of CDBG funding through the County.

Replicability

This program is highly replicable, and in great demand by the manufacturing industry due to impending retirements of baby boomers. It provides a fail-proof way to build partnerships with businesses, and Bucks has been able to leverage those partnerships by providing customized training to our partner companies. By becoming partners, we feed the employers much-needed entry level talent, and are then there to assist with other training needs.

San Jacinto College

8060 Spencer Highway, C1.20, Pasadena, TX

San Jacinto College-McCorvey Sheet Metal Apprenticeship Program

Submitted by Amrit Ahluwalia, Managing Editor, The EvoLLLution

Program Contact: Sarah Janes, Associate Vice Chancellor sarah.janes@sjcd.edu

Program Lead: Jerelyn Hughes-Glenn, Director IT Tech, Jerelyn.Glenn@sjcd.edu



General Description

San Jacinto College has a unique apprenticeship program in place with a local employer, McCorvey Sheet Metal. In many ways, the apprenticeship model mirrors a standard structure: the College provides Related Technical Instruction (RTI) and the Employer provides formal On-The-Job Training (OJT). But San Jacinto and McCorvey have established a more robust apprenticeship partnership that brings McCorvey expertise on-campus and ensures learners are progressing their education in lockstep with their career development. In this apprenticeship program, McCorvey senior employees qualify as adjunct faculty at San Jacinto and teach the courses on-campus in the evenings. Apprentices progress from Level 1 through 4 with full-range support both from their college and employer, and with no fall-off between the theoretical education and practical application. Over 90 apprentices progressed through the San Jacinto-McCorvey apprenticeship program in 2018-19 and, with a new registration system in place, SJC has made registration and persistence even more seamless for their learners.

New Curriculum

The program was designed to deliver a high-quality workforce development program tailored specifically to the needs of McCorvey Sheet Metal. San Jacinto worked hand-in-hand with McCorvey to ensure the curriculum delivered the theoretical expertise learners need to buttress and support their practical learning experiences on the job site. Furthermore, by actively engaging senior employees of McCorvey as adjunct faculty, San Jacinto has gone beyond the bounds of most apprenticeship programs by ensuring the material being taught in the classroom is 100% relevant to success at McCorvey.

Sustainability

The program achieves sustainability through its apprenticeship format, which ensures programming is affordable for learners, employers and the college alike. Additionally, by leveraging the capability of their new registration system, the manual burden typically faced by

college staff in processing apprentice registrations and program procession is lifted, allowing the college to deliver a higher-quality experience to the learners.

Replicability

The unique design of the program, which brings McCorvey senior staff into the classroom to further unite the theoretical and practical learning experiences delivered through the apprenticeship structure, is highly replicable. It requires colleges to forge strong partnerships with local employers and to be open to supporting a program design process that is truly tailored to—and aligned with—the needs of their industry partner.

Weatherford College

225 College Park Drive, Weatherford Texas

Corporate College Program

Submitted by Lorraine Richardson, VP Operations, GDA

Program Contact: Jessica McKee, Director, Workforce Education

Email: jmckee@wc.edu



General Description

The Weatherford Corporate College was established in May 2019 with an outstanding community engagement program aimed at addressing the corporate training needs of every business, organization, and government office throughout the five-county area Weatherford College serves.

Sustainability

Following the initial start-up, Weatherford Corporate college has invested in training and instructor certification to provide ongoing classes on its campus and at business and government locations. Weatherford has established a class schedule for the first quarter of 2020, and has incorporated the corporate training in to grants that will be awarded throughout 2020.

Replicability

The key roles and functions required to implement this program are: (1) a business development team which engages the community through sales calls and marketing activities, (2) a team of certified instructors, (3) a relationship with a quality content provider who can customize the content for various industries when required, and the leadership to manage these resources and relationships to deliver an outstanding program.

Resources Required

The program launch requires 16 weeks of planning activities and implementation projects.

Time Allocated

The key contacts are the Director of Workforce Education, Jessica McKee, and her team, as well as the content owner, Growth Development Associates, Inc., and its instructors and instructor trainers.

Polk State College

310 Technology Drive, Bartow, FL 33812

Polk State College Regional Partnership for Advanced Manufacturing Training

Category: Workforce Development

Principal Contact: Howard Drake, Director, Polk State Corporate College

Email: hdrake@polk.edu



**POLK
STATE
COLLEGE**



General Description

Manufacturing plays a vital role in the economy of Central Florida. The skills gap in the labor supply provided an opportunity for Polk State to launch the College Alliance for Advanced Manufacturing. CAAM is a partnership among area manufacturers and local state colleges that provides training to the manufacturing workforce.

Program Summary

Critical Issue Manufacturing plays a vital role in the economy of Central Florida by providing products, goods, and services that form the foundation for economic development and employment growth. Initially, business leaders began talks with representatives from Polk State College's Corporate College about the number of unfilled jobs that required workers to have technical expertise but did not require a bachelor's degree. These vacancies were the result of ongoing retirements from the existing workforce.

Addressing the Issue

The skills gap in the local labor supply provided an opportunity for Polk State College to launch the College Alliance for Advanced Manufacturing (CAAM). CAAM is a partnership among area manufacturers and local state/community colleges. The purpose of CAAM is to address the manufacturing talent pipeline through targeted training programs that are customized to the needs of businesses. Specifically, CAAM focuses on conducting a needs assessment with each industry partner and then implementing a customized training program for new recruits and incumbent workers that addresses the gaps that are identified. A large component of CAAM is offering career pathways and industry certifications to workers so that skills are continually upgraded and that the goals of the company are met. Another key feature of CAAM is that regional state/community colleges work together across geographic boundaries to ensure that manufacturers have access to a wide range of training and workforce development programs. CAAM has broken down barriers between local colleges by instituting a revenue sharing model that benefits all parties.

Implementing CAAM

By forging successful partnerships between business organizations and educational institutions, CAAM has had a successful five-year history. Initially, a Program Coordinator was hired to meet with regional colleges as well as key manufacturing organizations and economic development agencies to determine the program's direction. An agreement was drafted that outlines the cost and profit-sharing model as well as the logistics involved in offering on-site training. Post-training assessment measures include surveys, focus groups, one-on-one meetings and debriefing sessions. The budget for CAAM includes a quality training program to manufacturers as well as a profit for educational institutions to invest back into program design and improvement.

