

September 2017

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.

Presenter: Vice-President Elaine Simmons

ADVISORY BOARDS

Advisory boards are critical for continued and future success of the College's career technical education (CTE) programs. Representatives of business and industry advise career technical managers and educators while assisting with the development and maintenance of CTE programs. Members help ensure students have the skills necessary to compete and succeed in the workplace. Boards meet twice a year; however, depending on need, advisory board members are contacted and included in program planning on an ongoing basis. In the recent years, meetings have taken on a variety of formats, i.e. face-to-face meetings, GTM connections, conference calls and fully online (and interactive) get-togethers. This adaption in meeting delivery responds to member's hectic calendars and varied priorities. The following is an example of an online meeting:

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.

2017-2018 CAREER TECHNICAL ADVISORY BOARDS...

Adult Healthcare, Agriculture, Automotive, Business, Corrections, Criminal Justice, Dietary Manager, Early Childhood, Emergency Management, Emergency Medical Service Education, Hazardous Materials, Industrial Technology, Information Technology, Medical Support Programs (Medical Assistant and Medical Coding), Medical Laboratory Technology, Natural Gas, Occupational Safety & Health, Pharmacy Technician and Nursing

AGENCY & INDUSTRY REQUIREMENTS

Barton's career technical education programs are regulated by multiple agencies including the Kansas Board of Regents (KBOR), Higher Learning Commission (HLC) and U.S Department of Education. Additionally, CTE programs adhere to requirements associated with industry and regulatory agencies and accreditation boards. These bodies assist Barton to provide student learning experiences and outcomes that meet the requirements and needs of specific industry career fields; thus, enhancing student success. Examples of such groups include: Occupational Safety & Health Administration (OSHA), Federal Emergency Management Agency (FEMA), United States Department of Defense (DOD), National Automotive Technicians Education Foundation (NATEF), Commission on Accreditation of Allied Health Education Programs (CAAHEP), National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), Kansas State Board of Nursing (KSBN) and Accrediting Commission of Education in Nursing (ACEN).

ESSENTIAL SKILLS

Barton's Workforce Training & Community Education Division continues to provide students with awareness and training on critical essential skills demanded in the workplace. Consistently, employers relay dissatisfaction with employees' inabilities to demonstrate practical and expected skills in the workplace.

ADULT EDUCATION

Barton offers access to instruction that leads individuals to prepare and potentially earn their Kansas State High School diploma. Students working towards this outcome take the General Educational Development (GED) test. This credential is recognized as key to employment opportunities, advancement, further educational options and financial incentives.

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 Fundamental 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 Institutional Assessment data will be presented one at a time over the next five years.

Assessing the Fundamental outcomes takes advantage of the Course Assessment Projects already in place at Barton. Course assessment asks faculty to assess the competencies or learning objectives of their course. The faculty have also identified which fundamental outcomes are being assessed. Thus, by pooling all courses this way, we gain a snapshot of how courses at Barton fit into the Fundamental Outcomes and the student comprehension of the various topics that relate. As such, the following data does not represent pass rates, rather it represents the percentage of correct responses covering a multitude of students, on questions relating to the relevant Fundamental Outcome over multiple courses.

Percentage of correct responses on outcome/course assessments

Outcome	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
F-1	67%	69%	71%	73%	74%	76%	76%	78%	81%	84%
F-2	-	70%	69%	71%	73%	75%	72%	77%	77%	80%
F-3	-	73%	82%	77%	77%	78%	78%	77%	80%	77%
F-4	-	63%	71%	66%	71%	68%	68%	77%	79%	74%
F-5	-	-	-	94%	76%	89%	87%	83%	76%	85%
Total	67%	70%	71%	72%	74%	76%	75%	77%	80%	81%

