

One Path is a Narrow Journey: Expanding Opportunity and Skill Paths for Students

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Tell a Story

Choose a Picture

Tell the Story that Creates Your Picture

Who are the Characters

What is Going on Outside of the Frame?

Stories Add

Voice

Perspective

Context

Detail

Flavor

Beyond What You See

There is Always a Story

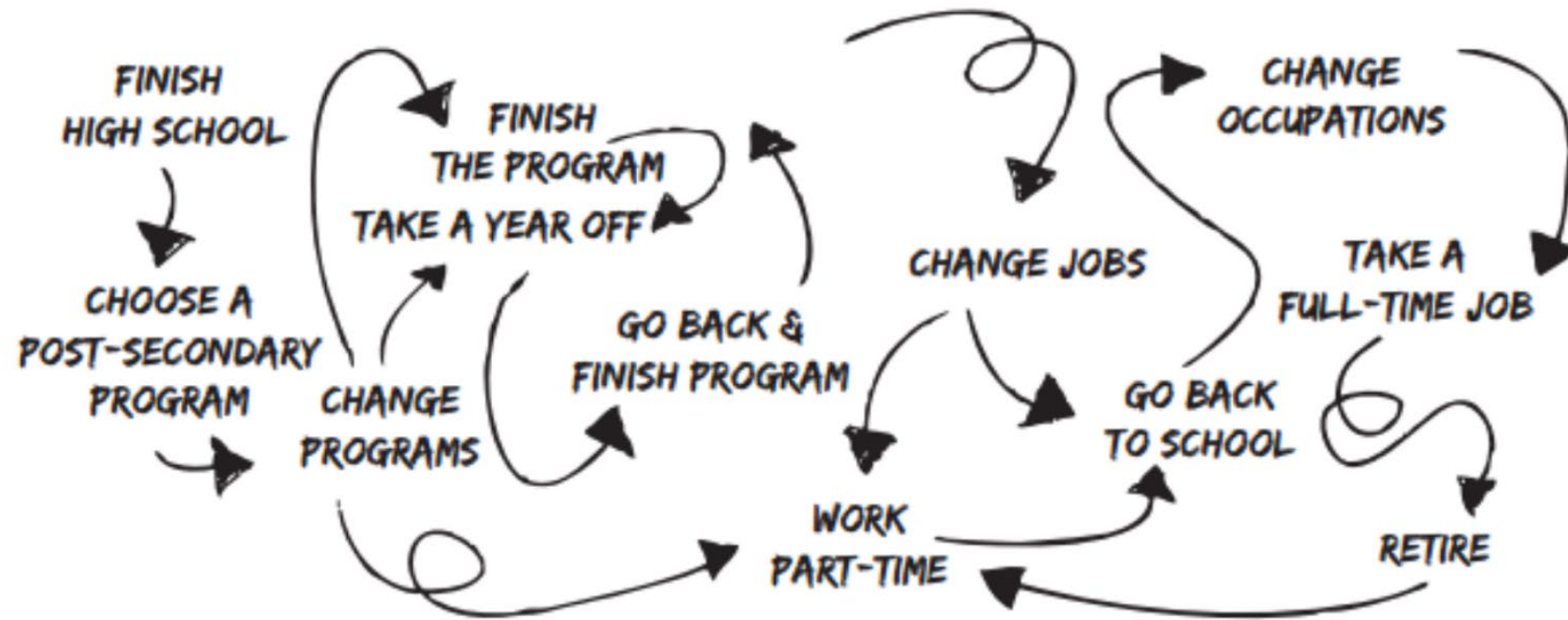
Introduction

A Little Bit About Me

Life's Path

SCHOOL → WORK → RETIRE

Life's Path



Constantly Changing,
Challenged, and Varied

**Uh, I thought I was at a
Conference about
Accreditation?**

**Accreditation is Ultimately
About People - Students and
the Prospect of Their Success**

One Path = Narrow Journey

Students Need
Lots of Tools
To Be Successful
in Life



The Role of Accreditation:

High Quality Standards
Across an Array of
Postsecondary Programs

Vocational Areas Are Not
Second Class

Standards in Vocational Areas that Assess:

