

## September 2013 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.

#### Indicator #1

**“Students will have the essential skills to succeed in the workplace”**

**Elaine Simmons, Dean of Workforce Training & Community Education**

### **ADVISORY BOARDS**

Advisory boards are significant to career technical education programs. Members, who are recognized representatives of specific business and industry areas, advise career technical managers and educators while assisting in the development and maintenance of programs. This partnership ensures that students have the skills necessary to compete and succeed in the workplace. Advisory boards meet twice a year and are created with the following purposes 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 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.

#### **2013-2014 Career Technical Advisory Boards**

- *Adult Healthcare*
- *Agriculture*
- *Automotive*
- *Business/ Technical Accounting/Business Management and Leadership/Business Administrative Technology and Medical Administrative Technology*
- *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*
- *Nursing*
- *Pharmacy Technician*

*Inactive Boards: Computer-Aided Drafting & Welding*

### **2013 Advisory Board Survey Responses**

During the 2013 spring semester, advisory board members were surveyed for feedback on the effectiveness of our career technical programs.

- 98% felt they have adequate contact with program representatives
- 97% confirmed that program representatives request their input
- 94% are aware that their recommendations/suggestions are implemented
- 97% felt the career technical program's curriculum is relevant to today's industry
- 88% reported that their respective career program is meeting the needs of the community
- 92% stated there is adequate market demand to support completers of the career program
- 78% believe the career program is marketed effectively
- 92% confirmed the program facilities are adequate to meet the program's objectives
- 86% felt the program's equipment is adequate to meet the program's objectives
- 91% stated the program's technology is adequate to meet the program's objectives

### **Advisory Board Member Comments (select comments)**

#### **MLT Comments:**

- "Students need access to more updated analyzers to better prepare them for their clinicals."
- "Program equipment could use some updating-they do great with what they have, but some testing procedures lack the desired result due to the use of expired donations from surrounding laboratories. If this program was able to purchase the up-to-date equipment desired, the outcome would greatly benefit the students."

#### **Dietary Comments:**

- "I feel that being a part of the Advisory Board has been beneficial to me and hopefully I am able to provide input and feedback on programs that help drive success for students and BCCC."

#### **Business Comments:**

- Glad to be able to provide input

#### **Criminal Justice Comments:**

- I think the program is trying to stay ahead of the curve & is doing good

#### **Early Childhood Comments:**

- Would love to start an EC student professional group
- Find out more about childcare provider training – required 10 hours a year

#### **Nursing Comments:**

- Like the Valentine pictures on the wall. Suggest family pic "wall" to remind students of family support, who they are sacrificing for! Spouse support is so important through nursing school also—maybe they need networking opportunities to know they aren't alone!

## **ESSENTIAL SKILLS IN CAREER TECHNICAL PROGRAMS**

The Workforce Training & Community Education Division implemented an AQIP action project, Essentials Skills, during the 2011-2012 year with the project continuing in the 2012-2013 school year.

The purpose of the project is to introduce employee skills identified by employers to career technical students through a variety of teaching methods. The skills addressed in the project include: Accountability, Communications, Critical Thinking, Customer Service, Professionalism and Self-Management.

At the conclusion of the academic year, faculty members complete a participation report that describes their program's involvement in the project. The division's Executive Directors compile the information and prepare an annual report. The report is attached for review.

Select comments from the report include:

- "Many students acknowledged the need for the Essential Skills discussing their bad experiences with a co-worker that did not have the Essential Skills."
- "Students recognize the necessity of essential skills. While they complained a bit about the interview, they seemed to recognize the value after the fact."
- "Many students expressed that they enjoyed learning what future employers are looking for and will adjust their behaviors and or appearance in the future."
- "They enjoyed some of them and took the exercises quite seriously. Perhaps the best input were the epiphany moments where they relayed that "aha" moment when they understand something about themselves or how to better handle work environment situations more professionally."

A kick-off meeting for this year's Essential Skill project was held last month. New and returning faculty members were present in addition to representation from the Adult Education program. It is anticipated that Essential Skills will be integrated into the ABE/ASE curriculum throughout the year.

