

September 2012 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.

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 critically important to career technical training. 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.

2012-2013 Career Technical Advisory Boards

- Agriculture
- Automotive
- Business/ Technical Accounting/Business Management and Leadership/Business Administrative Technology and Medical Administrative Technology
- 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

2012 Advisory Board Survey

During the spring 2012 semester, advisory board members were surveyed for feedback on the effectiveness of our career technical programs.

- 95% felt they have adequate contact with program representatives
- 92% confirmed that program representatives request their input
- 94% are aware that their recommendations/suggestions are implemented
- 96% felt the career technical program's curriculum is relevant to today's industry
- 87% reported that their respective career program is meeting the needs of the community
- 88% stated there is adequate market demand to support completers of the career program
- 74% believe the career program is marketed effectively
- 88% confirmed the program facilities are adequate to meet the program's objectives
- 82% felt the program's equipment is adequate to meet the program's objectives
- 88% stated the program's technology is adequate to meet the program's objectives

Board Member Comments

- Good food. Very productive meeting, as always. Thanks everyone! (Early Childhood)
- Very impressed with the instructors, Ron & Darcy! They are very dedicated to their positions! Job shadows would be a good idea. (Automotive)
- Tools, tools, tools...never ending topic. Students beyond 1st year need to have a least a minimum set of tools. Not only helpful for class, but helps them prepare for work. Job shadowing is an excellent idea. We welcome the idea. (Automotive)
- Doing a good job. Keep up the good work Have a very dynamic team that has improved the Ag department and made it a positive experience for the students. (Agriculture)
- Keep up the good work & open minds on new ideas & technologies that are available in the field of agriculture. I look forward to my continued involvement with this group. Discussion items are very appropriate in directions Ag industry is moving – equipment – technical/informational needs of course intent. (Agriculture)
- It's been a pleasure to participate. I have actually learned a lot. (Medical Assistant)
- BCC is doing an excellent job of preparing students to enter the workforce upon graduation. Unsure about equipment—is it adequate? (Business)
- Based on limited knowledge of advisory boards—new member—we need this program—the community needs this program. (Welding)
- This is an excellent example of meeting the needs of the community with training and career objectives for future employees. I appreciate the professional staff at BCCC. They request input and use it. They have filled a large program gap that would have likely not been filled. BCCC does a good job marketing the corrections degree program and certificate program. The DOC had lots of room to improve in this area. (Corrections)

ESSENTIAL SKILLS IN CAREER TECHNICAL PROGRAMS

The Workforce Training & Community Education Division implemented an AQIP action project, Essentials Skills, during the 2011-2012 year. The purpose of the project was to identify desired employee essential skills and utilize alternative methods for facilitating these skills to students in all career technical programs. The skills addressed were: Accountability, Communications, Critical Thinking, Customer Service, Professionalism and Self-Management.

At the conclusion of the academic year, faculty members completed an annual report describing their individual implementation of the Essential Skills into their program's curriculum. Executive Directors representing the three areas of the Workforce Division developed a summary of information received from faculty members and also included their own thoughts about the project. The report is attached for review.

The division will continue the integration of Essential Skills curriculum into their career technical programs this year. The annual reporting process was enhanced with feedback from faculty members. A kick-off meeting was held last month to inservice new faculty and update members who were involved in last year's implementation. Advisory boards will be briefed at the fall meetings with the Executive Director report.

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 Charles Perkins – As discussed as Previous Meeting

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