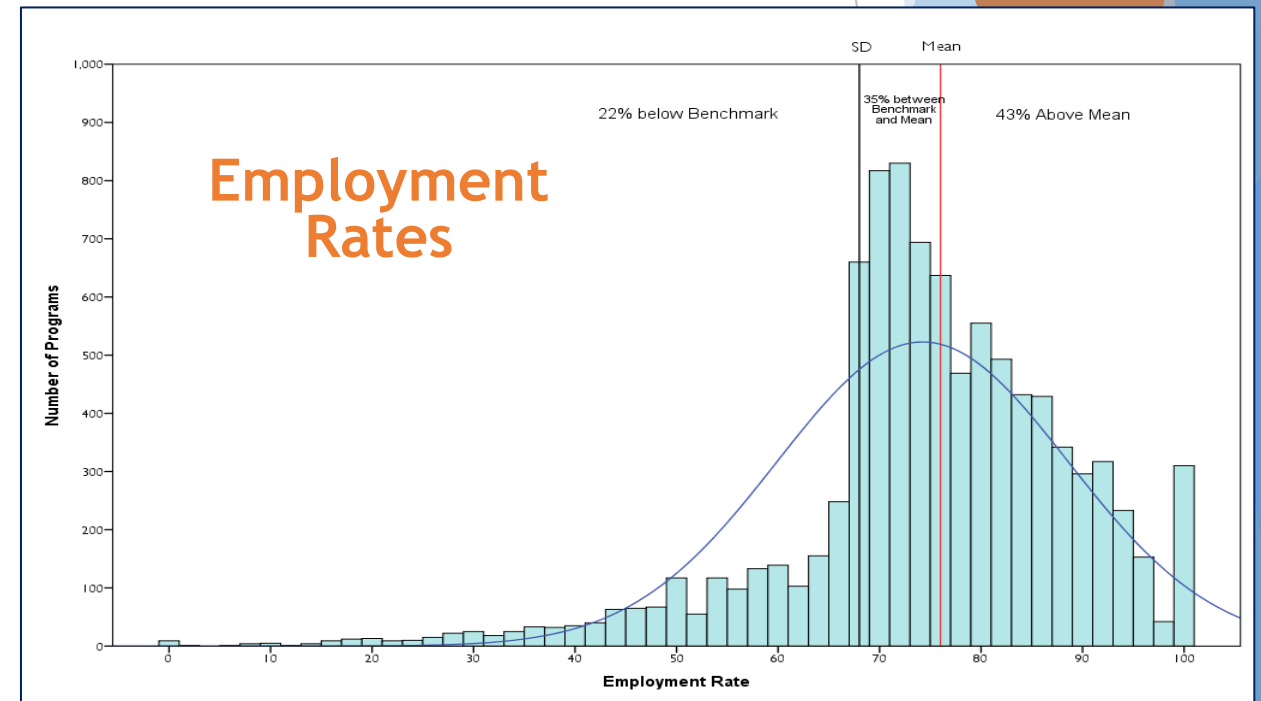
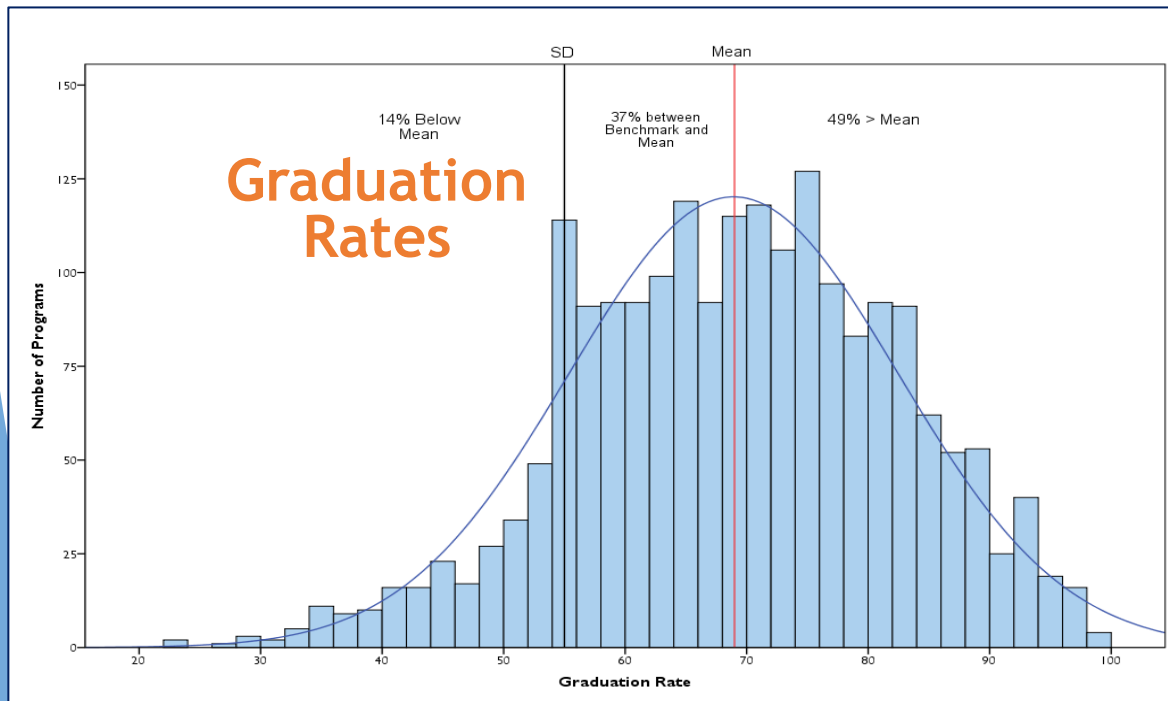
- Skill Area Curricula and Objectives
- Attainment of Competencies and Student Outcomes
- Learning Resources & Equipment
- Faculty and Administration
- Admissions and Student Services