Results and Impact

CAAM has partnered with 7 state/community colleges in Florida to implement this program. Manufacturing partners include Pepsico, Coca-Cola, Tropicana, Mosaic, as well as public utilities companies in the Tampa Bay region. Through the numerous partnerships, Polk State College has brought together the necessary organizations to begin to bridge the talent pipeline gap. Lessons Learned One significant lesson learned is that technical experts who teach CAAM courses would benefit from an introduction to the principles of adult learning theory. Adult learners are motivated by the expected value and usefulness of the program of study and react positively when engaged in the learning process. To address this, Polk State is exploring ways to expose CAAM instructors to adult learning principles through orientation sessions, professional development classes, and online modules. Additionally, developing meaningful partnerships with key stakeholders and industry experts is critical in order to replicate the program.

Arapahoe Community College

5900 S. Santa Fe Drive; Littleton, CO 80120



Innovating through Registered Apprenticeship Programs in Health Care with a Major Employer and Community College System

Principal Contact: Dr. Eric Dunker; eric.dunker@arapahoe.edu



General Description

Centura Health and ACC co-created the largest registered apprenticeship in health in Colorado in July 2018 and scaled in 2019 to serve up to 30 apprentices per cohort. This innovative program has yielded outstanding success and paved the way for more allied health apprenticeship program growth in Colorado.

Program Summary

Centura Health is collaborating with Arapahoe Community College, one of 13 colleges in the Colorado Community College System (CCCS), and the state workforce system with the goal to create registered apprenticeship pathways for students to enter entry-level occupations and have the opportunity to continue their education into mid-skilled or advanced-skilled roles through work based learning programs without the need to leave full time employment. Centura Health is the largest healthcare provider in the state of Colorado, employs 21,000 people, and operates seventeen hospitals and over two hundred clinics in Colorado and Western Kansas. Centura Health and ACC co-created a robust Medical Assistant (MA) registered apprenticeship program that launched in July 2018 and ran two pilot cohorts with ten to twelve apprentices per cohort in 2018-2019 and scaled to 26 apprentices in the fall of 2019 with a plan to run 30 per cohort in the future (and has expanded to 2 other system colleges). ACC has also expanded this to the Hospital Corporation of America (HCA) and will run an additional 2 pilot cohorts. ACC and Centura Health transformed a traditional eighteen-month, classroom-based MA program into a one year, on-site registered apprenticeship utilizing a hybrid model of credit and noncredit online, classroom, and clinical instruction. Unlike stand-alone education programs, the competencies for the related instruction in this apprenticeship program match the learning taking place on the job. Apprentices work up to thirty-two paid hours per week and transition into full-time MA roles after six months upon passing a national MA certification exam. Preceptors are also trained to mentor their apprentices and assess the on the job learning. Over 85% of all apprentices in the program are still gainfully employed with Centura, which has dramatically improved Centura's retention rate from their traditional hires.

Challenges and Lessons Learned:

- Transforming a 100%, classroom based program into a

flexible and shortened credit bearing program using similar competencies and a complete parallel delivery system • Writing grants and securing financing for the costs of redeveloping a program, hiring a full-time program manager, and scaling this within the CCCS system with traditional service area boundaries o Results of this successful pilot helped the state receive a \$9 million DOL grant to further this work in the health space. • Very time intensive on the back end on both organizations, but has resulted in a successful ROI for Centura Health. Local Workforce Centers are partnering with Centura Health and ACC on recruitment and funding. This partnership is a direct result of education, government, and industry working together to build robust competency frameworks and co-creating accelerated apprenticeship pathways that leverage multiple instructional modalities that will ensure a more sustained talent pipeline for the industry. Due to the success of this apprenticeship, pathways in medical lab technology, sterile processing, patient care tech, and pharmacy tech are currently being built. ACC and Centura were recognized by the Colorado Workforce Development Council for an Excellence in Apprenticeship award in 2018 and will be recognized with 3 apprenticeship excellence awards in November 2019.

Tri-County Technical College

Post Office Box 587; Pendleton, SC 29670

Corporate College Program

Submitted by Lorraine Richardson, VP Operations, GDA

Program Contact: Dr. Richard Cothran

Email: rcothran@tctc.edu



General Description

The Tri-County Technical College has implemented its Corporate College program as a landmark for all 16 technical colleges throughout the State of South Carolina. From the initial planning stages through the launch of the first course, Dr. Richard Cothran engaged and collaborated with other workforce development leaders throughout the state to provide People Leadership, Workplace Communication, Consultative Selling and Advanced Account Management training to companies and individuals. The first class, Consultative Selling, was launched in September 2019 at the Tri-County Technical College campus and was a huge success with adult learners who recently completed their state licensing training in Real Estate. Nine of the students passed the NCCET Certification for Sales Professionals.

Sustainability

Dr. Cothran has engaged the business community in the surrounding counties by hosting an Apprenticeship Conference for 45 companies, including AnMed and Arthrex, and by scheduling sales calls on small businesses in the area. His efforts with the conference, sales calls, and aligning with the Real Estate training will yield a steady stream of classes held at both the Tri-County Technical College campus and at the corporate offices in the area. Rick has classes scheduled for January, February, and March 2020 with the potential for generating over \$75,000 in the first quarter of the year.

Replicability

To replicate this program throughout the State of South Carolina, Dr. Cothran has engaged his colleagues at the 15 technical colleges to launch the classes on their campuses. The other colleges will use the TCTC trained instructors to teach the initial classes while they get their instructors trained and certified to teach the classes on their campuses. Tri-County Technical College will manage the expansion of the program throughout the state with its existing personnel.

Resources Required

The resources required are class content, training instructor certification, classroom space, and business development activities.

Time Allocated

The launch of the program requires 16 weeks.

Stakeholders

The subject matter experts are the Growth Development Associates, Inc. instructors and instructor trainers. The key contact for the program at TCTC is Dr. Richard Cothran.



