



HLC Accreditation Evidence

Title: END3 Essential Skills

Office of Origin – WCTE

Document Summary:

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 Elaine Simmons

ADVISORY BOARDS

Advisory boards are significant to 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. Advisory board input helps ensure students have the skills necessary to compete and succeed in the workplace. Advisory boards meet twice a year; however, depending on need, advisory board members are contacted and included in program planning on an ongoing basis. Advisory Board meetings are hosted on the Great Bend and Grandview campuses.

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.

2015-2016 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, Medical Transcriptionist and Medical Coding), Medical Laboratory Technician, Military Programs, Natural Gas, Occupational Safety & Health, Pharmacy 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).

ADULT EDUCATION

Barton offers access to instruction that leads to taking the General Educational Development (GED) test. Upon successful completion, individuals receive a Kansas State High School diploma. This credential is recognized as key to employment opportunities, advancement, further education options and financial incentives.

Chris Lemon serves as the Coordinator of Barton's Adult Education program and offers the following information about the program.



Adult Education

Board Ends #1 – Essential Skills



Provide Remediation



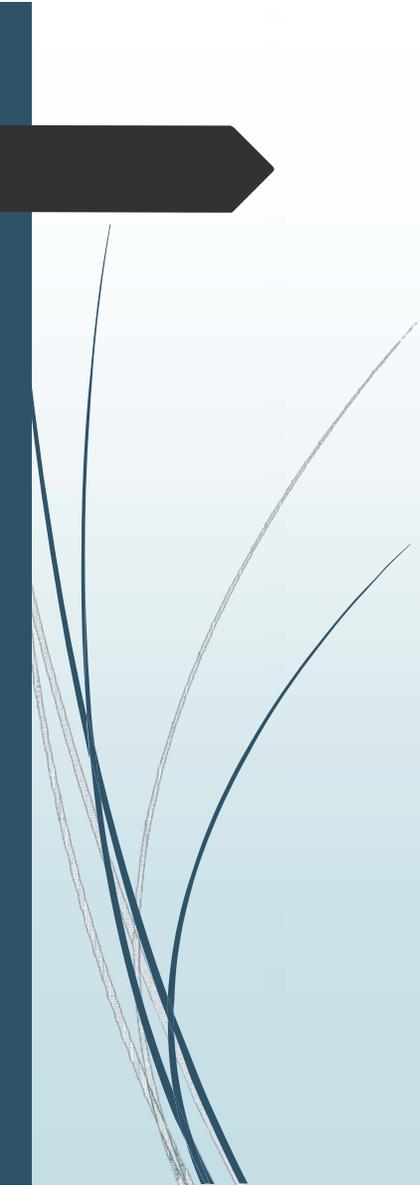
Provide Remediation

High School Equivalency

- ▶ Kansas State High School Diploma
 - ▶ GED Exam Prep

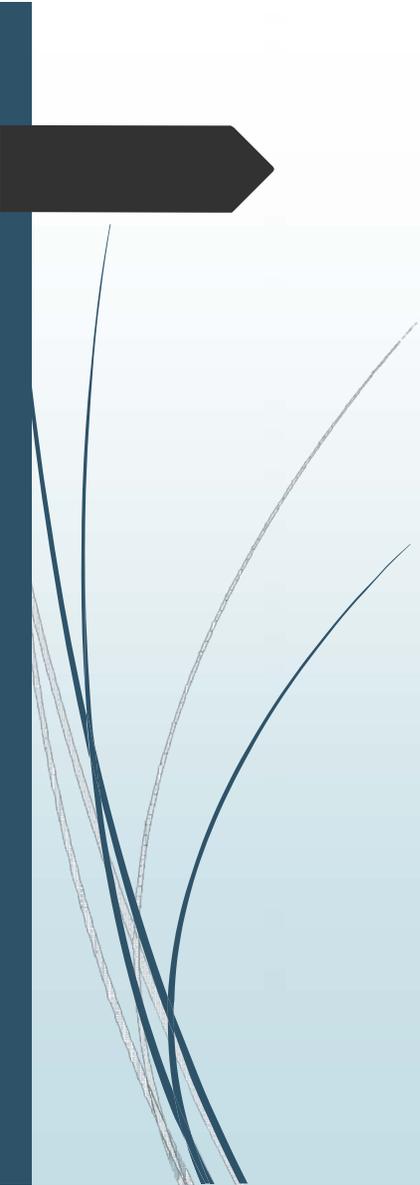
Skills Development

- ▶ High School graduates need skill development prior to entering Postsecondary Education



Provide 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.