## **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.**

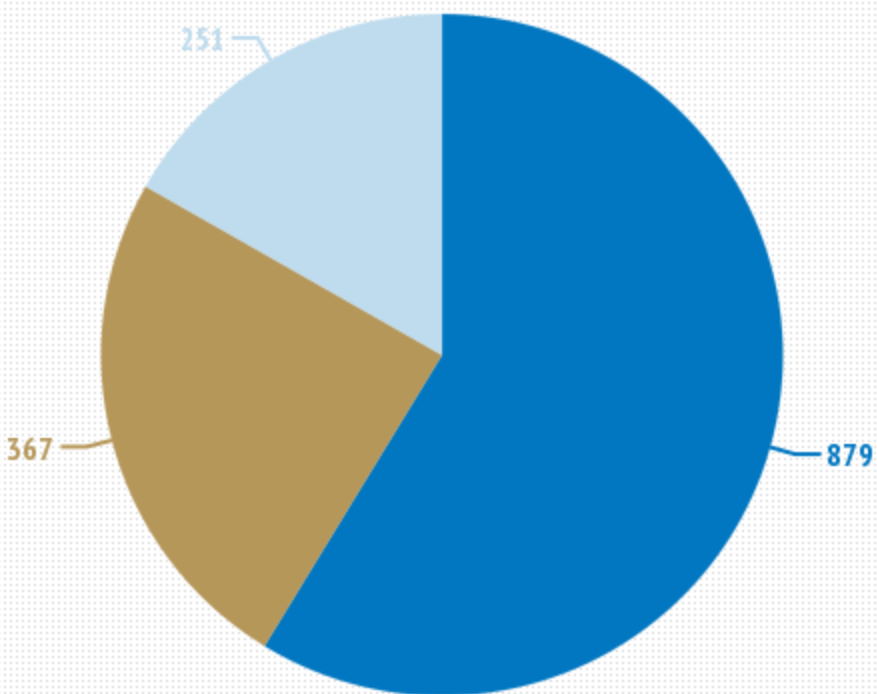
The data from the link below demonstrates that Developmental Pass Rates are an excellent demonstration of student success through remediation.

[Remediation link](#) – All

[Remediation link](#) – Great Bend Campus

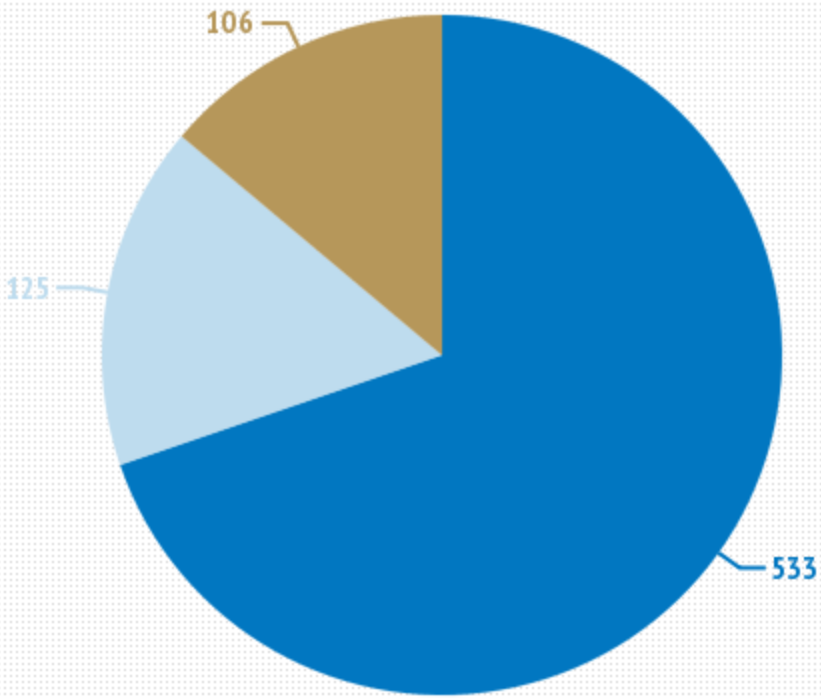
# REMEDIATION REPORT 2012-13

## Tested Students



**MATH** **ENGLISH** **READING**

## Students Passed



**MATH** **ENGLISH** **READING**