College of DuPage

425 Fawell Blvd, Glen Ellyn, IL 60137

Adjunct Faculty Training Institute

Submitted by Jennifer Walsh, Program Manager, Continuing Education/Business Solutions

Program Contact: Jennifer Walsh, Program Manager, Continuing Education/Business Solutions

Email: walshj103@cod.edu

General Description

Higher education is becoming more reliant upon part-time or adjunct faculty. The American Association of University Professors (AAUP) has this number at 40% today, which is a significant increase from 24% in 1975. The National Center for Education Statistics (NCES) states that across all institution types 47% utilize adjunct faculty, 67% at Community Colleges are adjuncts. While there are many benefits that come with adjunct faculty—including current industry expertise, flexibility in scheduling and lower costs—many adjuncts enter the education field with little to no formal study of andragogy. This provides a series of challenges for institutions to adequately train adjuncts on policies, procedures and systems, with teaching methodology often left unaddressed. Given this reality, College of DuPage Continuing Education in Glen Ellyn, IL worked with the Office of Adjunct Faculty Support to create an innovative professional development program to address those in industry becoming college faculty, called the Adjunct Faculty Training Institute (AFTI). The purpose of AFTI is to provide a comprehensive program of professional development for adjunct faculty delivering best-practice teaching strategies designed to increase student achievement, while reducing student attrition rates. In 2016, the first course—Introduction to College Teaching—was offered in hybrid format and covered both the logistics and methodology of teaching. This introductory course is now also available in a fully-online format, and has been supplemented by three additional online offerings: Assessment of Student Learning; Learner-Centered Teaching; and Diversity, Social Justice and Inclusion in the Classroom. Introduction to College Teaching For those interested in becoming an adjunct faculty or those new to the field, this program provides basic and advanced techniques for college level teaching. Instruction includes syllabi preparation, classroom management, and formative and summative assessments. Learner-Centered Teaching This advanced teaching course supports faculty in transforming students from passive listeners to active learners while improving learning outcomes and deepening understanding. Participants gain strategies and techniques that can be used in face-to-face, hybrid and online courses. Diversity, Social Justice, and Inclusion in the Classroom This course explores diversity and social justice, specifically in the context of the college environment. Concepts covered include race/ethnicity, gender, class, and individual and group experiences. Participants will discuss equity in education, access and inclusion, and diversity in the classroom, and explore strategies for mitigating the problems faced by marginalized groups, particularly in regards to educational settings. Assessment of Student Learning This course focuses on student learning as the central goal of quality instruction. Instructors will learn strategies

to measure the degree to which students are meeting course objectives. Colleges and universities are called upon to measure learning outcomes and utilize data for continuous improvement as a requirement for accreditation. Participants learn to align instructional activities to the learning objectives of the program; to implement multiple assessment methods.; and to examine elements of an effective assessment plan as well as strategies for teaching and learning through a lens of core questions: "What will students be able to know or do?" and "How will I know that they can do it?"

Staff Development

Collectively, these courses were developed to prepare both new and experienced educators to teach at the college and university level. One recent student notes, "I benefited from the individualized feedback on each assignment. Going forward, I will be shifting more of the responsibility for learning to the students so that class time is spent in a workshop setting. The goal is to spend less time lecturing and more time engaging in meaningful activities." Another student remarks, "This course has provided the necessary tools to creatively deliver curriculum differently for each class that today's students can relate to." This program is one that is truly unique and innovative because the main objective of the AFTI is to increase student success. Each of the courses are designed to improve student success by equipping instructors with best-practice teaching strategies and techniques. The number of offerings will continue to increase as do relevant topics in higher education. Each class is offered online and the Introduction to College Teaching is offered as a hybrid course also where students meet on campus twice during the term. Participants work in cohorts to complete assignments and projects. Cohorts are generally characterized as growth oriented, cooperative in nature and intensively and exclusively program focused. Students work together to achieve set goals and experiences. Cohort members tend to collaborate, interact, exchange resources, share information and support one another in and out of the classroom. (Callaghan, 2014).

Sustainability

A Resource for Excellence grant was awarded for program development of the Adjunct Faculty Training Institute in 2016. The purpose of the AFTI is to meet the critical need to develop the increasing number of adjunct faculty in colleges and universities. The Adjunct Faculty Training Institute was recognized again in 2019 by the College of DuPage Foundation with a \$12,000 Resource for Excellence grant to offer scholarships to the industry experts with the ultimate goal of increasing student outcomes.

Replicability

Building on the beginning courses offered through College of DuPage, schools can replicate by developing next level trainings to meet their unique challenges. Surveys can be sent to employees who have developed their skills through AFTI and identify the unique requirements to be successful at their schools. Current trainings do not need to be duplicated, but should reflect the unique needs of each region and student population. Time and resources can be spent developing more advanced courses specific to each region's distinctive needs.

San Jacinto College

8060 Spencer Highway, C1.20, Pasadena, TX



Stronger Industry Partnerships and Improving Student Access to Jobs

Program Contact: Dr. Allatia Harris, Vice Chancellor, Strategic Initiatives, Workforce Development, Community and Diversity; 281-459-7140



General Description

Workforce education requires strong partnerships to ensure that training is current, facilities are up-to-date, and learning experiences ready students for industry culture. The San Jacinto College LyondellBasell Center for Petrochemical, Energy, and Technology exemplifies an approach to building partnerships that has yielded results for students across multiple industry sectors.

Program Summary

When petrochemical companies began heavily reinvesting in the Gulf Coast region, San Jacinto College leadership saw the need to update facilities and improve workforce development programs. The question became: How does the College leverage this opportunity to improve student success and deepen partnerships with industry while building a facility that will benefit students, industry, and the community for years to come? San Jacinto College has trained petrochemical operators for over 50 years. When petrochemical investment in the region exceeded \$35 billion and a qualified workforce became a key decision point for companies, the College knew it was time to build on existing programs, update curriculum and equipment, and expand partnership opportunities with industry. A teaching facility for industrial electrical, instrumentation, and process operations is expensive. Using tax dollars efficiently is a priority. The chancellor established the Chancellor's Petrochemical Advisory Council (CPAC) comprised of industry leaders and said, "Tell me the good, the bad, and the ugly about our programs." The CPAC provided honest feedback for an expanded vision and program improvement, and she listened. Internal planning began in early 2014. When the bond passed with a 70% approval, the Chancellor immediately hired an industry consultant and convened the CPAC. Research and honest conversations revealed that students needed more hands-on experiences and awareness of industry culture. Curriculum needed to better demonstrate the connection between theory and application with a greater focus on safety. Labs needed up-to-date software and examples of multiple generations of equipment. From 2015-2018, industry provided subject matter experts who donated thousands of hours to design labs, delve into curriculum, and recommend faculty learning experiences. In 2017, a recently retired industry leader was hired to lead the programs. Companies offered externships to faculty, increased tours, and expanded internships for students.