This is Generally
& Traditionally
What We Assess

Outcomes Assessment

Quantitative
Assessment

Qualitative
Assessment



**Should We Only Think
About Quality in Terms
of Skill Attainment?**

**There is Another Key
Area to Consider**

What About...

The set of skills necessary to continuously succeed in the Workforce and Life.



“Soft Skills”

Poll Question: With Regard to Soft Skills:

- a. I know exactly what soft skills are and can define them.
- b. I know soft skills when I see them and can talk about them with some certainty.
- c. I have a general idea of what soft skills are, but can't define them.
- d. I only came for Madame Butterfly at the Opera.

“Soft Skills”

In Your Group - Write a Definition of
“Soft Skills.”

Soft Skills - Working Definition

“Soft skills”
are Essential
Workforce
Skills.



But, What Are They?
(Its Coming...I promise)

Essential Workforce Skills

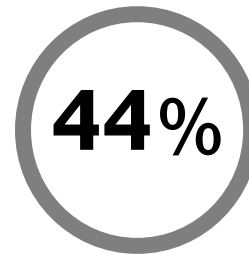
Schools “say” they address soft skills.

Then why do employers continue to find graduate ill-equipped in these areas?

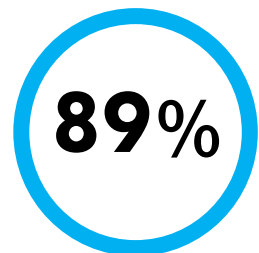
Essential Workforce Skills Matter. Candidates Lack Them. They are Hard to Find.



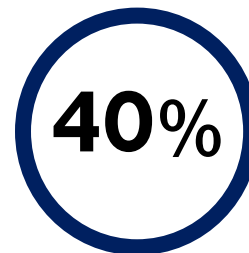
of executives say soft skills are equal to or more important than hard skills –
Wall Street Journal



of U.S. senior executives think Americans lack soft skills
– Adecco



of talent professionals said bad hires typically lack soft skills
– LinkedIn



of new hires fail within 18 months because of inadequate soft skills
– Leadership IQ

Essential Workforce Skills – A New Accreditation Approach

**Where Are They?
Show Me.**

Essential Workforce Skills - A Framework for High-Quality Programs



Essential Workforce Skills - A Framework for High-Quality Programs

- **Six Competency Areas**
 - **Self-Management Skills**
 - **Communication Skills**
 - **People Skills**
 - **Analytical Skills**
 - **Planning Skills**
 - **Career Management Skills**

Essential Workforce Skills - A Framework for High-Quality Programs

Each Competency Area is Defined by a Set of Skills

Communication Skills

One of the 7 Essential Workforce Skills used to define this competency area is:

- **Speak With Intention**

<https://www.essentialworkforceskills.org/>

Essential Workforce Skills - A Framework for High-Quality Programs

➤ Speak with Intention

Each Skill is defined in granular, concrete “Skill Ability Statements.”

