

September 2010 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 are an essential ingredient in Barton’s strategies to connect classroom pedagogies with workforce needs. Individuals who serve on advisory boards are recognized and respected representatives of business and industry. They advise the College’s career technical educators and administrators, while assisting in the development of programs that ensure that our students have the skills necessary to compete and succeed in the workplace. Advisory boards are created with the following purpose 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 program alignment projects as required by the Kansas Board of Regents.
- Assist in the review process to align Perkins IV requirements with institutional and statewide initiatives.
- Assist in the identification of strategies to inform stakeholders and to promote CTE programs and services.
- Assist in the identification of appropriate training and employment opportunities.
- Participate in college and/or program related activities.
- Identify strategies to promote career and technical education programs.

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 Service Education*
- *Emergency Management (Homeland Security)*
- *Graphic Design*
- *Hazardous Waste Management*
- *Medical Assistant/ Medical Transcriptionist/Medical Coding*
- *Medical Laboratory Technician*
- *Natural Gas - Midwest Utility & Pipeline Training Center*
- *Information Technology*
- *Nursing*
- *Welding*

New Initiative

The Workforce Training & Community Education Division is facilitating an AQIP project to determine if employability skills are addressed throughout the College's career technical programs.

1. Identify employability and student success skills desired of career technical education students from national research, business & industry feedback, accreditation agencies and/or certification entities.
2. Research current career technical education participation in the College's Student Success course in cooperation with program advisors and Institutional Research.
3. Identify current approaches to teaching employability skills.
4. Research alternative methods for teaching employability and student success skills to career technical education students.
5. Recommend options for addressing/teaching student success and employability skills with career technical education students.

The intent of the project is to ensure that "students will have the essential skills to succeed in the workplace" including both technical and soft skills.

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