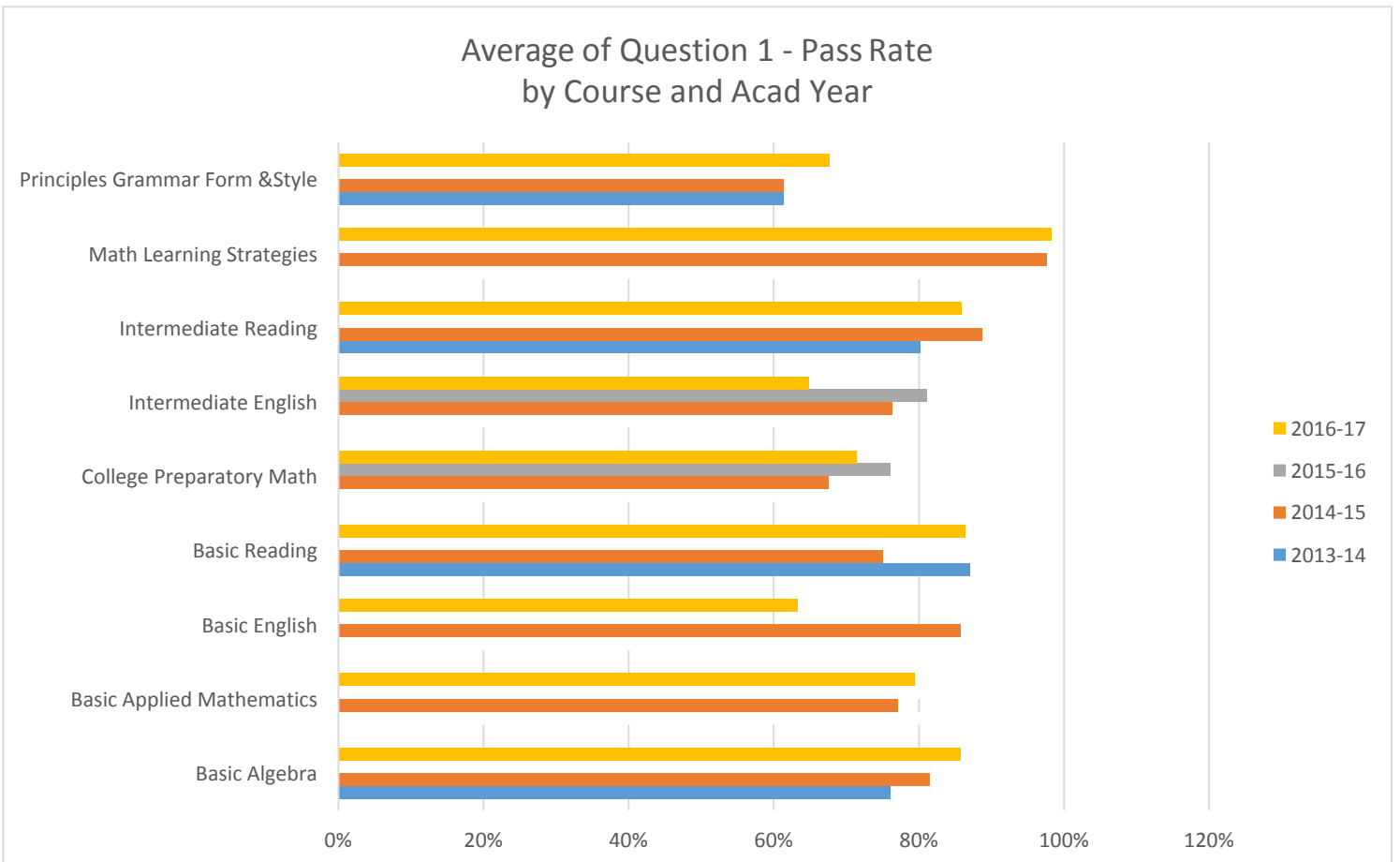
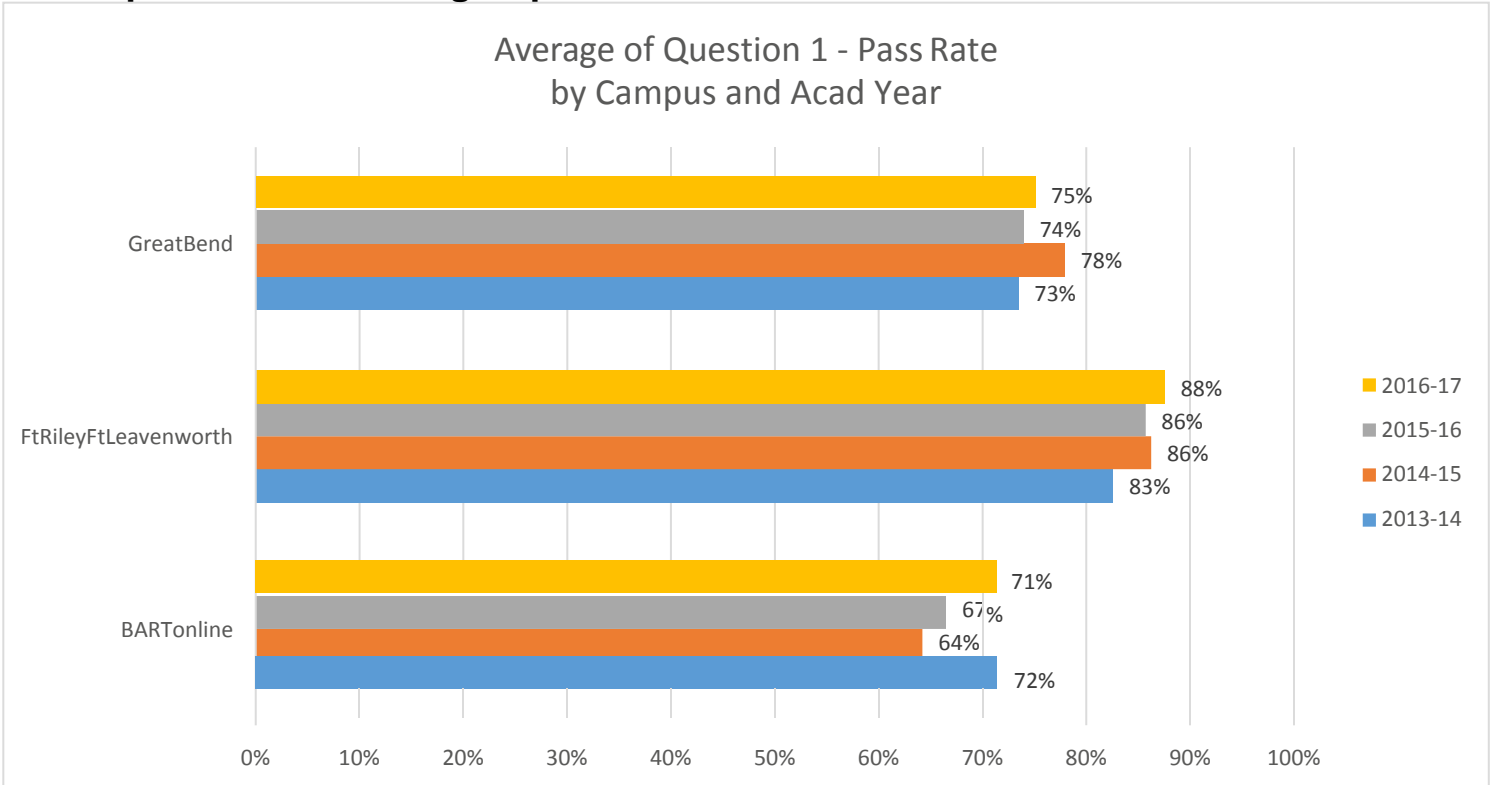
***Current as of 07/26/2017**

As stated, as there are five fundamental outcomes, each year the Board will be presented information specific to one of the outcomes. This year, Fundamental Outcome Five will be discussed. The Outcomes again deals with the expectation that students upon completion of their degree will be able to 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.

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

Presenter: Brian Howe/Carol Murphy

Developmental Monitoring Report



Developmental Monitoring College Ready

