

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.

ADVISORY BOARDS

Advisory boards are significant to career technical education programs. Representatives of business and industry advise career technical managers and educators while assisting in the development and maintenance of programs. Advisory board input also helps to ensure students have the skills necessary to compete and succeed in the workplace.

Advisory boards meet twice a year. Effective with the 2014-2015 year, the Workforce Training & Community Education Division is integrating virtual meetings with traditional face-to-face meetings. This approach is being implemented as a convenience to board members and to address attendance challenges.

ADVISORY BOARD PURPOSE

- 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.

2014-2015 CAREER TECHNICAL ADVISORY BOARDS

Adult Healthcare, Agriculture, Automotive, Business, 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* and *Nursing*

2014 ADVISORY BOARD SURVEY RESPONSES

	Strongly Agree	Agree	Neutral	Disagree
I have adequate contact with program representatives	44	29	4	
Program representatives request my input	52	26	1	

Advisory committee recommendations/suggestions are implemented	43	32	4	
Career program curriculum is relevant in today's industry	57	21	1	
Career program is meeting the needs of the community	45	30	4	
There is adequate market demand to support completers of this career program	45	28	4	
This career program is marketed effectively	31	40	8	
The program facilities are adequate to meet this program's course and program objectives	40	32	5	1
The program equipment is adequate to meet this program's course and program objectives	34	35	8	1
The program technology is adequate to meet this program's course and program objectives	35	37	6	

Additional Comments:

- Advisory meetings are very interesting
- Department is one of the best at the college, by far! Keep up the great work! And keep me in the loop for helping market the new certificates & programs
- I appreciate how you bring the students in to speak – it is exciting to see and hear about all the neat projects you are doing here on campus! Thank you for all you do!
- I'm really impressed with how well the program is doing. Very well run and well attended.
- I look forward to the point where additional classroom space is available to support the growing number of students
- Great program
- 1st meeting – thanks for invite
- Good program, just getting motivated graduates is hard with pay levels
- The ongoing assessment has been effective and you have successfully implemented collaborative ideas from the advisory board. The growth & enthusiasm is impressive!
- You all are doing a great job! So many opportunities are being created for the school, you and the students. Truly, this program is exponentially growing and sharing its knowledge to a new workforce thereby blessing their future employers, and families, with confident competent empowered individuals
- My company is extremely pleased with the on-going efforts of BCCC in meeting the growing need for accelerated training opportunities in our industry. The faculty and staff have continued to find ways to improve the overall effectiveness of the program by engaging industry experts, as well as federal, state and local agencies. This program has been a valued asset not only to the industry, but to the many candidates that are seeking careers in this rewarding environment
- It appears the program is growing steadily and the director is very enthusiastic and organized
- I don't have experience with facilities, equipment or technology for this program. With the recent news pertaining to this career, I believe it won't be long before licensing will be mandatory. Barton is a step ahead already with this program. I also appreciate and think it is very necessary to include the "essential skills."

ESSENTIAL SKILLS IN CAREER TECHNICAL PROGRAMS

The Workforce Training & Community Education Division implemented Essential Skills four years ago. The purpose of the project is to introduce employee skills identified by employers to career technical students. The skills addressed in the project include: Accountability, Communications, Critical Thinking, Customer Service, Professionalism and Self-Management.

Faculty members utilize a variety of instructional approaches to introduce and demonstrate essential skills to students.

During 2014-2015 the division is re-surveying its advisory board members to ensure that skills addressed in the project are still current and applicable to success employment.

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.