- Think before speaking
- Organize your thoughts before speaking
- Distinguish types of “noise” that disrupt verbal messages
- Reduce distractions when speaking
- Match verbal and nonverbal messages
- Verify that verbal messages are understood as intended

Essential Workforce Skills - A Framework for High-Quality Programs

Skill Mapping

Speak with Intention

Skill Identification

Skill Spotting

ORI 104 - Comm. Assignment

COMM 202 - Oral Pres.

AHE 304 - Patient Interactions

AHE 401 - Medical Professionalism

CSE 101 - Career Services Mock
Interviews

Work Study Program - Customer
Service Module

Essential Workforce Skills - A Framework for High-Quality Programs

➤ Real World Example

Manage Time	Real-World Example
<ul style="list-style-type: none">✓ Prioritize tasks✓ Estimate time required to complete tasks✓ Create a time management plan✓ Complete planned tasks✓ Control time-wasters	<p>A truck driver optimizes her time to deliver loads by planning optimal driver routes, avoiding city streets and traffic, and adhering to a tight schedule.</p>

<https://www.essentialworkforceskills.org/>

Essential Workforce Skills - A Framework for High-Quality Programs

- **Defined Set of Skills for the Workforce**
- **EWS Standards**
 - **I. Program Design**
 - **II. Program Implementation**
 - **III. Program Outcomes**
 - **IV. Program Evaluation**



Essential Workforce Skills - A Framework for High-Quality Programs

➤ Competency-Program Alignment Map

- Shows Alignment to the EWS Taxonomy
- Align Program Learning Outcomes (PLOs) to EWS Skill Definitions
- PLOs should reasonably align to the “ability statements” that define each essential workforce skill.
- Aligned Course-Level Assignments & Required Co-Curricular Activities to demonstrate Standard I & II are met.

Essential Workforce Skills - A Framework for High-Quality Programs

➤ EWS in Co-Curricular Activities

➤ Orientation Course

➤ Goal Setting

➤ Personal Finance

➤ Communicating with Faculty and Peer Students

➤ Community Service Projects and Activities

➤ Student Government

➤ Working in School Store



Essential Workforce Skills – Make Experiences Work Relevant

- Intentionally Introduce “Problems” into Tasks
 - Welding “Problem” Assignment
 - Identify Problem -Improper weld requested
 - Diagnose Root Cause - Spec Sheet includes incorrect materials
 - Generate Solutions - Return to Manager (Faculty)
 - Get Spec Sheet corrected and complete proper weld



Essential Workforce Skills - A Framework for High-Quality Programs

➤ Standards I & II

- School Maps Skills to Curricular and Co-Curricular projects
- Complete the **Alignment Map** and provide **Evidence** to demonstrate how and where essential workforce skills are reasonably addressed
 - Not a Measure of “Competence” or “Mastery”
- “Skill Spotting” - Baking lessons into program

Essential Workforce Skills - A Framework for High-Quality Programs

- **Standard III Program Outcomes**
- All students graduate with evidence that they've developed, practiced, and can articulate the EWS skills
- Policies and procedures to assess workforce skills
- Evidence indicating students introduced to and practiced the skills.
- Program Maps and Rubrics

Essential Workforce Skills - A Framework for High-Quality Programs

- **Standard IV - Program Evaluation**
 - Systematic
 - Continuous program improvements related to the skills encompassed in the workforce competency areas
 - See ACCSC110 for tips on documenting this area

Essential Workforce Skills - A Framework for High-Quality Programs

ACCSC's Online Course

[ACCSC110](#)

[Preparing for ACCSC's Essential Workforce Skills
Programmatic Certification](#)

Available at www.accsctraining.org

ACCSC **OTC**

Online Training Center

Essential Workforce Skills – A New Accreditation Approach

- Why Accreditors Should Do This...
- Employers & Students Need These Skills for Success
- This is What Quality Means
- **Differentiation**



Essential Workforce Skills – Programmatic Certification

Questions

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