Provide Remediation

- Courses are offered at the following sites:
 - Great Bend
 - Fort Riley
 - Ellsworth Correctional Facility
 - Larned Correctional Mental Health Facility
 - Pratt (in development)



Workplace Skills



Workplace Skills

- ▶ High School Equivalency
 - ▶ GED Preparation



Workplace Skills

- Kansas WorkReady! Certificate
 - Certificate through Kansas Department of Commerce
 - Benchmark of students' current skills in:
 - Applied Mathematics
 - Locating Information
 - Reading for Information
- Certificate levels of Bronze, Silver, Gold, and Platinum qualify for 35%, 65%, 95%, and 99% of jobs in the WorkKeys database, respectively



Accelerating Opportunity-Kansas (AO-K)

- Provides students the opportunity to pursue HSE and Workforce Credential attainment simultaneously
- Students co-enroll in Adult Education classes and pre-approved Pathways
 - Welding
 - Manufacturing Skills
 - Healthcare
 - Carpentry and Plumbing (in development)
- Tuition paid for by State of Kansas



Productive Lives



Productive Lives

- ▶ High School Credential Attainment
- ▶ Workforce Credential Attainment
- ▶ Higher Wages
- ▶ Careers



Productive Lives

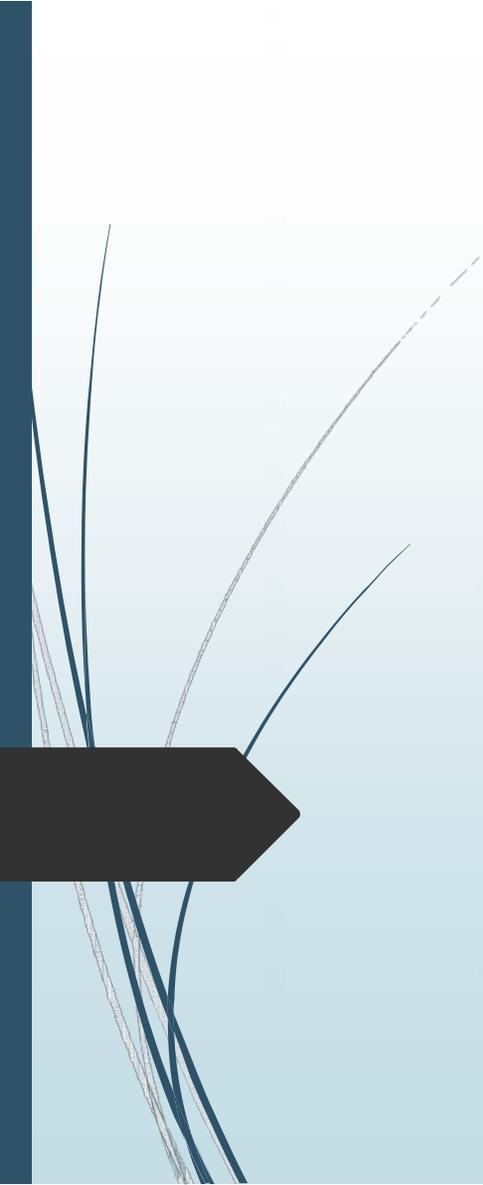
- ▶ Citizenship

- ▶ Criteria

- ▶ Permanent resident for at least 5 years
 - ▶ Permanent resident for at least 3 years as the spouse of 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



Questions?

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.

