

September 2011 Board ENDS

POLICY TYPE: ENDS

POLICY TITLE: ESSENTIAL SKILLS

Students will acquire the skills needed to be successful for the program they are in.

- Students will have the essential skills to succeed in the workplace.
- Students will have the essential skills to lead productive lives.
- Students will be provided remediation as needed.

ENDS Statement #1 - Indicator #1

“Students will have the essential skills to succeed in the workplace”

Elaine Simmons, Dean of Workforce Training & Community Education

ADVISORY BOARDS

Advisory boards are a critically important ingredient, connecting classroom pedagogies with workforce needs. Individuals who serve on advisory boards are recognized and respected representatives of specific business and industry areas. Members advise career technical educators and administrators, while assisting in the development and maintenance of programs that ensure students have the skills necessary to compete and succeed in the workplace. Advisory boards meet twice a year and are created with the following purposes in mind...

Advisory Board Purposes

- Provide advice and support for programs.
- Assist in the establishment and validation of industry-recognized knowledge and skills.
- Partner in the exploration, evaluation and adoption of assessment tools, industry-recognized credentials and/or other certifications or accreditations.
- Participate in curriculum development and Kansas Post-Secondary Kansas Technical Education program alignment projects.
- Assist with the identification of strategies to promote career and technical education programs.
- Evaluate training facilities and program equipment; make suggestions appropriate to industry standards.
- Assist with the alignment of Perkins IV requirements with institutional and statewide initiatives.
- Participate in college and/or program related activities.
- Assist with the identification of student career experience opportunities.

2011-2012 Career Technical Advisory Boards

- Agriculture
- Automotive

- Business/ Technical Accounting/Business Management and Leadership/Business Administrative Technology and Medical Administrative Technology
- Community Based Job Training Grant – Career Technical Training for Inmates
- Computer Aided Drafting
- Corrections
- Criminal Justice
- Dietary Manager
- Early Childhood
- Emergency Medical Service Education
- Medical Support Programs (Medical Assistant, Medical Transcriptionist and Medical Coding)
- Medical Laboratory Technician
- Natural Gas Technician
- Information Technology
- Nursing
- Welding

2011 Advisory Board Survey

During the spring 2011 semester, advisory board members were surveyed for feedback on the effectiveness of our career technical programs.

- 90% felt they have adequate contact with program representatives
- 93% confirmed that program representatives request their input
- 92% are aware that their recommendations/suggestions are implemented
- 95% felt the career technical program's curriculum is relevant to today's industry
- 93% reported that their respective career program is meeting the needs of the community
- 95% stated there is adequate market demand to support completers of the career program
- 88% believe the career program is marketed effectively
- 93% confirmed the program facilities are adequate to meet the program's objectives
- 91% felt the program's equipment is adequate to meet the program's objectives
- 94% stated the program's technology is adequate to meet the program's objectives

Board Member Comments...

- I continue to be amazed! Great accomplishments are being made-I'm glad to be a part of this board.
- I wish we could market the program more. It costs money that we don't have to advertise on the radio and put fliers in surrounding communities, but wish we could find the funds to get the word out.
- Barton has a great automotive program which often fills my needs for employees. Our success with employees trained at Barton has been great. The instructors have their heart in this program and the results show positively.
- Very dedicated and knowledgeable instructors.
- Very productive program. Meeting the needs of EMS for communities.
- With the idea of hybrid courses, the College is right on track—this is a great outreach
- Lots of contact, always asking for input, great effort to stay current and improve!

- Very well organized
- Must be able to continue upgrading facilities & equipment to meet changing needs.
- Meeting the needs of community was hard for me to answer. I have tried to get students enrolled but it seems to conflict with the job too much. Remember many students that take the class are working full time or more because they are usually new hires that have to become certified by state laws. The field experience is good, but nursing homes only have a RD 8-10 hour/month so it's an extra expense to have the RD there for 50 contact hours. This is just one of the frustrations my facilities have faced. I appreciate being on board, I'm sorry when I can't make meetings.
- This is my first meeting of the Advisory Board. I'm sure as time goes on, I will become more familiar with committee procedures and programs available to the communities. I am excited of having the chance to observe, listen and participate on the Advisory Board.
- Need to move towards EMR training. Always good discussion—Thank you! I always leave feeling like I've learned something. I like that.
- This has been a very interesting and informative experience. I would recommend participation with an Advisory Committee for Barton to any of my co-workers, friends, etc. If they had the chance, I am sure it would be a positive experience. Thank you!