2019 NCCET Exemplary Program Awards

Because industry involvement expanded the vision, building costs increased, and fundraising became part of the work as well. In August 2019, the San Jacinto College Lyondell Basell Center for Petrochemical, Energy, and Technology (CPET) opened to 2,900 students. Industry involvement began with 12 committed partners

Wayne Community College

3000 Wayne Memorial Drive, Goldsboro, North Carolina 27534

Quest Academy

Program Contact: Mrs. Renita Allen Dawson, Associate Vice President,
Workforce Continuing Education

Email: rddawson@waynecc.edu 919-922-0691



General Description

Wayne Community College's Quest Academy is designed to recruit higher level English Language Acquisition (ELA) students, emphasizing students who are professionally certified in their native country. Students co-enroll in Workforce Continuing Education computer classes and upon completion of the Academy enroll in Workforce Continuing Education or Curriculum classes.

Program Summary

The Transitional Programs for College and Career (TPCC) department utilizes an orientation survey to identify eligible students for Quest Academy. Potential students are selected based on their ability to commit to 20 hours plus per week, their educational functioning level, and their overall interests identified on their survey. Seventy-two students have been enrolled in the program in the last two years. Sixty-two completed the program, while ten did not due to various reasons including moving to another state, returning to home country for family or work reasons, or being forced to depart from the USA due to their immigration status. Students are immersed in English Language Learning, technical and occupational instruction. The program has developed Business and Health Pathways along with soft skills lessons to incorporate in classroom instruction. Students study for and take the National Career Readiness Certificate (NCRC) exam. Since the program began in 2016, twenty-nine students have earned their NCRC.

Quest Academy provides instruction in four distinct areas: reading comprehension, writing, listening, and speaking. Instruction in mathematics, civics and science is also provided. Students are required to research occupational clusters to help them make career choices. Students also participate in field trips to local businesses, industries, and agencies. All students are instructed in computer literacy and Microsoft Office software. Once certification is achieved, students are able to participate in job shadowing or career program internships. Quest Academy offers a variety of activities for its students such as volunteering, peer tutoring, field trips to local government offices, presentations from local leaders, community job fairs, and community health fairs. An instructional goal is to assist learners in understanding how and why they should become informed participants in their communities. Students are also enrolled in EL Civics

online modules. Citizenship classes are offered through the TPCC department for all ELA students. Technology use is promoted and encouraged in Quest Academy classes. Students have access to desktop and laptop computers and the classroom is equipped with a 75" Smart TV. Career opportunities can be researched online as a class activity. Quest students take computer classes such as Basic Computer Literacy, Microsoft Word, Microsoft Excel, Keyboarding, and Computer Repair. The completion of these courses allows the students to be certified in Computer Repair, IC3, Microsoft Word, Microsoft Excel, and Administrative Assistant.

The Quest Program has established connections with NC Works Career Center which helps guide the students to prepare themselves for job interviews, create resumes and cover letters, and informs them about possible job options within Wayne County and the surrounding counties. Quest students have completed the program and found employment in the community or volunteered with various businesses or agencies. Students have enrolled in Workforce Continuing Education and Curriculum courses and programs such as Dental Hygiene, phlebotomy, Microsoft Word Specialist, Residential and Commercial Wiring, and Cisco Academy Programs, among others. Quest Academy has been successful in helping students to complete a program and transition to either Workforce Continuing Education or Curriculum programs and then on to a career.

Thursday Luncheon Ceremony

December 12, 2019

NCCET 50th Annual Celebration Luncheon

12:00 PM B Resort Hotel

Orlando, FL

Johnson County Community College

12345 College Boulevard, Overland Park, Kansas 66210



Encountering Innovation Week 2019

Submitted by: Elisa Waldman, Dean, Continuing Education

Program Contact: Ellen Clickner, Program Coordination, Kansas Small Business Development Center

Email: EClickne@jccc.edu 913-469-3878

General Description

The Kansas Small Business Development Center at Johnson County Community College hosted Encountering Innovation Week from September 23-27, 2019. This event provided over 150 innovators from 10 different states with the opportunity to present and showcase their technology to Federal technology scouts and the public. Technology scouts from the Department of Defense, Department of Homeland Security, NASA and various government agencies listened to approximately 80 pitches, examined poster 85 board displays, discussed government needs, and networked with innovators during lunches and evening networking sessions. Through these connections, innovators will gain feedback and direction, and their innovation might be selected for socialization among government agencies and for fast-track contracting. Federal technology scouts attend the conference in order to find innovative solutions to immediate government needs. They also seek a broader range of innovations that will resolve operational challenges and/or save costs. Typical innovations are products that can assist the federal government in medical, cyber, operations, and power and energy industries. After hearing the innovator pitches and reviewing poster boards, the Federal tech scouts "socialize" innovations of interest to different branches of government that need and can support commercialization of the technology. The Director of the Air Force Small Business Innovation Research (SBIR) Program was the featured guest speaker for the Poster Board event on September 23rd. Throughout the week, the JCCC SBDC offered the following 8 educational workshops on innovation and technology commercialization to conference attendees and the public: The Goldsmith Model for Technology Commercialization, Accounting for Government Contracts, Intellectual Property Considerations for Innovation, Sales and Lead Management for Innovation, Market Research for Innovation, Competing for Government Contracts, Manufacturing Innovation and Exporting Innovation.

New Curriculum

Encountering Innovation Week supports technology commercialization. Innovators often do not know how to commercialize or market their product. In preparation for this week-long opportunity, innovators work closely with a technology advisor from the Kansas Small Business Development

Center (or their state SBDC if outside of Kansas), assessing the technology readiness level (TRL) of their innovation and preparing their pitch and poster board. The SBDC advisor assists the innovator in preparing a quad chart, which summarizes their invention, as well as financial projections and feasibility of the project moving forward. During the pitch to the tech scouts, the innovator is questioned by the technology scouts, and together, the scouts and innovator often envision applications for the technology that had not already been contemplated. This conference brings together all of the players needed to commercialize technology which is invaluable to the government and private industry. Innovators walk away with education targeted to technology commercialization, action items and allies in the Federal government willing to support, connect and invest in the innovations. This conference is unique in that it brings a wealth of information and resources at a reasonable cost to innovators who do not where to turn for assistance; without these resources and encouragement, many of these innovators would likely cease pursuing technologies that will change the world.

