

# ReSET:

## Re-evaluate Strategic Educational Training

### Effective July 1, 2023

#### Overview

Community Engagement/Training and Development is excited to be embracing a ReSET: Re-Evaluate Strategic Educational Training as of July 1, 2023. This ReSET is an invigorating opportunity to look towards the future of the workforce in Oklahoma and partner with academics on pathways for training and learning. As the workforce continues to change, training and learning will be important elements of creating talent pipelines and equipping employees with the skills necessary to be successful in the workplace.

#### Context

In November 2022, Community Engagement/Training and Development became part of the unit of Academic Affairs at Oklahoma State University-Oklahoma City (OSU-OKC). This organizational change has provided an opportunity to ReSET: Re-evaluate Strategic Educational Training. In partnership with Academic Affairs, Community Engagement/Training and Development can provide high-quality training in alignment with academics, working with OSU-OKC's faculty and staff to draw from institutional talent and expertise to meet the training needs of Oklahoma City and address the ever-changing workforce in our state.

Through focusing on training that complements the academic programs at OSU-OKC, Community Engagement/Training and Development will contribute to the continuum of learning in which non-credit training, professional development, and upskilling can lead to credit programs and future learning. Learners who need skills for employment or advancement may take non-credit training programs and then decide that continuing their journey of learning to a micro-credential, credit course, certificate program, associate degree, or bachelor's degree may be the best pathway for their ultimate career goals. Community Engagement/Training and Development is excited to contribute to that learning continuum, fostering continuous improvement and lifelong learning in the learners of Oklahoma City. The department is also excited to be working on its goals and defining its purpose.

The [remarks](#) from President Biden and First Lady Jill Biden from June 9, 2023, indicate the importance of training and the workforce. President Biden talked about the "future of our workforce," as well as his goal for "businesses to have the skilled employees that they need." His focus on "education pathways" and "training" signals the significance of opportunities for institutions to provide these "pathways" and "training," and OSU-OKC can contribute to these goals of preparing "skilled workers" and "a highly trained workforce" for economic growth and development in Oklahoma.

## Mission

Our mission in Community Engagement/Training and Development is to partner with academics to provide strategic educational training for non-credit programs.

## Vision

Our vision in Community Engagement/Training and Development is to be the leading provider of strategic educational training in Oklahoma City for non-credit offerings. We strive to create a future where individuals and organizations embrace continuous growth, adaptability, and innovation through a transformative approach to the continuum of learning, enabling learners to reach their full potential and thrive in a rapidly changing workforce.

## Values

**Excellence:** We are committed to delivering exceptional quality in all aspects of our strategic educational training. We constantly strive for excellence by setting high standards and continuously improving our programs and services.

**Adaptability:** We believe in the power of adaptability and agility in a rapidly changing world. We encourage individuals and organizations to embrace change, explore new ideas, and adapt their learning strategies to stay relevant and thrive.

**Empowerment:** We empower individuals and organizations by providing them with the knowledge, skills, and tools necessary to take control of their learning journeys. We believe in fostering a sense of ownership, confidence, and self-efficacy in all learners.

**Collaboration:** We value collaboration as a catalyst for growth and innovation. We foster a collaborative and inclusive environment where individuals and organizations can learn from one another, share ideas, and work together to achieve common goals.

**Continuous Learning and Improvement:** We promote a culture of lifelong learning and continuous improvement. We encourage individuals and organizations to embrace a growth mindset, seek new knowledge, and constantly adapt their learning strategies to stay ahead in a rapidly evolving world.

**Integrity:** We uphold the highest standards of integrity, honesty, and ethical conduct in all our interactions. We are committed to being transparent, accountable, and trustworthy in our relationships with clients, partners, and stakeholders.

