
Teaching Beyond the Content:

Embedding Workforce Skill Development into the Curriculum

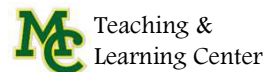
Welcome to the Session!

Presented by Will Torres, M.A. &
Charity Rohlfs, J.D.



Overview of Midland College

- Midland, TX
- Located in West Texas, Permian Basin
- Approximately 5,000 students
- Approximately 400 FT employees
 - 130 FT faculty
- Majority Hispanic population





Session Overview

- Importance of workforce skills development
- Overview of our workforce skills development model
- Ideas for implementing skills development into your course



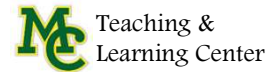
Importance of Workforce Skill Development



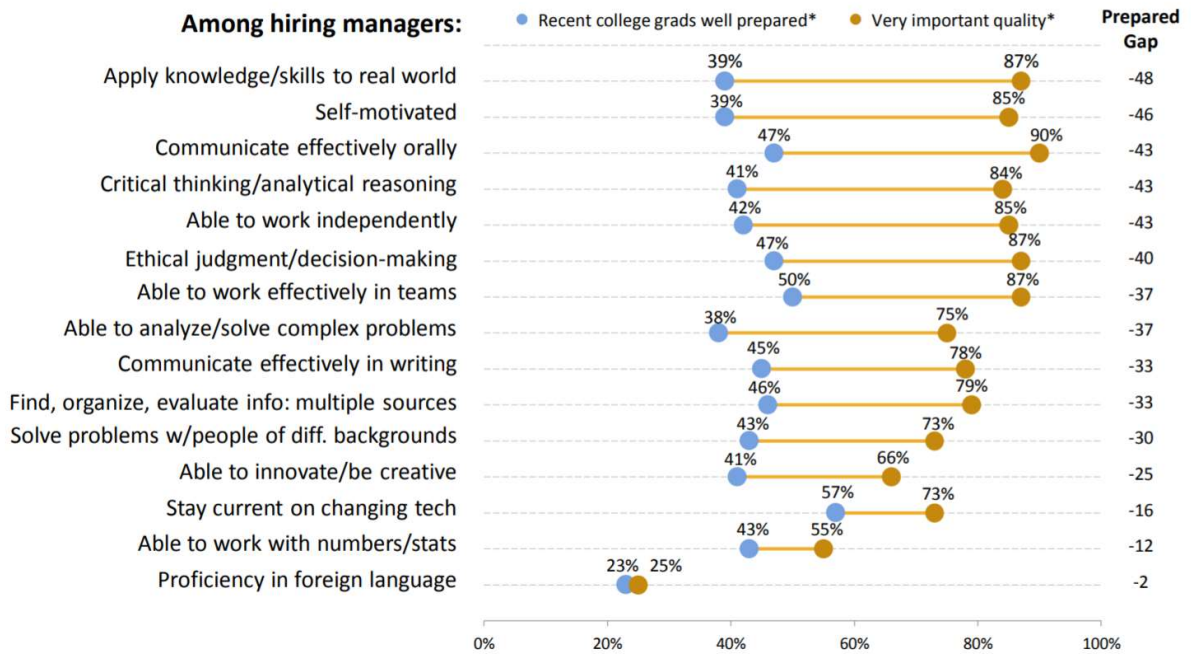
Skills Most Desired by Employers



Reference: AAC&U 2018 Employer Research Report



Among hiring managers:



Reference: AAC&U 2018 Employer Research Report

* 8-10 ratings on a 0-to-10 scale

When asked if recent graduates have the skills to...

→ Succeed in entry level positions

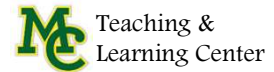
- 57% (business executives)
- 59% (hiring management)

→ Advance or be promoted

- 34% (business executives)
- 26% (hiring management)



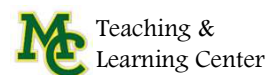
Reference: AAC&U 2018 Employer Research Report



Perceptions: Employer vs. Student

Competency	Employers Rated Recent Grads PROFICIENT	Students Who Consider Themselves PROFICIENT
Professionalism/Work Ethic	42.5%	89.4%
Oral/Written Communication	41.6%	79.4%
Critical Thinking/Problem Solving	55.8%	79.9%

Reference: National Association of Colleges and Employers (2017-2018)

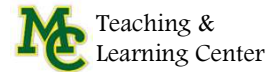


Employer Priorities for College Learning

When asked how well colleges and universities are preparing graduates to succeed and contribute to today's economy, 318 employers answered:



Reference: Hart Research Associates (2013)



Decline in Higher Education Enrollment

Estimated National Enrollment					
SPRING 2019		SPRING 2018		SPRING 2017	
Enrollment	Change from prior year	Enrollment	Change from prior year	Enrollment	Change from prior year
17,260,333	-1.4%	17,510,928	-1.3%	17,740,912	-1.5%

