HLC Accreditation Evidence

Title: END 1 Essential Skills

Office of Origin: Dean Elaine SImmons

September 2016
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: Dean 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:

http://www.screencast.com/t/s7XX4F46ko

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.

2016-2017 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, Military Programs, 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

As follow-up to the April Ends report on Essential Skills, Dean Simmons shares with the Board of Trustees a recent publication developed by the Workforce Training & Community Education Division. This enhanced approach to the delivery of Essential Skills training will provide additional awareness and preparation of understanding and application of these desired workplace skills

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 education options and financial incentives.

Chris Lemon, Barton's Coordinator of Adult Education program, provides a PowerPoint presentation about the program.

In addition, Mr. Lemon is joined by Luke Seitz, Instructional Specialist (Ellsworth Correctional Facility) and Kathryn Jackson, A-OK Instructional Specialist (Ellsworth Correctional Facility) who will provide a brief overview of their roles. Adding to the presentation is the involvement of Mr. Cantu, current student inmate at Ellsworth Correctional Facility (attending via GTM). Mr. Cantu will discuss the educational opportunities he has experienced at the correctional facility, the impact they have had on him and provide an overview of his plans upon release from the facility.

BARTON COMMUNITY COLLEGE

Board Ends #1 – Essential Skills

Adult Education Report

BARTON COMMUNITY COLLEGE

Remediation

- High School Equivalency
- Kansas State High School Diploma (GED Exam Prep)
- Skills Development
- High School Graduates Needing Skill Development Prior to Entering Postsecondary Education

BARTON COMMUNITY COLLEGE

Remediation

- Courses are assessment driven: Test of Adult Basic Education (TABE)
- Students are instructed in:
  - Reading
  - Writing
  - Math
  - Science
  - Social Studies
- Length of program is individualized; based on students' prior knowledge and cognitive ability

BARTON COMMUNITY COLLEGE

Remediation

- Courses are offered at the following sites
  - Great Bend
  - Ellsworth Correctional Facility
  - Larned Correctional Mental Health Facility
  - Fort Riley (Closed in FY 16)

BARTON COMMUNITY COLLEGE

Workplace Skills

High School Equivalency

GED Preparation

BARTON COMMUNITY COLLEGE

Workplace Skills

Kansas WorkReady! Certificate

- Certificate through Kansas Department of Commerce
  - Applied Mathematics
  - Locating Information
  - Reading for Information
- Certificate levels of Bronze, Silver, Gold, and Platinum correspond to 35%, 65%, 95%, and 99% of jobs in the the ACT WorkKeys database, respectively

BARTON COMMUNITY COLLEGE

Accelerating Opportunity – Kansas (AO-K)

- Provides students the opportunity to pursue HSE and CTE credential attainment simultaneously
- Students co-enroll in Adult Education and CTE classes in preapproved Pathways
  - Welding
  - Manufacturing Skills
  - Healthcare
  - Carpentry
- Tuition paid for by State of Kansas

BARTON COMMUNITY COLLEGE

Productive Lives

- High School Credential Attainment
- Career Technical Credential Attainment
- Higher Wages
- Careers

BARTON COMMUNITY COLLEGE

Productive Lives

Citizenship

- Criteria
  - Permanent resident for at least five years
  - Permanent resident for at least three years as the spouse of a U.S. Citizen
  - Have qualifying service in the U.S. Armed Forces
- Classes
  - U.S. History
  - U.S. Government
  - U.S. Citizenship Interview Preparation
  - Assistance with N-400 form

BARTON COMMUNITY COLLEGE

By the Numbers

Participants	
FY 15	165
Fy 16	173

GED Completions	
FY 15	19
FY 16	57

AO-K Completions				
Year	**CNA**	**Welding**	**Carpentry**	**Total**
2014-2015	7	2	0	9
2015-2016	8	13	6	27

BARTON COMMUNITY COLLEGE

Team & Student Discussion

Luke Seitz, Instructional Specialist (ECF)

Kathryn, A-OK Instructional Specialist (ECF)

Mr. Catu – Student Inmate (ECF via GTM)

BARTON COMMUNITY COLLEGE

Questions?

Thank you!

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. An example would be a Post test for which specific questions are tied to specific competencies. It is one thing to see that the overall class average is 80%, but it is quite another to see that every student missed a particular question. Since the faculty member has already clearly identified which topic that question assesses, they can focus their efforts and make strategic improvements to their courses. In addition to the course learning objectives, the faculty have identified which fundamental outcomes are being assessed as well. 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 course assessments relating to the outcomes

Outcome	2008	2009	2010	2011	2012	2013	2014	2015	2016
F-1	67%	68%	70%	72%	73%	76%	75%	78%	80%
F-2	-	69%	68%	70%	72%	74%	76%	77%	76%
F-3	-	73%	82%	77%	77%	77%	77%	77%	83%
F-4	-	65%	74%	68%	70%	69%	68%	75%	78%
F-5	-	-	-	94%	76%	89%	87%	80%	73%
Total	**67%**	**69%**	**70%**	**72%**	**73%**	**76%**	**76%**	**77%**	**79%**

Current as of 08/30/2016

As stated, as there are five outcomes, each year the Board will be presented information specific to one of the outcomes. This year, Fundamental Outcome 4 will be discussed. The Outcomes again deals with the expectation that students upon completion of their degree will be able to explain how technologies affect important parts of human life and how information technologies shape the study of a given subject.