## Alignment with the 2022-2027 Strategic Plan

In February 2022, OSU-OKC launched a strategic planning process that culminated in the [2022-2027 Strategic Plan](#). This plan includes four major goals:

Goal A – Align Academic Programs with Stakeholder Needs

Goal B – Increase Student Engagement and Success

Goal C – Support Employee Excellence

## Goal D – Enhance Institutional Identity

In supporting the 2022-2027 Strategic Plan, Community Engagement/Training and Development will focus on Goal A – Align Academic Programs with Stakeholder Needs. Specifically, Community Engagement/Training and Development will focus on the following aspects of Goal A – Align Academic Programs with Stakeholder Needs:

Initiative 1 – Increase industry engagement and program promotion through advisory committees and other partnerships that expand direct-to-workforce and career pathways for students.

Community Engagement/Training and Development will engage with businesses and organizations in the community to promote non-credit programs that can also lead to credit opportunities at the campus. Community Engagement/Training and Development will participate in the campus’s advisory committees to learn more about programs and opportunities for collaboration.

Strategy a – Develop more internship and other experiential learning opportunities and increase percentage of students who complete an internship prior to graduating with credential or degree.

Community Engagement/Training and Development will work with Academic Affairs on internship and apprenticeship opportunities, connecting businesses with appropriate faculty, and has developed webpages for [internships](#) and [apprenticeships](#).

Strategy b – Publish industry connections and partnerships more (e.g., joint marketing of programs)

Community Engagement/Training and Development will keep webpages updated and will work with relevant offices on marketing opportunities for programs, as well as community and business connections that would benefit the campus.

Strategy c – Identify opportunities to contract with employers for certifications and discounts for customized continuing education.

Community Engagement/Training and Development will work with prospective employers on their training needs and will provide customized programming for training and continuing education and will work with Academic Affairs on pricing appropriate for training. According to employer need and demand, the department may also organize independent training sessions that could be less linked to academic pathways while still actively aware of opportunities to partner with academics for pathways.

Strategy d – Implement guidelines and standards for the development and facilitation of OSU-OKC’s advisory committees.

Community Engagement/Training and Development will participate in advisory committees on campus and gather feedback from industry experts.

Initiative 2 – Identify and apply metrics for evaluating high-quality, relevant academic programs.

Community Engagement/Training and Development will identify ways to measure learner success in training programs through assessments, surveys, and certification testing data where available.

Strategy a – Define and report measurable deliverables for all academic programs.

Community Engagement/Training and Development will gather data on training programs and will work with relevant offices on campus on ways to gather and assess data for program improvement and learner success.

Strategy b – Monitor low-enrollment areas (e.g., apply course rotation, collapsing of sections, etc., as needed) in relation to scheduling and job demand.

Community Engagement/Training and Development will review training programs where enrollment is low and will review training programs to ensure training is relevant to in-demand occupations and the job market.

Strategy c – Review campus-wide student learning outcomes and other assessments.

Community Engagement/Training and Development will stay updated on campus-wide information and work with Academic Affairs on ensuring training assessments are relevant to the industry and related academic programs.

Strategy d – Develop employer and graduate surveys to track job placement, job satisfaction, and areas for program improvement.

Community Engagement/Training and Development will develop training assessments and surveys and will administer assessments after each training program.

Strategy e – Ensure a minimum of one full-time faculty is assigned to each active degree program.

Community Engagement/Training and Development will collaborate with faculty to align non-credit training opportunities with credit programs.

Initiative 3 – Further align degree programs with workforce and transfer needs.

Community Engagement/Training and Development will stay current with the in-demand occupations identified by the state and will work with Academic Affairs to align non-credit training with workforce and academic goals while also reviewing standalone training sessions that may not be as closely related to those particular pathways, but the department will continue to explore potential collaborations for those pathways when developing training.

Strategy a – Expand collaboration between training and development and micro-credentials.

Community Engagement/Training and Development will develop non-credit micro-credentials that align with industry needs and academic programs.

Strategy b – Identify transfer opportunities with additional articulation agreements within the OSU/A&M System and with other 4-year partners for both Associate of Science to bachelor’s degrees and Associate of Applied Science to Bachelor of Technology degrees.

Community Engagement/Training and Development will collaborate with Academic Affairs on the continuum of learning to create non-credit training pipelines that meet academic goals.

Strategy c – Identify additional opportunities for students who are transferring in credit via prior learning assessment, program articulations, and expansion of courses on state matrix.