Reference: National Student Clearinghouse Research Center (2019)

Higher Education and Relevance in Society

Book: *College Disrupted: The Great Unbundling of Higher Education*

One-third of college presidents today believe that higher education is **moving in the wrong direction**

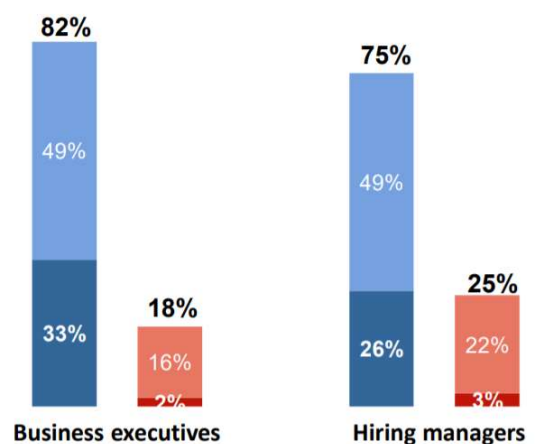
57% of Americans do not believe that the cost of higher education is **providing a sufficient return on investment**

Reference: Ryan Craig, (2015)

Higher Education and Relevance in Society

Business executives and hiring managers agree on the value of college: they believe that it is **both important and worth the time and money involved**

Reference: AAC&U 2018 Employer Research Report

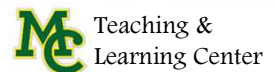


Importance of Completing a College Education

Overview of Workforce Skills Development Model

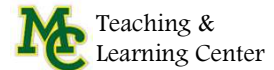


**Showing up to
your first day of
work equipped
with what you
learned in college**



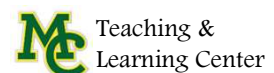
Lone Star College: Perkins Grant to Embed Workforce Skills

- Lone Star College received a **Perkins Leadership Grant** for embedding behavioral/soft skills into Workforce Programs
- Lone Star College Chancellor, advisor committee, and other advisory boards developed **list of workforce categories and skills**
 - All industries (oil, gas, banking, financial, legal, medical, logistics, ship channel, chemical plants)
- After being awarded the grant from Lone Star, I incorporated 20 of the 40 workforce behavioral skills in a multi-step assignment in my Interviewing and Investigating class.



Lone Star College Workforce Behavioral Skills

- Lone Star College developed 40 workforce skills which are grouped into **seven categories**
- These skills were developed from feedback received from **Houston area business leaders** (4th largest city in U.S.)

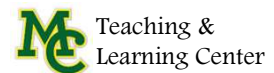


Connecting to Quality Matters



Standards 2.1-2.5: Learning Objectives (Competencies)

- Making clear connections between lessons/assignments and the skill development outcomes (2.3)
- Explicitly stating the purpose of the intended exercises and what students stand to gain from the experience (2.4)
- Designing course materials that are appropriate for the subject and will benefit students academically and professionally (2.5)



Lone Star College Workforce Behavioral Skills

COMMON SKILLS

TIME MANAGEMENT

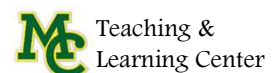
CUSTOMER SERVICE

COMMUNICATION

INTERPERSONAL SKILLS

QUALITY OF PRODUCT, SERVICE

PROFESSIONAL DRESS



Common Skills

- Basic Problem Solving and Decision Making
- Business Culture/Principles
- Business/Legal Work Ethic
- Computer Security
- Coordination
- Critical Thinking
- Culture Diversity/Awareness
- Flexibility
- Personal Health and Safety
- Terminology

COMMON SKILLS

TIME MANAGEMENT

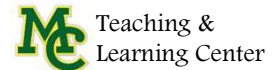
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COMMON SKILLS

Course Implementation

- Hypothetical/situational questions
 - Computer standards
 - COVID-19 business policies
 - Industry vocabulary
-

Time Management

- Demonstrate the ability to be on time; manage personal time as well as professional time efficiently
- Practice the ability to set goals in order to prioritize and plan work
- Practice problem solving in order to complete tasks on time
- Recognize when work needs to be completed and complete all work on time

COMMON SKILLS

TIME MANAGEMENT

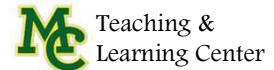
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TIME MANAGEMENT

Course Implementation

- Late work policy
 - Large assignments broken down into smaller assignments with individual deadlines
 - Even academics have deadlines
-

Customer Service (Internal/External)

- Demonstrate the ability to serve as an ambassador to your company when not at work
- Develop basic working relationships
- Discuss feedback and share with supervisor to improve the quality of service
- Gather and confirm needs via work order, ticket system, etc.
- Instruct users on the operation and features of equipment or office procedures and provide assistance to others as needed

COMMON SKILLS

TIME MANAGEMENT

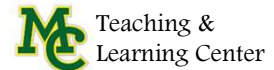
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CUSTOMER SERVICE

