

Perkins State Leadership Grants

Panel 3: Enhancing Employability

Lone Star College

Austin Community College



Texas Higher Education
Coordinating Board



2019-2020 Perkins Leadership Grant

**Embedding Behavioral Skills into
Workforce Programs**



Completed Programs from Past Years

Completed Programs 18/19

Business Administration
Computer Information Technology
Cosmetology
Emergency Medical Services
Live Entertainment Technology
Process Technology

Completed Programs 16/17

Administrative Services
Fire Science
Machining Technology
Nursing
Surgical Technology
Welding Technology



Programs for Lone Star College 2019-20

- 1. Accounting**
- 2. Automotive**
- 3. Computer Information Technology**
- 4. Gaming**
- 5. Industrial Diesel Technology**
- 6. Human Services**
- 7. HVAC**
- 8. Massage Therapy**
- 9. Medical Radiology Technology**
- 10. Paralegal**
- 11. Visual Communications**

Outside Colleges

Outside Colleges for 2018/19

Kilgore College for Emergency Medical Technology

Austin Community College for Phlebotomy

Lamar State College-Port Arthur for Computer Technology

Clarendon College for Industrial Management

Outside Colleges for 2019/20

Southwest Texas Junior College for Automotive

Midland College for Paralegal

Angelina College for Child and Family Development

Tarrant County College for Nuclear Medicine Technology



Behavioral Skills



WORKFORCE
BEHAVIORAL SKILLS



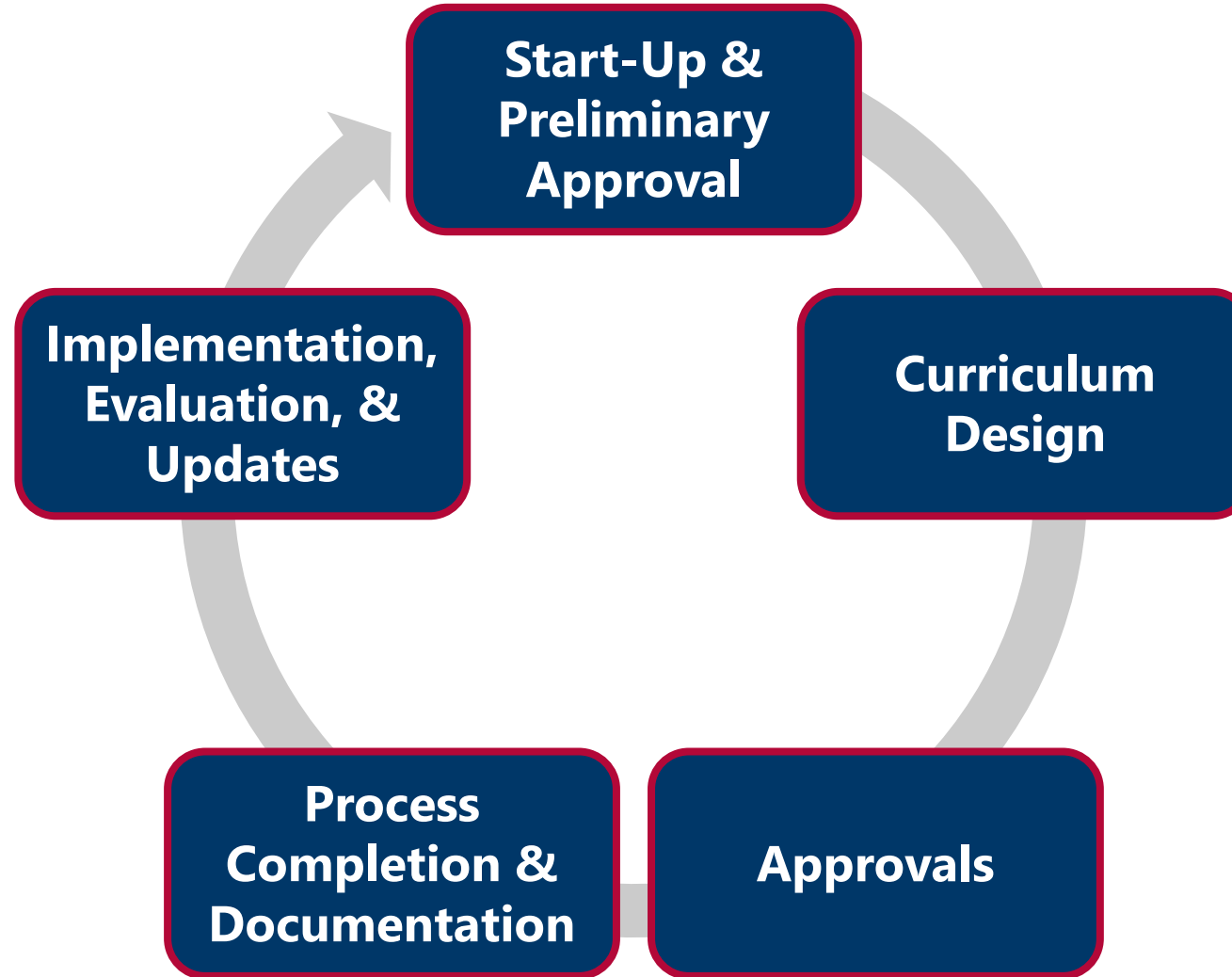
LONE STAR
COLLEGE

[LONESTAR.EDU/PROGRAMS](https://lonestar.edu/programs)