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
F-1	67%	68%	70%	72%	73%	76%	75%	79%
F-2	-	69%	68%	70%	72%	74%	76%	82%
F-3	-	73%	82%	77%	77%	77%	77%	75%
F-4	-	65%	74%	68%	70%	69%	68%	74%
F-5	-	-	-	94%	76%	89%	87%	88%
Total	67%	69%	70%	72%	73%	76%	76%	79%

Current as of 09/14/2015

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 3 will be discussed. The Outcomes again deals with the expectation that students upon completion of their degree will be able to 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.

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

Presenter Carol Murphy

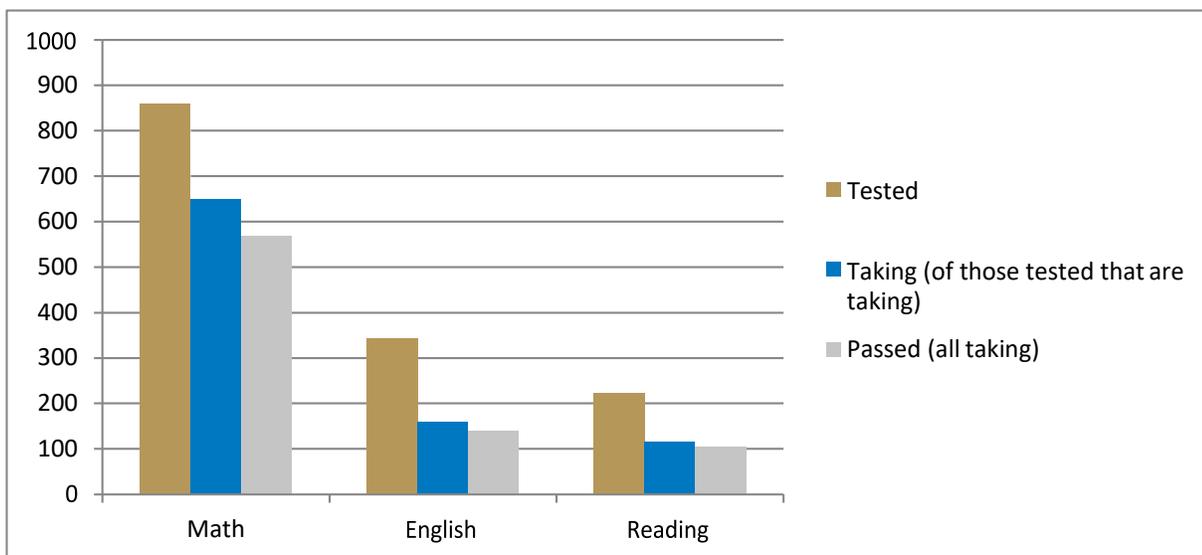
The data from the link below demonstrates that Developmental Pass Rates are an excellent demonstration of student success through remediation.

Remediation Report 2014-15

All Locations - Full Time Students

	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
# Full-time Students Tested	2213	2291	2236	2182	2145	1924
Tested Developmental in 1 or more areas	43%	42%	44%	45%	48%	50%
Taking & Passed Rates						
Math	87%	93%	88%	84%	85%	85%
English	88%	83%	71%	79%	78%	78%
Reading	90%	90%	80%	85%	80%	85%

	Math	English	Reading
Tested	858	343	223
Taking (of those tested that are taking)	650	159	116
Passed (all taking)	567	140	104