Staff Development

This program provides an exceptional professional development opportunity for the entire Continuing Education staff at the College to learn about technology commercialization. Not only do members of the Kansas Small Business Development Center team assist in preparing the innovators for the pitch and poster board sessions, but many members of the Continuing Education staff volunteered as scribes and time keepers during the pitches to the tech scouts. This is a unique opportunity (not open to the public) for the staff to better understand how the government does business and supports technology commercialization.

Revenue

This program brings private innovators and government tech scouts together on our campus. We are able to expand the footprint of the College's support of cutting-edge technology commercialization throughout the 10 states in attendance and within the Federal government.

Sustainability

The Kansas Small Business Development Center is a grant-funded program through the SBA, Kansas Department of Commerce, and Johnson County Community College. The Encountering Innovation Week program is self-supporting and profitable, yielding about \$25,000 in gross revenue.

Replicability

Encountering Innovation Week can most certainly be replicated in other states. The partnerships required are all available public resources; the collaboration between resources is a win-win for all involved. We welcomed innovators and resources from 10 states, and we are currently in talks with several of these states to help them replicate the program. One state, Nebraska, held a mini-conference in order to prepare their innovators for the larger Encountering Innovation Week 2019.

South Florida State College

600 West College Drive, Avon Park Florida 33825, 863-453-6661



South Florida State College's Soft Skills Accelerator

Submitted by: Carrie Root, Alpha UMi, Inc.

Program Contact: Tina Gottus, Director, Corporate and Community Education

Email: tina.gottus@southflorida.edu 863-784-7466

General Description

Soft Skills Accelerator is an aggressive program created through a partnership between South Florida State College (SFSC) and CareerSource Heartland (CSH) to bridge the gap between job applicant behavior and employer expectations to accelerate the economic prosperity of Florida's Heartland by developing soft skills. The lack of soft skills in the workforce is the nationally-recognized issue that is impacting the business community throughout our country and hindering the economic potential of our nation. The effects of this problem are felt even worse in rural regions with their smaller population base. As an example, Highlands County, one of four counties in the Career Source Heartland area (LWDA 19), is one of the 12 counties identified by Governor Rick Scott as part of the State's "Opportunities for Improved Economic Outcomes" initiative. Counties on this list are those with higher unemployment rates, minimum labor force growth, low labor force participation, lower average annual wages, food stamp rates above State average, higher poverty rates, and lower educational attainment. SFSC and CSH are utilizing the 5G® Power Skills Certification program as the framework for a Soft Skills Accelerator strategic initiative for addressing this need in their community. The components of the 5G Power Skills program (e.g., reliability/time management, communication, leadership, and problem-solving) are skills that should have been learned in the home, and further developed throughout the K-12 educational pathway. However, as evidenced through numerous conversations with local employers via CSH's Sector Strategy Program initiative and CSH Business Operations team communications and surveys, local companies in our workforce area repeatedly report having an extremely difficult time finding suitable candidates to employ. The main disconnect between employer needs and candidate qualifications is often a lack of soft skills. In many cases, this has resulted in businesses having to turn down work opportunities due to a lack of employees.

Sustainability

The Soft Skills Accelerator strategic initiative has several components that will ensure it will be self-sustaining into the future. 1. SFSC will ultimately embed the 5G® Power Skills program's components and competencies into the curriculum of all programs at the college through the

development of a standalone two-credit course covering all 25 modules of the 5G Power Skills curriculum. 2. SFSC has incorporated 5G Power Skills into its continuing education program. Working with CareerSource Heartland, this has made the program accessible to the individuals who need it.

Replicability

This program IS replicable at other institutions. Once the 2-credit course is completed, it will be part of the catalog of courseware available under the State of Florida's common curriculum program for use by other colleges and universities. In addition, the 5G Power Skills Program is available for implementation at other continuing education programs, and indeed has been enthusiastically embraced by a growing number of academic institutions.

Resources Required

Use of the curriculum based on 5G Power Skills requires a license agreement to use the components of the product. Use of the 5G Power Skills curriculum by continuing education requires a license agreement and certified facilitators. Cost is determined by use but has purposefully been kept affordable for access by our partners.

Time Allocated

This is an ongoing solution. Already positive results have been seen with individuals completing the program who then transition into other certificate and degree programs at SFSC. The purpose is to build a readily employable workforce. That has begun due to this partnership.

Stakeholders

Tina Gottus is the driver of this program at SFSC. She works together with the CSH and SFSC to make this program available to those entering the workforce.

Herzing University

W140 N8917 Lilly Road, Menomonee Falls, WI 53051



HERZING
UNIVERSITY

EnrollMatch® Admissions Training

Submitted by: Dr. Jean Norris, Managing Partner, Norton | Norris, Inc.

Program Contact: Derrick Pope, VP of Admissions; Jennifer Christensen, Systems Manager of Admissions Training & Development

Email: Derrick Pope: 720-217-7673

General Description

On behalf of Herzing University, thank you for the opportunity to showcase our work in the area of staff development. Since 2014, Herzing has embraced **EnrollMatch®** system-wide (nine ground campuses and online teams; 100 admissions professionals representing more than 60 programs) and we continuously work to support best practices and exceptional student experiences.

From early inception, **EnrollMatch®** has been a natural fit for **Herzing** as it aligns with our core values, represented in our “P.R.I.C.E. of Success” model (Professionalism, Respect, Integrity, Caring, Engagement). That said, being a natural fit for your organization and getting your people to adopt it are two very different things. In order to instill this into our admissions culture we have added several layers of training, tools, and support.

All new admissions advisors are welcomed to **Herzing** with an engaging one-week training (“boot camp”) that introduces best practices, expectations and the Student Empowerment Approach (SEA) taught in the **EnrollMatch®** program. We’ve created tools for advisors to use as they facilitate meetings with students (i.e., SEA Outline and SEA Worksheets) and reinforce expectations by requiring all directors to observe and coach each of their advisors on a weekly basis. An observation form is used to document feedback and score the interview, along with a Coaching Progress Report to document strengths, opportunities and any plan of action and scheduled follow up. In addition, we added the Vice President’s Club, a recognition program built to highlight best in class delivery and adherence to the **EnrollMatch®** process. By positively reinforcing excellent execution we are creating an exciting culture centered around **EnrollMatch®**.

Over the past year, we have introduced three key initiatives to our staff, all include **EnrollMatch®**.