LSC-CyFair • LSC-Houston North • LSC-Kingwood • LSC-Montgomery • LSC-North Harris • LSC-Tomball • LSC-University Park

Step Process for Embedding Behavioral Skills



Step Process for Embedding Behavioral Skills

Start-Up & Preliminary Approval

- Identify workforce program for behavioral skills implementation
- Identify faculty member to be responsible for project
- Fill out necessary paperwork to pay faculty a stipend
- Faculty members work with grant director

Curriculum Design

- Faculty members attend an orientation session for the project
- Select 10 to 15 of the behavioral skills to use for the program
- Select the courses to embed the chosen skills into within a program; skills can be in one course or several courses

Approvals

- Work with curriculum council for approval of the identified skills into the selected program and identify the courses where the skills will be evaluated
- Request appropriate approvals from Dean and Vice President of Instruction

Step Process for Embedding Behavioral Skills

Process Completion & Documentation

- Make a presentation if necessary to stakeholders
- Lone Star College developed three spreadsheets for each program as a crosswalk for implementing skills into the programs; complete the spreadsheets
- Attend a training session for linking the behavioral skills into course competences and program competencies in Compliance Assist or other tracking software
- Submit all paperwork to Grant Director
- Time frame is one academic year for completing all work, then implementation of assessments the following academic year

Implementation, Evaluation, & Updates

- Implement the assessment process
- After one round of assessment, finalize year two with evaluation of results and updates
- Update skills as necessary for the program



Spreadsheet Examples – PLO Map

Workforce Behavior Skills	Program PLOs	
	PLO 1 - Insert Program Learning Outcome	PLO 2 - Insert Program Learning Outcome
Common Skills		
Basic problem solving and Decision Making—Identify a problem and/or issues in order to make better decisions; identify different decision-making skills, using innovative ideas		X
Business Culture/Principles-- Demonstrate the understanding of the role in the company structure and the workflow of the job; demonstrate fundamental knowledge of the company or industry	X	
Business/Legal Work Ethic— Recognize the importance of confidentiality for company information as well as right to privacy		X



Spreadsheet Examples – Course Map

Workforce Behavior Skills	Program Name	
	Course # Ex. ACCT 2301	Course # Ex. ITSC 1301
Common Skills		
Basic problem solving and Decision Making—Identify a problem and/or issues in order to make better decisions; identify different decision-making skills, using innovative ideas		X
Business Culture/Principles-- Demonstrate the understanding of the role in the company structure and the workflow of the job; demonstrate fundamental knowledge of the company or industry	X	
Business/Legal Work Ethic— Recognize the importance of confidentiality for company information as well as right to privacy	X	X

Spreadsheet Examples – Sample Rubric

Workforce Behavioral Skills: Communication and Comprehension Rubric				
Workforce Behavior Skills	Rating Scale and Performance Standards			
Communication & Comprehension	4-Expert	3-Proficient	2-Apprentice	1-Novice
Demonstrate the ability to communicate and apply what was learned in course work	Student can apply knowledge and skills in performing his or her job at the workplace. He or she is perceived as highly competent.	Student can apply knowledge and skills in performing his or her job at the workplace. He or she is perceived as basically competent.	Student needs some coaching on how to apply knowledge and skills in performing his or her job.	Student needs a lot of coaching on how to apply knowledge and skills in performing his or her job.
Demonstrate the ability to ask for help and seek out clarification as needed; understand needs and urgency of a situation in order to communicate the result effectively	Student always asks for help and seeks out clarification as needed. He or she can give an actual example of demonstrating the understanding of the needs and urgency of a situation in order to communicate the result effectively	Student, for the most of the time, asks for help and seeks out clarification as needed. He or she can orally describe a scenario in which one can communicate the result effectively to address the needs and urgency of a situation	Student sometimes asks for help and seeks out clarification as needed. He or she can partially describe a scenario in which one can communicate the result effectively to address the needs and urgency of a situation	Student never asks for help and seeks out clarification as needed. He or she cannot orally describe understanding the needs and urgency of a situation in order to communicate the result

Next Steps

- **Complete Work with Internal Teams**
- **Complete Work with External Teams**
- **Four WebEx Sessions**
 - 2 February
 - 1 March
 - 1 April
- **TACTE Presentation (proposed)**
- **Implementation Guide (technical manual)**





Thank you!



College and Career Connections

February 6, 2020

Mison Zuniga, Director High School Programs Enrollment & Partnerships
Rebecca Robinson-Francis, Coordinator High School Programs E & P



- ACC Credential
- Workforce Certification
- Clinical Rotation or Internship
- Job Readiness
- Job Placement Assistance
- Tutoring

- Biotechnology
- Building Construction Technology
 - Carpentry
 - Electrical
- Engineering Technology
 - Engineering Technician
 - Electronic Technician
- Health Science Academy
 - Emergency Medical Technician
 - Pharmacy Technician
 - Phlebotomy
- Information Technology
 - Application Development

Fall 2020

Automotive Technology

Educator Academy

Manufacturing Technology

- Career and Job Readiness Coordinator
- Tutors
- Employment skills
 - resume writing
 - interpersonal skills
 - mock interviews
 - dress for success
 - professional skills

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Questions and Discussion