Course Implementation

- Peer reviews
- Individual student meetings

Communication & Comprehension

- Demonstrate the ability to communicate and apply what was learned in course work
- 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
- Documentation, Email Etiquette, English Language, Social Media, Listening, Reading, Speaking

COMMON SKILLS

TIME MANAGEMENT

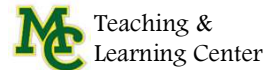
CUSTOMER SERVICE

COMMUNICATION

INTERPERSONAL SKILLS

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PROFESSIONAL DRESS



COMMUNICATION & COMPREHENSION

Course Implementation

- Email standards
 - Documents needed for industry
 - Class presentations (e.g., case briefs)
-

PARALEGAL PROGRAM: EMAIL ETIQUETTE

In each of my 10 different courses, I have incorporated an email policy to assist students in “[demonstrating] the ability to write formal, well-written emails in appropriate language for an industry setting”

PARALEGAL PROGRAM: EMAIL ETIQUETTE

E-mail Requirements-Failure to follow these requirements will result in no response.

Greetings! *I love receiving emails from students and I encourage each of you to reach out in this manner.* To aid me in responding and providing the best answers to you the first time, review the requirements for email correspondence in this class. As you know, this program is training you to join the legal field where professional writing is essential. Not only will you benefit from this skill in the future, it will allow me to answer you quickly and completely the first time in this class. Neither of us wants to spend unnecessary time going back and forth by email. Therefore, thank you so much for your attention to these requirements and for making the necessary adjustments. I'm also happy to meet virtually using Microsoft Teams.

E-Mail Requirements:

- All e-mails **MUST** follow the formatting requirements below.
- *E-mails failing to follow these requirements will NOT receive a response.*

• Professional Greeting Required:

- Hello Professor Rohlf
- Hello Mrs. Rohlf
- If you launch straight into the message or write “Hi!” or “Hey Prof!” or helo, I will not respond as this is not a professional greeting.

Interpersonal Skills

- Comply with deadlines, rules, and regulations
- Demonstrate a knowledge of conflict resolution skills
- Demonstrate a positive and professional attitude
- Demonstrate the ability to work well with peers
- Demonstrate the knowledge of the processes of coping with stress
- Identify and discuss when it is necessary to ask for clarification
- Demonstrate the ability to be prepared for work

COMMON SKILLS

TIME MANAGEMENT

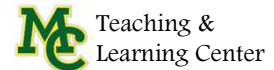
CUSTOMER SERVICE

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INTERPERSONAL SKILLS

Course Implementation

- After the first exam, working groups to find the correct answers and increase their grades
 - Team assignment
 - Rubrics
-

Quality & Professionalism

- Ensure accuracy and check details on all projects
- Produce quality, error-free work

COMMON SKILLS

TIME MANAGEMENT

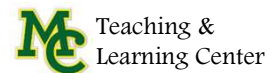
CUSTOMER SERVICE

COMMUNICATION

INTERPERSONAL SKILLS

QUALITY OF PRODUCT, SERVICE

PROFESSIONAL DRESS



QUALITY & PROFESSIONALISM

Course Implementation

- Include on rubrics
 - Industry leader guest speaker
-

Professional Dress

- Identify when to limit or cover up personal distractions, i.e. piercings and tattoos based on company policies
- Maintain excellent personal hygiene
- Practice dressing appropriately for work and discuss dress codes for different industries or chosen industry

COMMON SKILLS

TIME MANAGEMENT


CUSTOMER SERVICE

COMMUNICATION

INTERPERSONAL SKILLS

QUALITY OF PRODUCT, SERVICE

PROFESSIONAL DRESS

 Teaching &
Learning Center

PROFESSIONAL DRESS

Course Implementation

- Mock interviews
 - Industry leader guest speaker
-

MY PROCESS: Aligning Skills & Outcomes

Common Skills	PLO 1 - Examine and evaluate ethical rules for paralegals and attorneys.	PLO 2 - Research a legal issue resulting in a legal memorandum that correctly cites legal authorities.	PLO 3 - Draft basic legal documents, including correspondence, basic pleadings, interrogatories, and a research memorandum.	PLO 4- Demonstrate the ability to identify and resolve ethical dilemmas that may be confronted in the workplace.
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				
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
Computer security—Comply with set standards for computer security				X
Coordination—Adjust actions in relation to others' actions				X

List your outcomes in the **top row**, and align with skills on in the **far left column**

Development of Employment Interview Assignment

- Real-world scenarios
- Model after actual job posting
- This multi-step assignment replicates, as best as possible, the very real-world scenario of applying for a job and hopefully being hired while continuing to develop student interview skills.

—

IMPACT on
Students

START NEW JOB TOMORROW...



Closing



Teaching Beyond the Content:

Embedding Workforce Skill
Development into the Curriculum

Thank you for your participation!

Presented by Will Torres, M.A. &
Charity Rohlfs, J.D.