1. **Custom Show** – a new presentation tool for all advisors to most effectively facilitate student interviews (whether online or face-to-face/on-ground). Slides/presentations align with the Student Empowerment Approach (SEA) and provide staff with a resource

- to ensure consistent student experiences, better program information at their fingertips, and a more visually dynamic student engagement;
2. **"Herzing Way"** –All departments involved in the enrollment progression process identified gaps and best practices in creating the best student experience/most efficient processes and we produced a standardized process to improve the student and staff experience while better preparing students for success. The SEA/*EnrollMatch*® approach sets the stage for effective enrollment progression (i.e., right fit, next steps, and realistic expectations); and
 3. **Employee Pathways** – advisors now have an opportunity to advance in their roles with formal admissions career pathways. Our coaching, reviews, and promotions are competency-based. We've built a "Competency Library" with various tools, training, and activities, to include *EnrollMatch*®/SEA, to support development.

This work has proven valuable, resulting in the achievement of FY enrollment (exceeding budget and prior year) with an overall 9% increase. In addition, our call score average (on a scale of 0 – 4) has gone from 2.4 to 2.8. We have seen an increase in our conversion rates, particularly from admit to enroll and a significant improvement in "lag time" from application to enroll. As we go into 2020, we welcome an accreditation visit and have the tools and processes in place to proudly promote our work. The use of *EnrollMatch*® gives our partners a higher level of comfort when working on cross-departmental initiatives improving both collaboration and communication.

We have certainly evolved over the years that we've worked with Norton Norris. That said, we immediately embraced the "why" behind the partnership/approach which set the stage for success. Our words of wisdom would include getting the buy-in from leadership, creating tools to support best practices and continued reinforcement and competency development. Continue to challenge yourself with more aggressive employee development goals and go above and beyond what is simply necessary. Be honest with yourself and don't be afraid to do a complete reboot if necessary. Go "all-in", remain engaged with Nn and ask for help!

San Joaquin Valley College

W140



EnrollMatch® Admissions Training

Submitted by: Dr. Jean Norris, Managing Partner, Norton | Norris, Inc.

Program Contact: Wendi Oliveira, Corporate Director of Admissions

Email: Wendi at wendio@sjvc.edu

Project Team Interview

1. Based on the work you've put into EnrollMatch, how well have you progressed in making it part of your culture?

The EM system has allowed our advisors to support and enhance the SJVC culture of student focused compliant admissions. The core values the EM system relies on were one of the main reasons we chose the program.

2. What specifically have you done to get your team to embrace the program?

The structure of the partnership we formed with Norton Norris led to the success we had from launch, to implementation, integration and ongoing monitoring of execution. Nn provides exceptional tools for colleges and their trainers to ensure they are truly partners, coaches and mentors. As we prepared for launch, I was able to work with Dr. Jean and her team to review and revise forms, benchmark and track metrics and ensure teams had tools to and systems to support the implementation and continues growth. Tools like live coaching, webinars and LMS systems that we use today in our New Hire On-Boarding and for continuing education of the teams.

3. What unique things has your organization done related to this program to serve students?

The best service to students is the ability to ensure our admissions teams are working in a collaborative way with prospects ensuring their decision on our school, program and career outcome are the best fit for them and their goals. The use of the EM system and the Career Action Plan form help students see and feel we are in fact working with them to make the best decision possible for their career goals.

4. What results have you seen that show the program's value (to your organization, your staff, your students)?

In support of the EM system we also utilize Nn for our mystery shops that ensure our teams are compliant and meet and exceed execution standards operationally. Our shops are consistently in line with our organization's expectations in both compliance and execution.

5. What specific ROI can you attribute to the EnrollMatch program?

A compliant and student focused process has allowed our institution to serve students well and that shows in our outcomes across the board including feedback from students as they graduate and go to work.

6. What is the potential for other higher ed institutions to replicate some of your successes?

One of the best attributes to the EM system is that it provides structure and framework, but it can be adapted to each institution based on their goals and culture.

7. If interested, what steps should someone take to put EnrollMatch in place at their college?

I've spoken to several institutions and am always happy to do so at any time. Talking to a long-term user of the system is a great way to get an idea of how it all works and what Nn offers as a partner.

8. What specifically would they need to do to see the success you've seen?

This is a hard one to answer because each institution is different and has different expectations and culture. My best advice here is to maximize the Nn team partnership, they truly are there for you at all levels.

9. What advice do you have for others who are seeking to implement EnrollMatch at their college?

Call Nn talk to them openly and honestly about your goals and call me if you need to talk to someone who has been there.

Aveda Arts & Sciences Institutes

303 South Pine Street Hammond, LA 70403

EnrollMatch® Admissions Training

Submitted by: Dr. Jean Norris, Managing Partner,
Norton|Norris, Inc.



**Aveda
Arts & Sciences
Institutes**

Program Contact: Alissa Guidry, Executive Director of Admissions

T: 985-520-4778 | M: 985-590-1155 & Amber Michel, Admissions
Training Manager

Email: alissag@avedaarts.edu and amber.michel@avedaarts.edu

Project Team Interview

1. Based on the work you've put into EnrollMatch, how well have you progressed in making it part of your culture?

We've learned that integrating EnrollMatch into a culture requires the proper follow up training. Because we didn't have more trainers at the initial launch of EnrollMatch, not all partners bought into the program at the same level. Where we have consistently seen it integrated into our culture the most is the approach that we now take. Rather than an interview, we take the approach of building rapport and branching for effective conversations. Admissions Managers use this approach, as well as Admissions Call Center Representatives. In our Admissions Call Center, on-going training continues to emphasize the importance of using the tools learned in EnrollMatch for effective communication.

2. What results have you seen that show the program's value (to your organization, your staff, your students)

What specific ROI can you attribute to the EnrollMatch program?

We've seen the greatest impact of EnrollMatch in our Admissions Call Center. Last fiscal year we started a brand-new call center, and even through that transition our show rate improved by 5 percentage points. In the first quarter of this fiscal year we saw a 10 percent increase from our best show rate resulting in a 62% show rate.

3. What is the potential for other higher ed institutions to replicate some of your successes?

The potential for success of any higher ed institution is extremely high. This is primarily because Norton Norris has a proven formula for integration. The EnrollMatch program comes complete with coaching and reinforcement learning all year long. Norton Norris worked with us through 4 phases of integration to customize the program specific to our students and programs. We even modified forms and processes to align with the process to see results quickly.

We were empowered as trainers of the program to coach our teams and Nn was there to coach us! Keep in mind the program is also turn key. It comes complete with a trainer's manual, participant manuals, eLearning modules, videos, and monthly live, virtual trainings to keep the learning going!