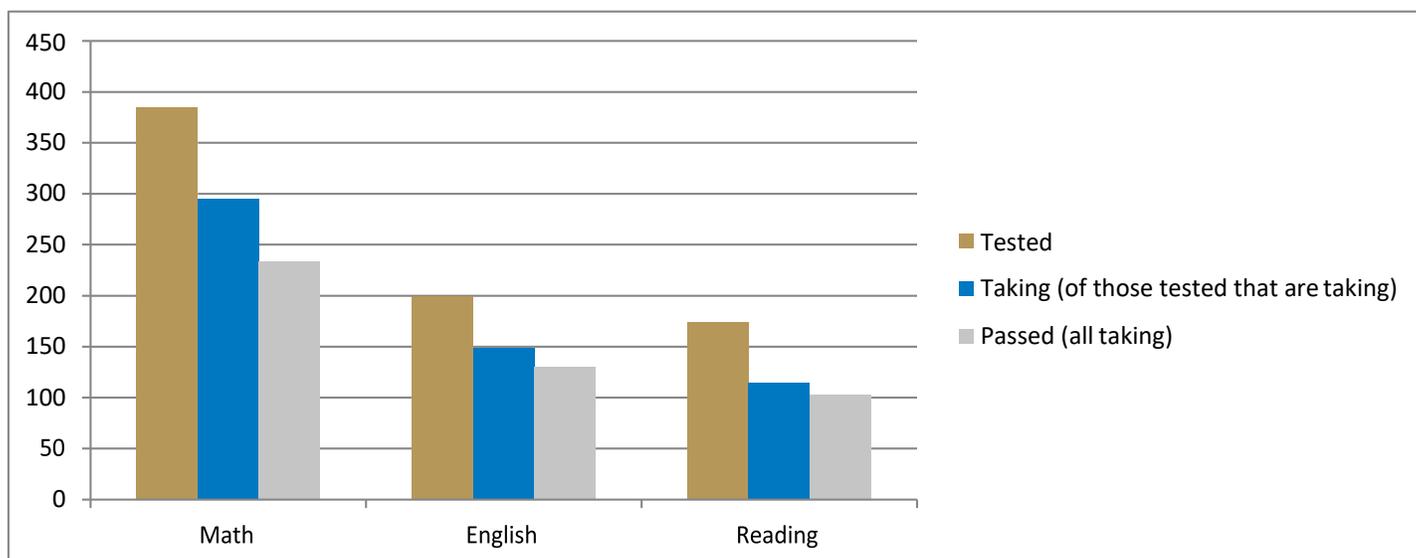
Data as of August 17, 2015
Academic Year (Su14, Fa14, Sp15)

Remediation Report 2014-15

Great Bend Campus - Full-time Students

	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
# Full-time Students Tested	815	877	909	921	991	1009	961
Tested Developmental in 1 or more areas	54%	53%	57%	60%	61%	58%	58%
Taking & Passed Rates	2014-15	2013-14	2012-13	2011-12	2010-11	2009 - 10	2008 - 09
Math	79%	93%	83%	78%	82%	81%	77%
English	87%	82%	71%	80%	79%	86%	78%
Reading	90%	90%	80%	85%	81%	80%	84%

	Math	English	Reading
Tested	385	200	174
Taking (of those tested that are taking)	295	149	115
Passed (all taking)	234	130	103



Data pulled August 17, 2015
Academic Year (Su14, Fa14, Sp15)

