

Strategic Initiative Project Work Plan Summary

Project Name:	High Demand Scan	Academic Year:	2017 – 2018 / Version 7.0 (03-02-2018)
Strategic Priority:	Build Brand through Community Engagement and Program Development focused on Career Preparation and Success	Project Leaders:	Jacob Chacko; Lila Roberts
Team Members:	Courtney DuBois; Peter Fitzpatrick; Victoria Foster; John Mascaritolo; Joshua Kitchens; Jacob Chacko; Melanie Poudevigne; Lila Roberts, Angkul Kongmunvattana; Robert Vaughan		
Project Description:	Develop an on-going scanning system for identifying future workforce and employment needs and strategically mapping to curricula development and maintenance Investigation of possible doctoral and professional graduate programs to address unmet market needs, perhaps in collaboration with other institutions. Direct efforts toward complete academic programs as well as specific content clusters.		
Success Measure(s)	<p>Growing interest, enrollment and number of graduates in high demand academic programs as well as specific content clusters</p> <p>Increased graduate employment rates in high demand areas within their discipline</p> <p>Improved accuracy of prediction of high demand employment trends to adjust to emerging needs</p> <p>Implementation of new and modification of existing academic programs/majors/minors/concentrations/courses to cater to high demand areas</p> <p>Enhancing “draw” (i.e., percentage of students who would not have joined Clayton State without high demand offerings) while reducing “cannibalization” (i.e., percentage of our current students who choose high demand programs instead of other majors)</p> <p>Improved market shares in our target market, increased catchment area, and new and successful collaborations (internal and external)</p>		

#	MAJOR TASKS / Action Steps ⁱ	Target Date	Responsibility	Deliverable(s) / Notes
1	<input type="checkbox"/> IDENTIFYING SECONDARY DATA RESOURCES		Team	
a	Identify high demand career data at local (Metro Atlanta) level	August 30		<i>Identified 15 high demand sectors determined by demand and expected employment growth, perceived shortage of talent supply, perceived fit with mission and strategic plan (Completed)</i>
b	Identify high demand career data at regional (GA, SouthEast) level	August 30		
c	Identify high demand career data at national (USA) and global level	October 30		
d	Data to include current employment data, future employment projections, current supply of workforce, and future anticipated workforce supply by industry sectors	December 30		
e	Explore high demand career data from Georgia Governor’s High Demand Career Panel Report, USG, Burning Glass, Atlanta Regional Commission, Metro Atlanta Chamber, Technology Association of Georgia, Kaiser Foundation, Bureau for Labor Statistics, O*NET OnLine, Georgia Power, SREB, and other possible sources that our Library can help to determine	December 30	Library: Courtney O*NET: Jocelyn TAG: Lila ARC, Georgia Power: Avi SREB: Melanie USG, Burning Glass: Lila MAC: John BLS, Kaiser: Peter	

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				<i>Narrowed to top 10 sectors (Completed) Identified 5 high demand career fields and potential minors/concentrations.</i>
2	<input type="checkbox"/> SELECT HIGH DEMAND CAREER FIELDS		Team	
a	Create and maintain comprehensive data capture and data tracking system for high demand career fields	January 15 2017		<i>First scan completed; maintenance schedule and plan not yet determined</i>
b	Use criteria such as job projections and unmet demand to shortlist top high demand career fields	January 30		<i>Completed</i>
3	<input type="checkbox"/> VALIDATE WITH PRIMARY DATA		Team	
a	Choose primary data collection methodology, decide on frequency (quarterly- semiannually), develop instrument, and identify expert respondent groups with the objective of collecting future workforce ideas and the types of jobs companies are hiring for	January 30		<i>First Scan Complete</i>
b	Focus groups and Surveys with Advisory Boards, Corporate Partners, Industry Forums, Roundtables, Alumni, and Networking meetings	February 28		<i>College Advisory Boards identified 10 skill sets and ranked based upon responses from stakeholders (Completed)</i>
c	Assess environmental factors affecting high demand career fields and future employment trends (e.g., aging workforce, diverse workforce, workplace automation, etc.)	March 15		<i>Partially complete</i>
d	Identify skill sets, attributes and dispositions that cut across emerging high demand career fields (e.g., teamwork, problem solving, analytical skills, communication, technology competence, etc.)	March 15		<i>Completed</i>
4	<input type="checkbox"/> STRATEGICALLY MAP TO EXISTING CURRICULA		Team	
a	Use secondary and primary data to assess and improve career readiness delivered by existing curricula	March 31		<i>In progress</i>

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b	Develop curriculum alignment matrix and program alignment matrix that identify high demand career skills and content currently delivered or current missing in our existing academic offerings, for face-to-face, hybrid and online courses and programs	March 31		<i>Pending</i>
c	Assess existing programs and offerings in USG schools for a better understanding of program availability, market differentiation and regional offerings, and approach curriculum modification for existing programs to better meet career demands in the future	March 31		<i>Pending</i>
5	<input type="checkbox"/> IDENTIFY AND RECOMMEND NEW CURRICULA		Team	
a	Develop new ideas for innovative high demand curriculum	April 30		<i>Some have been recommended</i>
b	Identify new programs/courses for the short term	April 30		<i>5 potential programs identified and presented at Leadership Retreat and to Academic Affairs Council</i>
c	Identify new programs/courses for the long term	April 30		<i>5 additional potential programs identified and presented at Leadership Retreat and to Academic Affairs Council</i>
d	Identify colleges/departments to lead each new idea and the extent of possible collaboration across colleges, departments, and even other USG institutions in delivering high demand curriculum	May 15		<i>Lead colleges by program are apparent, with cross-college collaboration necessary for some programs.</i>
6	<i>NEXT STEPS As Suggested by Academic Affairs Council</i>		High Demand Scan Team/ Academic Affairs Team	

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a	Determine which USG institutions have programs in the areas already.			<i>Completed</i>
b	Determine potential enrollment, necessary program resources			<i>In Process</i>
c	Collect 5-year productivity data for existing programs (enrollments, graduation)			<i>Data Collected; Visualizations incomplete</i>
d	Develop 5 year plan for programs to be added			<i>In process</i>
e	Look at potential graduate programs in growth areas			<i>In process</i>
f	Investigate ways to link with Continuing Education and build synergy between programs			<i>In process</i>
g	Schedule follow-up meeting with President and Provost			<i>TBA</i>

ⁱ Use verb-noun combination to focus activity, e.g., research variables, design survey, pilot survey, etc.