To learn more about the ***EnrollMatch***® program as well as see a video, research study white paper and quotes from past participants, please go to www.enrollmatch.com

Beyond the individual submissions from these institutions sent in previously, please see the summary below on the key areas for consideration for the ***NCCET Exemplary Program Awards.***

College	Institution Type/Size	Reasons for Selecting EnrollMatch Program	ROI	Ability to Replicate Success
Herzing University	Non-profit University 9 campuses & Online 100 admission professionals	To adopt a legally endorsed admissions training program To improve staff performance To ensure staff following the same process	9% increase in new student enrollment Conversion rate increases Improved compliance Employee satisfaction	YES Secure buy-in from management Create and utilize tools to support staff in continued learning Set clear employee goals and monitor success towards achievement

2019 NCCET Exemplary Program Awards

College	Institution Type/Size	Reasons for Selecting EnrollMatch Program	ROI	Ability to Replicate Success
San Joaquin Valley College	Private, Jr. College	<p>To serve students to a higher degree</p> <p>To enhance the SJVC brand</p> <p>To utilize a proven and compliant admissions methodology</p>	<p>3% increase in conversion of inquiries leads to starts</p> <p>100% compliance (as measured through mystery shopping)</p> <p>Training cost savings by using internal trainers</p> <p>Positive student surveys</p>	<p>YES</p> <p>EM System provides the structure to replicate success and customize to each organization's needs/processes</p> <p>Also important to be aware of change management strategies (Nn assists with this aspect through 4 phases of integration, too)</p>
Aveda Arts & Sciences Institutes	<p>Private, career college</p> <p>18 locations across the U.S.</p>	<p>To maximize the performance of the Admissions Call Center serving the national schools</p>	<p>10% increase in students showing up for appointments over previous year</p> <p>Exceeded enrollment goals with less leads due to stronger conversion rates by our admissions teams</p>	<p>YES</p> <p>Utilize the T³ (Train the Trainer Program) for larger organizations to maximize performance and expedite adoption</p> <p>All the tools for integration, coaching and reinforcement learning are part of the program</p>

Polk State College

310 Technology Drive, Bartow, FL 33812

Polk State College Corporate College

Submitted by Dr. Carrie Root, CEO , Alpha UMi 202-841-8841

Category: Marketing and Revenue initiatives

Principal Contact: Howard Drake, Director, Polk State Corporate College

Email: hdrake@polk.edu



POLK
STATE
COLLEGE

General Description

Polk State College's Corporate College has a unique relationship with local and state-wide trade associations to address the challenges of local manufacturing organizations. They work collaboratively with Florida Makes and the Manufacturing and Supply-Chain Alliance of Mid-Florida. Through introductions at collaborative industry meetings hosted by and at PSC's Corporate College and led by the Trade Associations, they are making the case for soft skills and leadership skills training throughout that market sector.

Sustainability

This program builds upon creative relationships that PSC's Corporate College is fostering. It already is self-sustaining through the relationships that they have established.

Replicability

This program IS replicable at other institutions. PSC's Corporate College has made relationships with the leaders of the trade associations that work with their local industries and provides the associations' members with value add through relevant and affordable training. That template is readily implementable at any similar institution.

Resources Required

A relationship with local industry to know what associations to reach. Facilities to host meetings between industry and the associations to hold the discussions that drive selection of content to provide in training programs.

Time Allocated

This builds over time. Success, in my opinion, occurs with the first phone call, the first meeting, the first identification of potential partners, the first meeting. All of these are relevant success-oriented milestones that work per PSC's model.

Stakeholders

Howard Drake has been is the driver of this program at PSC. Beyond that, it is the local industry and trade association professionals who see the value proposition and make the magic happen.

St. Petersburg College

PO Box 13489, St Petersburg, FL 33733

Polk State College Corporate College

Submitted by Dr. Carrie Root, CEO , Alpha UMi 202-841-8841

Category: Marketing and Revenue initiatives

Principal Contact: Belinthia Berry, Program Director, Customized Training and Professional Development

Email: berry.belinthia@spcollege.edu



General Description

SPC's Workforce Institute is a strong presence in Pinellas County. A year ago, they took our product, 5G Power Skills, onboard and have made a significant impact with it. Starting with staff training at the college, they have turned it into a significant source of current and future revenues with their collaborative work with local industry and local government. They currently are working to bring our program into the technical high school and the two collegiate high schools in Pinellas County. Their creative thinking regarding applications of our program are amazing! They have also used our product to work for the greater good, in their programs with the YMCA and Keys to Manhood. The Keys to Manhood program is particularly noteworthy—they brought young males from middle school and high school into SPC for a day of learning which included select workshops from our Power Skills curriculum.

Sustainability

This program is revenue positive for SPC's Workforce Institute.

Replicability

This program IS replicable at other institutions. Working with a college's continuing education department, we will train their trainers and support their outreach to build their program.

Resources Required

Use of the curriculum based on 5G Power Skills and our other products requires a license agreement to use the components of the product. Use of the 5G Power Skills or other curriculum by continuing education requires a license agreement and certified facilitators. Cost is determined by use but has purposefully been kept affordable for access by our partners.

Time Allocated

SPC has made it profitable with tremendous growth opportunity within a year. While not every organization has a Belinthia Berry, it is possible to achieve positive results with the tremendous set of products offered by Alpha UMi within a short window of time.

Stakeholders

Belinthia Berry is the driver of this program at SPC. She works together with others at SPC's Workforce Institute as well as with Alpha UMi to make this program available to local constituents.

Johnson County Community College

12345 College Boulevard, Overland Park, Kansas 66210

ESL Welding Program

Submitted by: John Littleton, Program Director, Continuing Education

Program Contact: Janice Blansit, Program Director JCAE-Adult Education and Literacy

Email: jblansit@jccc.edu 913-469-8500



General Description

ESL Weld Program incorporates English immersion while learning a skilled trade in welding. Students are teamed up to learn specific welding skills in MIG, Layout and Fabrication as well as weld safety. Together the team must communicate in English with their instructor and with each other to develop a plan and execute the plan to complete tasks to assemble a working product.