Remediation Report 2014-15

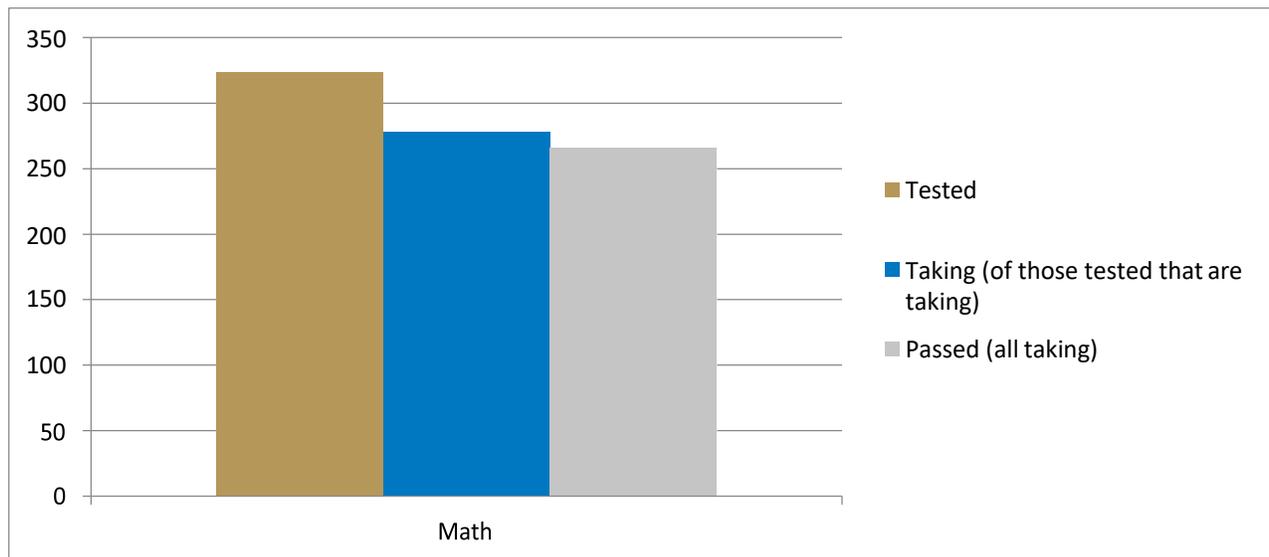
Fort Riley - Full-time Students

	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
# Full-time Students Tested	759	782	713	661	642	528	495

Tested Developmental in 1 or more areas	47%	46%	46%	46%	47%	51%	48%
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	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
Taking & Passed Rates							
Math	96%	94%	93%	94%	92%	93%	92%

2014-15	Math
Tested	324
Taking (of those tested that are taking)	278
Passed (all taking)	266



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

Data pulled September 1, 2015
Academic Year (Su14, Fa14, Sp15)

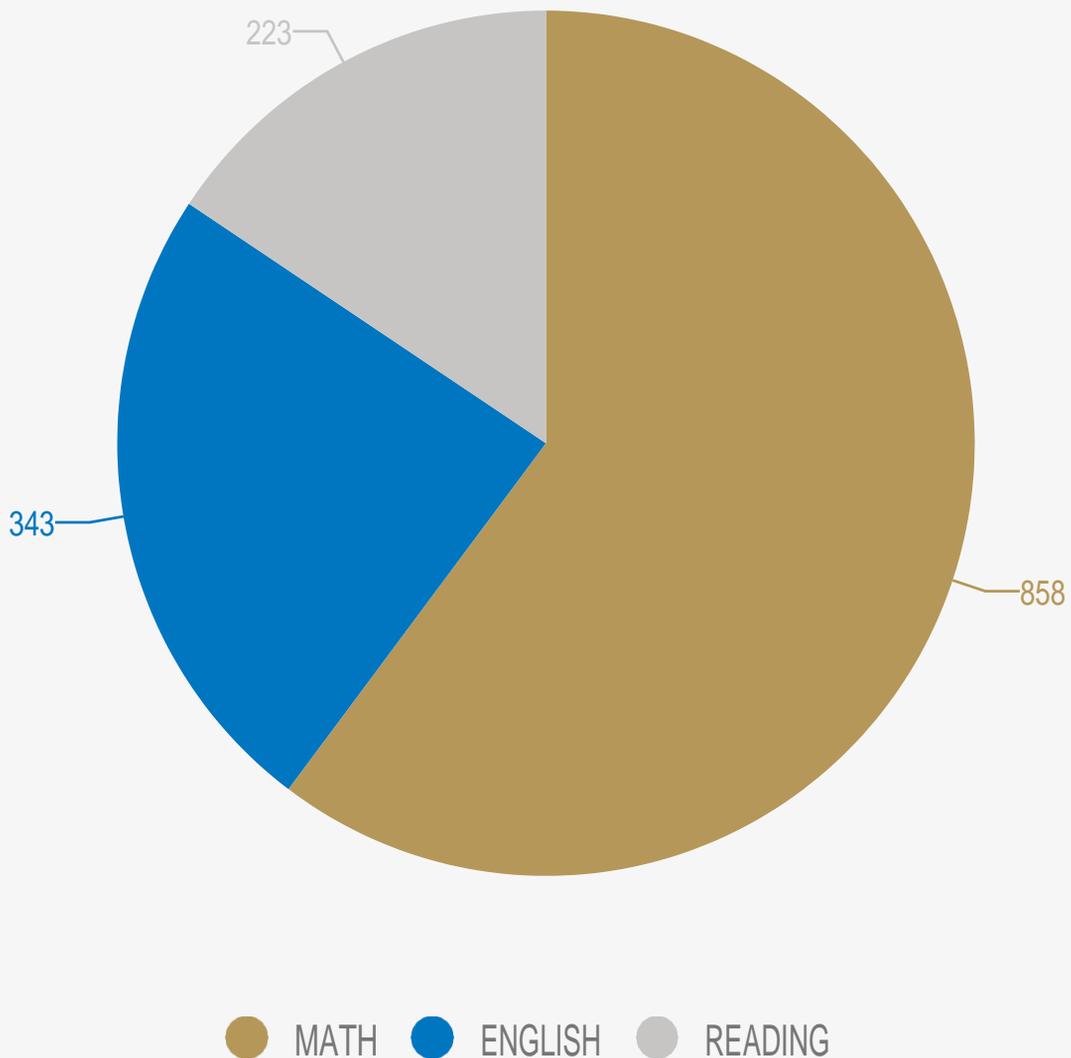
Developmental Course Enrollments 2014-15