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

Remediation Report 2013-14

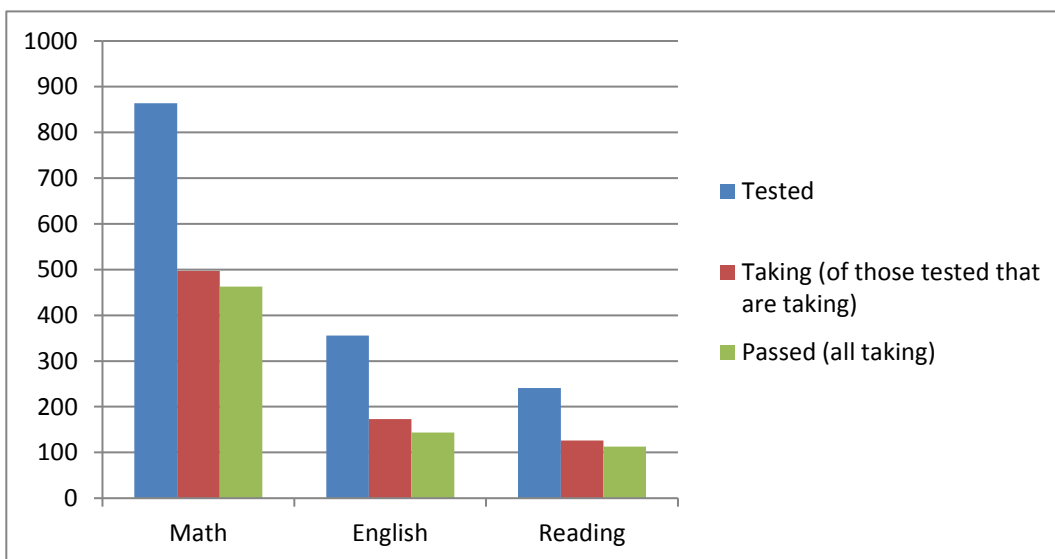
	2013-14	2012-13	2011-12	2010-11	2009-10
# Full-time Students Tested	2291	2236	2182	2145	1924

Tested Developmental in 1 or more areas	42%	44%	45%	48%	50%
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	2013-14	2012-13	2011-12	2010-11	2009-10
Tested & Passed Rates					
Math	54%	61%	60%	60%	63%
English	40%	34%	33%	35%	40%
Reading	54%	61%	60%	60%	63%

	2013-14	2012-13	2011-12	2010-11	2009-10
Taking & Passed Rates					
Math	93%	88%	84%	85%	85%
English	83%	71%	79%	78%	78%
Reading	90%	80%	85%	80%	85%

	Math	English	Reading
Tested	864	356	241
Taking (of those tested that are taking)	497	173	126
Passed (all taking)	463	144	113



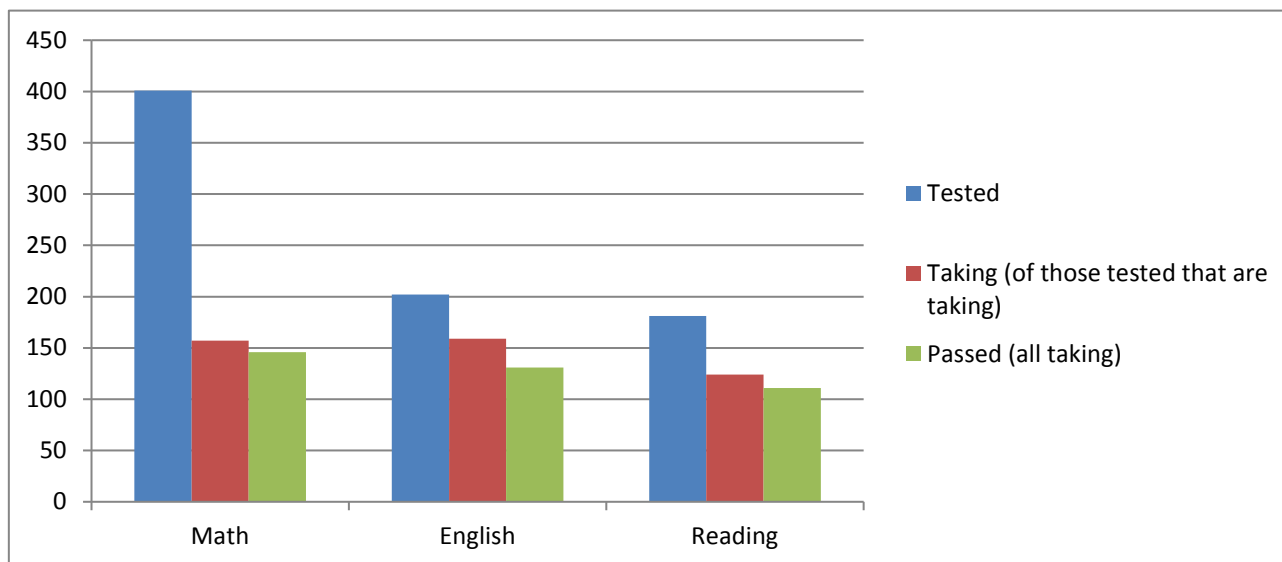
Remediation Report 2013-14

	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
# Full-time Students Tested	877	909	921	991	1009	961
Tested Developmental in 1 or more areas	53%	57%	60%	61%	58%	58%