Indicator #3: Students will be provided remediation as needed.
Presenter: Brian Howe/Carol Murphy

Developmental Course Enrollments

	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Math	884	673	595	542
English	450	350	330	302
Reading	60	29	75	32
Student Success (not developmental course)	73	22	76	33

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.

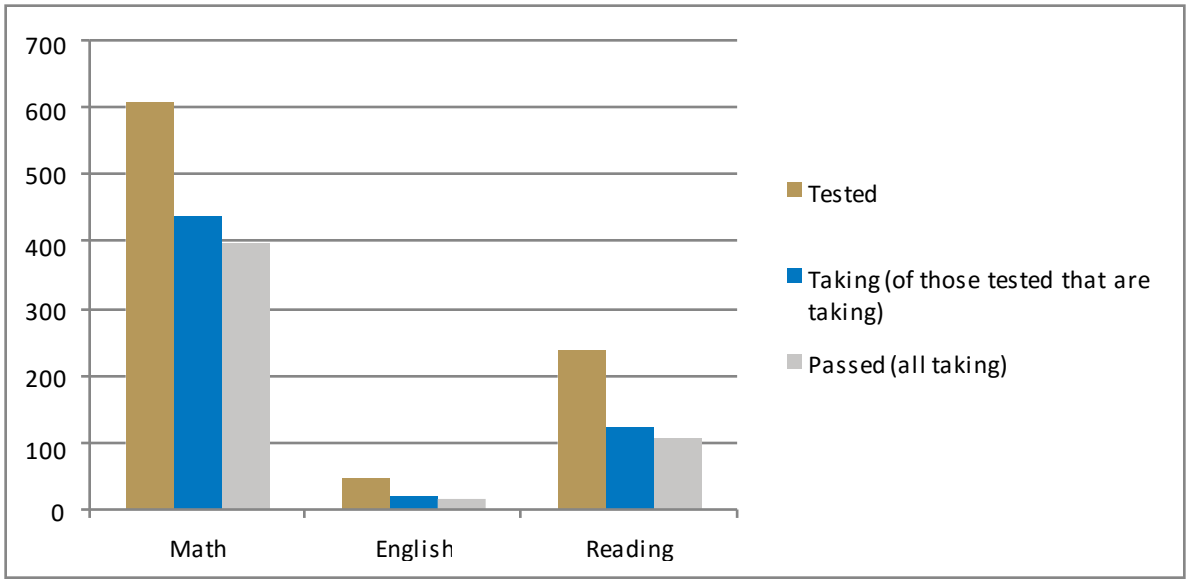
Remediation Report 2015-16

All Locations - Full Time Students

	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
# Full-time Students Tested	2170	2213	2291	2236	2182	2145
Total Full-time Students	3378	3211	2836	2336	2216	2186
% Tested	64%	69%	81%	96%	98%	98%
Tested Developmental in 1 or more areas	41%	43%	42%	44%	45%	48%

Taking & Passed Rates	**2015-16**	**2014-15**	**2013-14**	**2012-13**	**2011-12**	**2010-11**
Math	91%	87%	93%	88%	84%	85%
English	71%	88%	83%	71%	79%	78%
Reading	86%	90%	90%	80%	85%	80%

	Math	**English**	**Reading**
Tested	609	49	238
Taking (of those tested that are taking)	436	21	125
Passed (all taking)	398	15	108



Data as of August 10, 2016

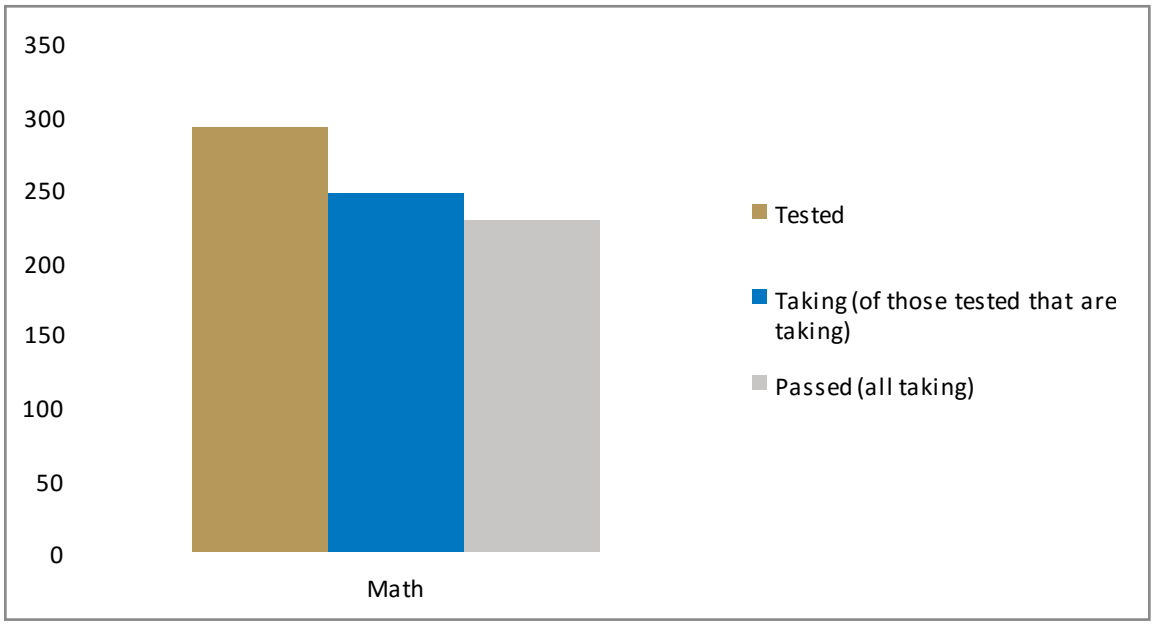
Academic Year (Su15, Fa15, Sp16)