New Curriculum

ESL Welding challenges the traditional requirement that English language learners master language proficiency before training for an in-demand career with family-sustaining wages. An ESL teacher is embedded in the technical training sessions. Technical training occurs twice per week in 4-hour sessions. The ESL teacher is present in these sessions, and also meets with the students on alternate days for 4 hours each day to reinforce vocabulary and technical concepts, and to prepare for the next class session. The ESL instructor also teaches traditional ESL, civics and soft skills for employment success. This full immersion style of instruction and intrusive support ensures that students are challenged and well-supported throughout the entire program. Additionally, the ESL teacher takes on the role of organizer and supporter extraordinaire to help students' bond with the program and with each other to increase their commitment and potential for success. The ESL teacher also is there to further support the Welding instructor to provide guidance where needed in working with the diverse set of students. This team approach coupled with continuous support ensures the students are given every opportunity for success.

Johnson County Community College

12345 College Boulevard, Overland Park, Kansas 66210



American Public Works Association Partnership

Submitted by: Debbie Rulo, Director, Business Development and Strategic Partnerships

Program Contact: Debbie Rulo, Director, Business Development and Strategic Partnerships

Email: drulo@jccc.edu 913-469-8500

General Description

The American Public Work Association (APWA) Mid-America Region held its 2nd annual Training & Big Equipment Roadeo Expo on September 24 & 25, 2019. APWA serves professionals in all aspects of public works. This was the second year Johnson County Community College (JCCC) assisted with this event. The college's role included: taking registrations and money for the event, scheduling the big equipment competitions, helping to score the competitions, providing 13 different training titles, and check-in on each day. There were 13 municipalities who participated this year and 115 individuals enrolled in the event which was nearly double the participation from last year. We anticipate over 200 participants next year and have grown out of the current location. The event itself is a way for JCCC to meet multiple clients in one setting as well as give individuals a sampling of many of our class titles (50-minute sessions). JCCC has built a very strong partnership with the Mid-America Region of APWA by working with them on their annual training event, attending their monthly training meetings and providing customized training to individual municipalities as requested throughout the year.

New Curriculum

This program was designed to help a close partner (APWA) which needed an organization who had the tools and resources to schedule and administer their annual training event. At the same time, this project gave JCCC an opportunity to showcase many of our classes: Leadership and Supervisory; Social Media, Project Management, Safety, and Healthcare classes – as 50-minute sessions. This allowed the many municipalities attending the event to get a better understand of the class and can then schedule the entire 8-hour (or more) class at their individual cities throughout the year. The 2-day event was not intended to be a huge money maker for the college, although a 50% margin was made, but making the multiple contacts within the various cities for future business was most valuable. There have been various contracts with specific cities since the first year of helping with this event. JCCC is also working on a Certificate Program for Public Works for both classroom and hands-on skills so individual employees from all the various cities can show what skills they have

been tested on and are proficient in. As APWA's annual training event continues to grow each year, so will their relationship with JCCC.

Revenue

This annual training event for APWA is a perfect way to showcase individual class titles and give attendees a 50-minute look at each course being offered in multiple program areas. If the topic is a need for any specific municipality, a contract can be set-up for the full 8+ hour class or individuals could attend the public classes offered throughout the year. This is a great opportunity for CE to increase Client Contacts, Contract Training and increase the overall Enrollment for the branch. This event almost doubled the number of attendees from the first year to the 2nd year and the committee is planning on an increase for next year as well.

Sustainability

This program makes a 50% margin from the training held during the 2-day event. It is sustainable and will maintain the 50% margin each year. Although this program will make a 50% margin each year, the true value comes in the multiple relationships made and the contract training held throughout the year with the individual cities as well as with the enrollment from the Certificate Program for Public Works.

Replicability

American Public Works Association is organized within nine regions. There are 63 chapters located throughout North America and serve virtually every metropolitan area, state, province and region on the continent. Any institution can partner with the Regional APWA Chapter and help with their training event. If a region does not have a training event in place, it could be something to help them develop.

Cuyahoga Community College

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American Public Works Association Partnership

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General Description

Cuyahoga Community College's (Tri-C) Workforce, Community & Economic Development Division (Workforce Division) is a leader in serving the non-credit education needs of Northeast Ohio's local workforce and community. Offering a wide range of programming that meets both the personal and professional development needs of their key stakeholders, the goal of the college is to serve the community and reduce access barriers to the greatest extent possible. While they addressed many access barriers through the design of their programming, in 2018 Tri-C launched a student lifecycle management system to continue to drive their access efforts. The system unites and streamlines the management of non-credit programs, by integrating with the college's Banner ERP system, engaging students with an Amazon-like experience, optimizing staff efficiency and providing business intelligence that empowers data-driven decision-making. Ultimately, Tri-C has experienced significant growth in both course registrations and course revenue since the new student lifecycle management system was launched in June 2018. One specific example of a program that's experienced significant growth is Encore, a program designed to serve local seniors and keep them engaged in their education. As a result, Tri-C is delivering the kind of experience that keeps individuals engaged over the course of their lifetime—serving everyone from children to seniors with personalized and flexible offerings designed to help them grow. Additionally, given the efficiencies delivered, college staff are able to focus on delivering high-quality experiences to learners rather than spending valuable time and energy on automatable tasks.

Revenue

Within one year, Tri-C's non-credit course revenues and enrollments have grown significantly. The percentage of registrations processed online has grown 56.8% since they implemented their new system. Since more learners are using self-service functionalities to engage with the institution, staff have more time at their disposal to serve learners who have questions or challenges. This is allowing Tri-C to shift to a more high-touch/high-tech management model. What's more, revenue from Tri-C's Workforce Division's programming has grown 13.3% since the implementation of the system.

This growth is attributed to the improved simplicity and seamlessness of the registration process, which now presents less opportunities for prospective learners to exit the online registration system without registering for a class due to poor user functionality. Tri-C's Encore program for seniors has experienced significant growth in the wake of the new system's implementation. While the assumption is that tech-enabled self-service wouldn't impact a program designed for learners who are 55-year-old and above, the fact is that enrollment in the Encore program has grown 53.9% over the year Tri-C has had its new system in place. The Tri-C team attributes this growth to the user-friendly nature of their new tech environment. Ultimately, the college had all the pieces in place to deliver high-quality programming designed to meet the needs of their community and key stakeholders. All they needed was a registration system that mirrored the quality they deliver in their educational environments to their administrative environment.

Sustainability

Through the consistent growth in enrollment numbers and revenue facilitated by the system's implementation, Tri-C is already well on their way to making a return on their IT investment. But those efforts will be accelerated as they begin to leverage the real-time data available to them, allowing them to make informed programming and service delivery decisions based around the needs and expectations of learners.

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