Tested & Passed Rates	2013-14	2012-13	2011-12	2010-11	2009 - 10	2008 - 09
Math	36%	58%	60%	60%	62%	53%
English	65%	52%	52%	50%	57%	58%
Reading	36%	58%	60%	60%	62%	53%

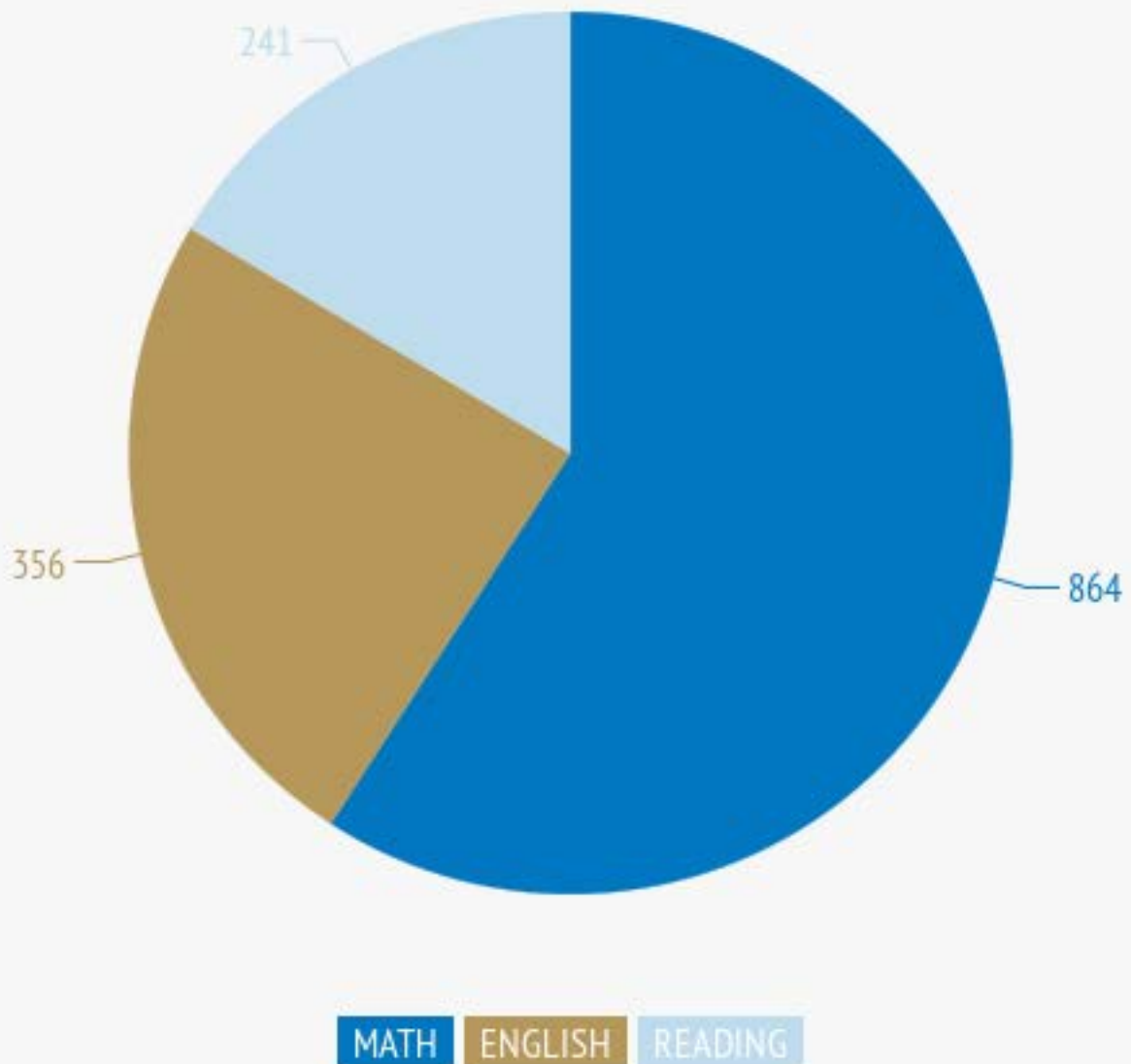
Taking & Passed Rates	2013-14	2012-13	2011-12	2010-11	2009 - 10	2008 - 09
Math	93%	83%	78%	82%	81%	77%
English	82%	71%	80%	79%	86%	78%
Reading	90%	80%	85%	81%	80%	84%