Remediation Report 2015-16

Fort Riley - Full-time Students

	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
# Full-time Students Tested	707	759	782	713	661	642
Tested Developmental in 1 or more areas	43%	47%	46%	46%	46%	47%
Taking & Passed Rates	**2015-16**	**2014-15**	**2013-14**	**2012-13**	**2011-12**	**2010-11**
Math	93%	96%	94%	93%	94%	92%

2015-16	**Math**
Tested	291
Taking (of those tested that are taking)	245
Passed (all taking)	228



* Note - Fort Riley doesn't require Developmental Reading and English

Data pulled August 10, 2016

Academic Year (Su15, Fa15, Sp16)

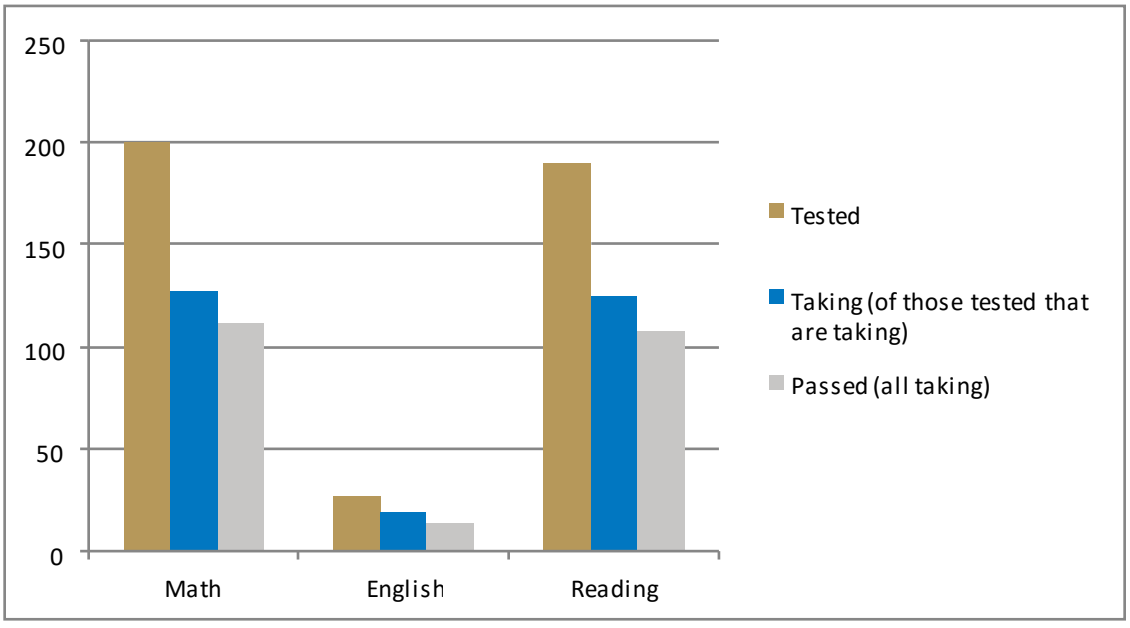
Remediation Report 2015-16

Great Bend Campus - Full-time Students

	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
# Full-time Students Tested	843	815	877	909	921	991
Total Full-time Students	904	879	902	921	932	997
% Tested	93%	93%	97%	98%	99%	99%
Tested Developmental in 1 or more areas	52%	54%	53%	57%	60%	61%

Taking & Passed Rates	**2015-16**	**2014-15**	**2013-14**	**2012-13**	**2011-12**	**2010-11**
Math	88%	79%	93%	83%	78%	82%
English	74%	87%	82%	71%	80%	79%
Reading	86%	90%	90%	80%	85%	81%

	Math	**English**	**Reading**
Tested	200	26	190
Taking (of those tested that are taking)	127	19	125
Passed (all taking)	112	14	108



Data pulled August 10, 2016

Academic Year (Su15, Fa15, Sp16)