	Fall 2014	Spring 2015
Math	884	673
English	450	350
Reading	60	29
Student Success (not developmental course)	73	22

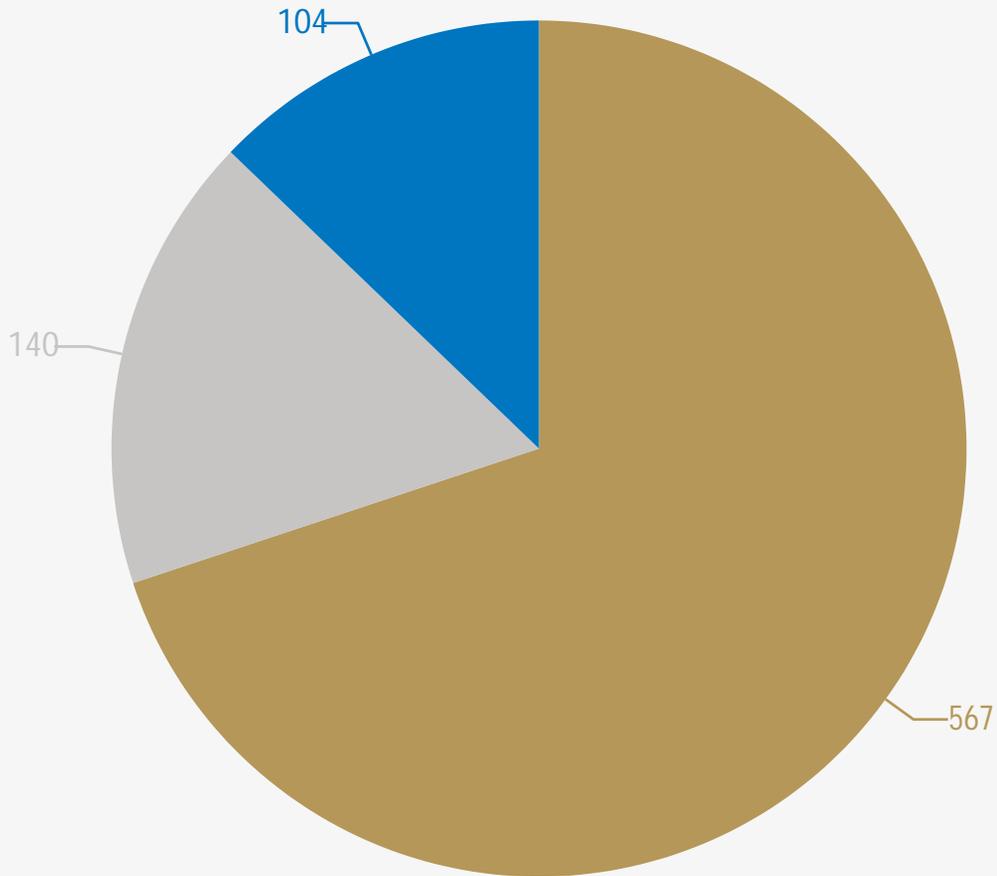
REMEDIATION REPORT

2014-15

Tested Students
All locations



2014-15 Students Passed All locations



● Math ● English ● Reading