	Math	English	Reading
Tested	401	202	181
Taking (of those tested that are taking)	157	159	124
Passed (all taking)	146	131	111

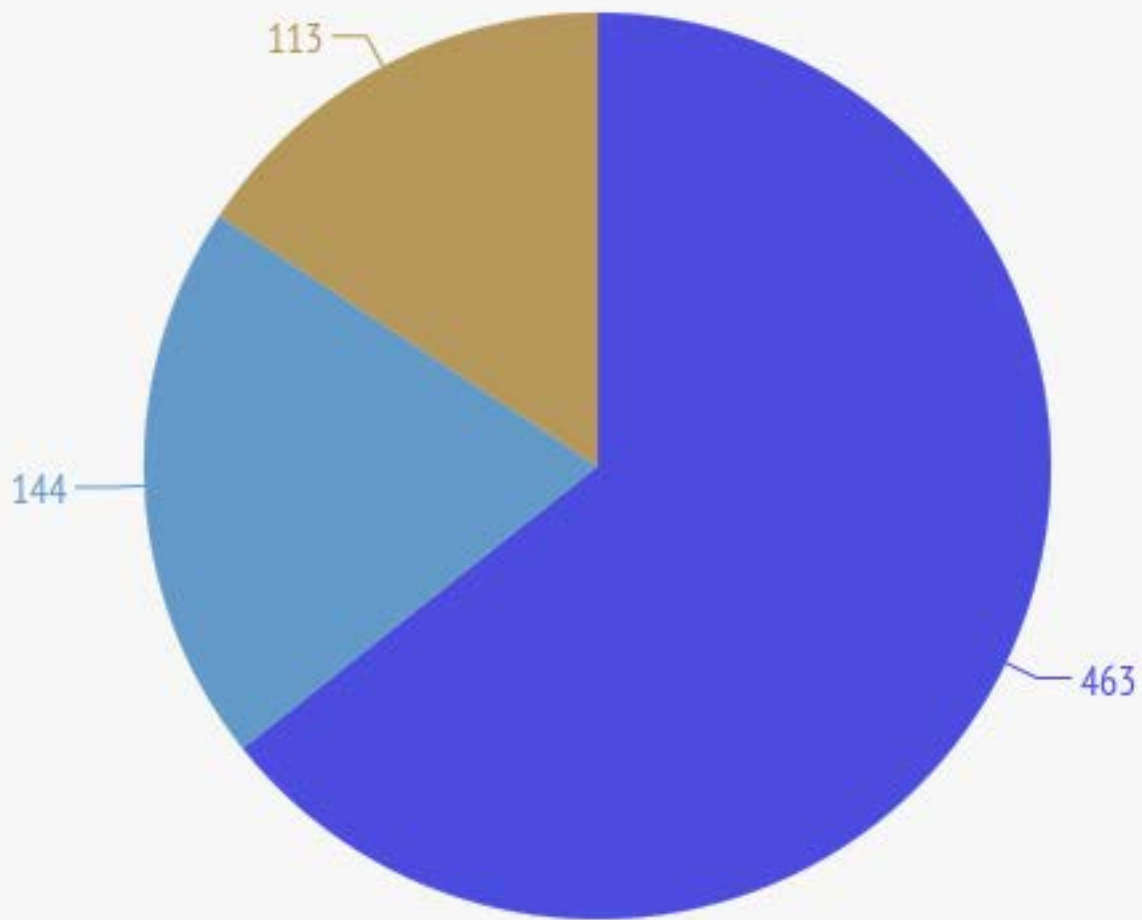


REMEDIATION REPORT 2013-14

Tested Students



Students Passed



Math English Reading