Community Engagement/Training and Development will collaborate with faculty on opportunities for prior learning assessment for non-credit training programs and industry certifications.

Strategy d – Review and realign, as needed, degree programs with academic divisions for effective recruiting, retention, and program development efforts.

Community Engagement/Training and Development will work with the academic divisions on non-credit opportunities complementing and relating to academic initiatives in the divisions.

Initiative 4 – Establish new program pathways that align with workforce demands.

Community Engagement/Training and Development will work in partnership with Academic Affairs to develop non-credit training pathways related to workforce development and academic programs.

Strategy a – Identify programming opportunities that build on diverse workforce needs, OSU’s status as land-grant institution, OSU-OKC’s mission, and OSU/A&M System resources, including training that might occur prior to and after programming at OSU-OKC.

Community Engagement/Training and Development will work with Academic Affairs to create training that complements campus programming and will work to identify appropriate training pathways that provides learners with continuous learning opportunities for upskilling, advancement, and continuing education.

Strategy b – Implement and reduce time to digital badges and micro-credentials for engagement as the institution builds toward “credit process” (e.g., lab skills, CIS credentials, software and career development skills, soft skills, technology).

Community Engagement/Training and Development will create non-credit digital badges and micro-credentials that are stackable and easily digestible in smaller chunks of time. These credentials can build on each other for learners to continue adding more skills to their learning portfolio.

Strategy c – Map existing and potential programs to Oklahoma’s economic forecast.

Community Engagement/Training and Development will stay updated on workforce in Oklahoma, remaining current on the 100 Critical Occupations in Oklahoma, the in-demand occupations identified by the Central Oklahoma Workforce Innovation Board, the Oklahoma Department of Commerce, the Greater Oklahoma City Chamber, and other state and community resources and information about economic trends in the state.

Strategy d – Reduce barriers and production time to course/curriculum updates and program development.

Community Engagement/Training and Development will create training programs in a timely manner, engaging in all aspects of the training, development, and collaboration with exigency for program development to meet immediate training needs that arise.

Initiative 5 – Provide clear resources to guide students in mapping their program pathways.

Community Engagement/Training and Development will clearly indicate to learners that programs and training opportunities are non-credit learning experiences and will work with faculty on opportunities to create pathways from non-credit to credit through prior learning assessment.

Strategy a – Establish step-by-step, visual pathways for every degree program (e.g., degree sequencing sheets, including entry and exit points) that are shared on website and in advisement sessions and updated as course offerings change.

Community Engagement/Training and Development will provide clear information for learners about non-credit training opportunities and will work with faculty to create pathways to credit, sharing with learners those pathways through clear communication and current webpages.

Strategy b – Further clarify for students which degrees are transferrable and which are not.

Community Engagement/Training and Development will work with learners to help them understand the difference between non-credit training and credit programs and will refer learners who want to pursue credit options to Academic Advising for assistance.

Strategy c – Ensure all instructors (credit and non-credit) and academic advisors have received and been trained on pathways within the academic divisions.

Community Engagement/Training and Development will educate non-credit instructors about the campus and academic programs offered at this campus.

### **Action Items for Continuous Improvement**

In reviewing the 2022-2027 Strategic Plan and as part of the ReSET, Community Engagement/Training and Development will address the following areas for continuous improvement and action in 2023:

1. Maximize resources and streamline costs.
  - a. Determine expenditures and costs for training programs and identify areas to streamline spending and reduce costs where possible.
  - b. Work on opportunities for collaboration with other departments and/or other institutions to maximize resources and partner on training opportunities and/or processes and procedures to strategize time and effort.
  - c. Work with marketing to determine outreach resources, as well as determining and reviewing costs for appropriate marketing for maximizing resources.
  - d. To keep training costs as low as possible, physical training materials will not be included in the training program (e.g., name tents, flipcharts, markers, clickers, pens, notepads, notebooks, paper, folders, binders, etc.). Learners/instructors would be invited to provide their own teaching/learning aids preferred by the individual, and the department will provide information and support so that learners/instructors are informed and comfortable with the learning environment.
  - e. To keep training costs as low as possible, the department will partner with the OSU-OKC bookstore where applicable to develop material distribution pathways most effective for learners and instructors. Information about required books/materials will be provided to all participants. Where possible, instructors are also encouraged to use digital resources with ADA compliance (e.g., online resources, digital articles, weblinks, open educational resources, publicly accessible materials, etc.) for equal access and inclusivity of learning participants.
  - f. To keep training costs as low as possible, training programs will not include food. If partners want food included, arrangements must be made with OSU-OKC's food service options in advance, but training programs hosted and facilitated by OSU-OKC will not generally include food. Breaks during the training programs will be included so that participants can utilize the Hub on OSU-OKC's campus, bring food, or go off campus for food options.
2. In order to be able to continue to give to our community and our partners, we have had to look at certain processes within the department. Due to inflation and the small department size, this review means going with a green initiative utilizing more digital services and paperless processes.
  - a. Utilize digital badges/digital certificates instead of hard copies of mailed certificates to save on costs from printing and mailing charges.
  - b. Utilize digital assessments/surveys instead of physical assessments/surveys that learners can access from a device.
  - c. Make training materials available to learners/instructors electronically in advance of the training instead of printing copies of materials for training programs. Learners/instructors will be welcome to print materials ahead of time if they would like to do so and can bring electronic devices to training.
3. Review training programs and offerings, current and/or proposed, according to OSU-OKC's mission, function, and 2022-2027 Strategic Plan.
  - a. Evaluate new training opportunities for their connection/alignment with the academic programs, faculty expertise at the institution, and campus goals while

also looking at standalone trainings that may be less directly connected to those specific pathways but still considerate of potential academic partnerships for those pathways.

- b. Work with OSU-OKC's qualified faculty and staff when building training programs to create pathways from non-credit training to credit opportunities.
  - c. Evaluate current offerings to ensure alignment with OSU-OKC's academic offerings and specialties and connection to in-demand jobs in Oklahoma.
  - d. Prioritize non-credit training that supports the learning continuum of non-credit to credit opportunities.
4. Assess and utilize data.
- a. Develop assessments/surveys for training programs to gain stakeholder feedback and determine best ways to support learner needs and learning preferences in the teaching and learning environment.
  - b. Develop surveys for instructors to determine the best ways to support instructor needs and instructional preferences in the teaching and learning environment.
  - c. Develop learner success measures through qualitative and quantitative data to determine program effectiveness and areas for improvement.
  - d. Engage in making data-driven decisions that inform and guide best practices and utilize data to drive decisions.
  - e. Analyze all possible costs associated with training programs to make data-informed decisions.
  - f. Analyze job market data and review how training programs are meeting or not meeting the needs of partners, businesses, organizations in Oklahoma City.
  - g. When creating new training programs, identify employer partners and review state data about the need for the training, as well as reviewing other institutions' non-credit offerings to avoid unnecessary duplication.

## Goals

In reviewing the 2022-2027 Strategic Plan and as part of the ReSET, Community Engagement/Training and Development will address the following goals:

1. Continue to refine goals and purpose to define who we are and what we do.
2. Build relationships with faculty and staff in Academic Affairs to create partnerships with academics for training opportunities.
3. Improve financial status in the department through strategizing training offerings while also limiting costs and expenses.
4. Embrace digital learning and electronic resources.
5. Streamline and modernize processes.
6. Determine ways to measure program success through quantitative and qualitative data.
7. Engage with the campus through alignment with the 2022-2027 Strategic Plan.
8. Research in-demand jobs and training programs with a high market value.
9. Connect business and community partners with faculty and academics to discuss opportunities for internships and apprenticeships.



10. Create non-credit micro-credentials and digital badges that provide learners with digital credentials to document their skills and training.
11. Partner with internal departments and external departments/institutions to share resources and maximize opportunities for efficiency.

Acknowledgements: This plan references the 2022-2027 Strategic Plan for OSU-OKC, located at this website, <https://osuokc.edu/strategic-planning>, and utilized ChatGPT.