ESSENTIAL SKILLS AQIP PROJECT

The Workforce Training & Community Education Division is leading an AQIP project to enhance essential skills important to success in today's workplace.

The goals of the project are:

1. Identify desired employee essential skills from national research, business & industry feedback, accreditation agencies and/or certification entities.
2. Research current approaches to teaching essential skills.
3. Identify alternative methods for facilitating essential skills to career technical education students.
4. Implement select essential skills training in all career technical programs.

The division assembled a faculty committee to address the project:

- Committee members interviewed all career technical faculty and gathered feedback on how essential skills were already taught in their program's curriculum.
- The committee facilitated discussion with all of the College's career technical advisory boards to gain their perspective on essential skills in the workplace.
- Feedback received from the faculty and advisory board members was analyzed. Six common essential skills were selected for the project. The skills include:

- Accountability
- Communications
- Critical Thinking
- Customer Service
- Professionalism
- Self-Management

- A Google survey was conducted to gain feedback on how peer institutions address essential skills in career technical programs. The comments received reflected little to no activity as it applied to the implementation of essential skills in career technical programs.
- All career technical education students taking classes in the spring of 2011 were asked the following questions:
 - What skills should Barton teach in order for you to be a successful student?
 - What skills should Barton teach in order for you to be a successful employee?
- Student responses were comparable to the feedback received from the career technical faculty and advisory board members. The committee discussed how the student's responses indicated their awareness of what employers expect from them, yet advisory board members (employers) shared that the majority of employees do not demonstrate appropriate essential skills. The committee assessed the student's feedback and was surprised to find the six identified essential skills common to their responses.

In response to the committee's work, all faculty will be required to facilitate the six identified essential skills in their programs during the 2011-2012 year. Faculty will assemble on September 16th for a briefing conducted by the Essential Skills Committee. Faculty will have the full year to facilitate the skills. At the conclusion of the academic year, faculty will self-evaluate the project and submit a report to their Executive Director. Executive Directors will review the report and share results with the Essential Skills committee.

The committee plans to continue the AQIP project to gain faculty feedback, to update advisory board members, and to enhance the project as appropriate to the implementation outcome.

Indicator #2: Students will have the essential skills to lead productive lives.

Presenter Jo Harrington

Completion of a Barton Community College degree template will enable students to:

Fundamental -1. Study a given subject critically, including processes to analyze and synthesize important parts of the subject, to ask appropriate and useful questions about the study of this subject, and to solve problems within the subject area.

Fundamental -2. Relate the relevance of a given subject to the individual student's life, to develop habits that encourage life-long, responsible and independent learning, and to apply appropriate and useful knowledge of the values, conventions, and institutions within an academic discipline.

Fundamental -3. Describe how history works, including how historical perspective can strengthen understanding of a given academic subject, and how the history of human endeavor has helped develop that subject.

Fundamental -4. Explain how technologies affect important parts of human life and how information technologies shape the study of a given subject.

Fundamental -5. Explain how culture develops through various aspects of human endeavor, how culture develops understanding of a given subject, and how a given subject develops within different cultures.

Assessment of the General Education Outcomes will serve as an indicator of the essential skills retained by our students and their ability to lead productive lives. To allow for a detailed demonstration/explanation of the data, the General Education Outcomes assessment data will be presented one at a time over the next five years

Indicator #3: Students will be provided remediation as needed.

Presenter Carol Murphy

The data from the link below demonstrates that Developmental Pass Rates are an excellent demonstration of student success through remediation.

[Remediation link](#) – All

[Remediation link](#) – Great Bend Campus