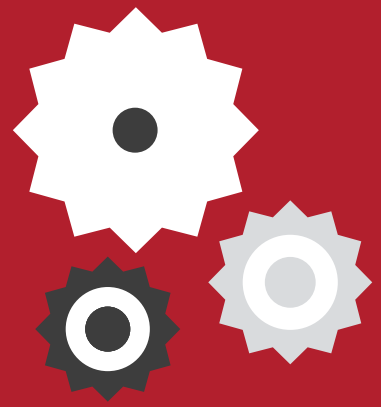


Manufacturing Program Access Audit

A practical self-assessment tool for OTN member institutions



Purpose: Use this tool to review one manufacturing program or pathway from the learner's point of view. The audit helps teams identify practical improvements that make programs easier to find, enter, afford and complete.

Best for: Career technical centers, Ohio Technical Centers, community colleges and universities reviewing a credit or non-credit manufacturing program.

TIME TO USE

60 to 90 minutes

WHO TO INCLUDE

Program, advising, workforce, financial aid and marketing staff

FINAL OUTPUT

A 30-day and 90-day access improvement plan

HOW TO USE THIS TOOL

Step 1: Select one program or pathway.

Step 2: Review the learner journey from first search to completion.

Step 3: Score each item: 0 = not visible or not clear, 1 = partially clear, 2 = clear and easy to act on.

Step 4: Use the action plan to prioritize fixes.

INSTITUTION

PROGRAM REVIEWED

DATE

REVIEWER OR TEAM LEAD

CREDENTIAL OR PROGRAM TYPE

DELIVERY FORMAT

Audit Checklist

Score each item from the learner perspective. Use notes to capture the exact barrier, missing information or quick fix.

	SCORE	NOTES
1. FINDABILITY		
A learner can find the manufacturing program from the institution website in three clicks or fewer.	☐ 0 ☐ 1 ☐ 2	
The program title uses clear language a prospective learner would understand.	☐ 0 ☐ 1 ☐ 2	
Search terms such as manufacturing, welding, machining, automation or industrial maintenance lead to the page.	☐ 0 ☐ 1 ☐ 2	
2. PATHWAY CLARITY		
The page clearly states the credential, program length, delivery format and start dates.	☐ 0 ☐ 1 ☐ 2	
The learner can see what the program prepares them to do and what next credential or degree it can stack into.	☐ 0 ☐ 1 ☐ 2	
Career outcomes are stated in plain language and do not require prior industry knowledge.	☐ 0 ☐ 1 ☐ 2	
3. ENROLLMENT FRICTION		
Admissions steps, prerequisites, placement testing, deadlines and required documents are visible in one place.	☐ 0 ☐ 1 ☐ 2	
There is a named contact or office for questions before the learner applies.	☐ 0 ☐ 1 ☐ 2	
The learner can tell whether the program is credit, non-credit, customized training or another format.	☐ 0 ☐ 1 ☐ 2	
4. ADULT LEARNER FIT		
Schedule, location and format are clear for working adults and caregivers.	☐ 0 ☐ 1 ☐ 2	
Cost, aid, scholarships, employer sponsorship or funding options are visible before enrollment.	☐ 0 ☐ 1 ☐ 2	
The page acknowledges prior learning, experience, industry credentials or accelerated options where applicable.	☐ 0 ☐ 1 ☐ 2	
5. SUPPORT AND COMPLETION		
Advising, navigation, tutoring, equipment, technology, transportation or other supports are easy to find.	☐ 0 ☐ 1 ☐ 2	
The page explains how learners connect to employers, internships, work-based learning or career services.	☐ 0 ☐ 1 ☐ 2	
A clear next step is provided, such as apply, request information, schedule advising or attend an information session.	☐ 0 ☐ 1 ☐ 2	

Scoring key: 0 = not visible or not clear. 1 = partially clear or requires assistance. 2 = clear, visible and easy to act on.

Prioritize Improvements

Review the lowest-scoring items. Prioritize fixes that remove confusion, shorten the path to enrollment or make support visible earlier.

SECTION SCORE SUMMARY

Findability		Pathway clarity	
Enrollment friction		Adult learner fit	
Support and completion			

TOP ACCESS BARRIERS

-
-
-

Quick fixes: next 30 days

Coordinated improvements: next 90 days

ACTION PLAN

IMPROVEMENT	OWNER	DUE DATE	EVIDENCE OF COMPLETION

Facilitation Notes

Use these prompts to keep the audit practical, learner-centered and action-oriented.

SUGGESTED PARTICIPANTS

Program chair or instructor; workforce or continuing education lead; advisor or navigator; admissions or enrollment representative; financial aid contact; marketing or web content staff; employer engagement lead.

EVIDENCE TO GATHER

Program webpage, application page, advising materials, cost sheet, schedule, course catalog entry, credential description, student support page, career services page and any employer-facing materials.

QUESTIONS TO ASK

Where would a learner start? What would confuse them? What requires insider knowledge? What step depends on knowing the right person? What can be fixed without a formal curriculum change?

ACCESS LENS

Review whether the pathway is clear for working adults, first-generation students, veterans, displaced workers, incumbent workers, parents, rural learners and learners returning after time away.

DO NOT DUPLICATE

Do not use this audit to recreate competency frameworks, youth outreach tools or earn-and-learn replication guidance. Use it to improve access to programs already offered by member institutions.

SUCCESS MEASURE

The program should have a clearer entry point, fewer hidden steps, more visible support and a defined next action for prospective learners.