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# Advanced Career Essentials: Lenoir Community College's Model of The North Carolina Basic Skills Plus Initiative

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# **Consultancy Project Executive Summary**

Organization:	Gardner-Webb University School of Education
Project Title:	Advanced Career Essentials: Lenoir Community College's Model of The North Carolina Basic Skills Plus Initiative
Candidate:	Vertricia LeAnn Harris
Consultancy Coach:	Dr. Steven Bingham
Defense Date:	July 3, 2018
Authorized by:	Dustin Walston, Director of Transitional and Career Studies

### **Amendment History**

<u>Version</u>	<u>Issue Date</u>	<u>Changes</u>
#1	06/01/018	Initial version.

## **Abstract**

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Advanced Career Essentials (ACE) is a model of the North Carolina Basic Skills Plus program that is designed to meet the specific needs of the Transitional and Career Studies program at Lenoir Community College (LCC). The North Carolina Basic Skills Plus initiative was approved and implemented in 2010. This initiative is designed to allow basic skills students the opportunity to complete a high school equivalency credential, an occupational extension credential, and the Career Readiness Certificate at the same time. These students must have a 9.0 grade equivalency score based on the results of the official placement test.

Currently, there is not a specific state-wide tracking process for the Basic Skills Plus initiative. Each community college has been tasked with tracking performance and updating career pathways as necessary to best serve the learners of the community. The Director of the Transitional and Career Studies program identified this initiative as a problem that he has tried to fix. He expressed the desire for an outside consultant's view for solutions and organization for the program. He mentioned the major issues being students who do not understand the importance of completing all three components of the program and instructors who do not truly offer contextualized instruction for the benefits of the Basic Skills Plus Model.

ACE is a curriculum framework for contextualized instruction and Workforce Readiness. This model of Basic Skills Plus is comprised of the original three components of the initiative and an added bridge series and advising model that help keep students engaged, supported, and enforce the much needed soft skills development opportunities. The Bridge series of the ACE program was created with the intensive research of Emotional Intelligence and Basic Skills Learners (Appendix K). The elements of emotional intelligence were used to build the curriculum for the Foundations class. Emotional Intelligence was used to create a course that was embedded with social emotional learning concepts. The second course of the bridge series is Soft Skills offered by the Human Resources and Development program at LCC. The third course of the series is Digital Literacy. This course is designed to help students understand the importance of digital communication, computer use, internet safety, online job board usage, and social media branding.

ACE offers a training series for cohort instructors that helps build the awareness and implementation of contextualized instruction. This program also uses an intrusive advising model in which students are required to meet with an advisor once a month. The advisor communicates openly with all involved instructors for all students. The completion of the program is also detailed by a capstone project presentation. This

presentation allows the students to showcase their achievements and invite family or loved ones for this event.

Fall 2017 was the first official ACE cohort. This cohort produced a 100% credential completion rate, 71.4% completion rate for the high school equivalency, and a 42% completion rate for the Career Readiness Certificate. Of the seven students, three completed all aspects of the program. The spring 2018 cohort (Current numbers semester is still in session) produced a 62.5% completion rate for the occupational extension credential, 25% completion rate for the Career Readiness Certificate, and a 25% completion rate for the high school equivalency rate. Of the eight students, only one completed all aspects of the program as of May 2018.

## **Acknowledgments**

My journey to complete my consultancy project and earn my Doctorate of Education has been one that I have shared with many loved ones. First, I have to acknowledge my almighty God. God has blessed me with grace and mercy and has allowed me to travel the dangerous highways unharmed and afford this education monetarily, physically, and emotionally.

I dedicate this project to my Mother. She gave birth to me only 7 days after her seventeenth birthday. She has dedicated her life to me and my brothers, and I have dedicated a life of success and great times to her as her only daughter. She has never let me settle and has always challenged me to be the best version of me possible. I watched her work countless hours, sacrifice, and study for her children. There is no way I can ever pay her back, but my plan is to show her that I understand. I appreciate the greatest Mother in the world, and it is because of her that I am able to keep thriving. She deserves so much more than I could give her.

My brothers Bobby and Virgil have always supported me, and they keep me focused. I love them beyond measure, and I thank them for always holding me accountable for my decisions. I want to always show my nephews Yondarian, Kobe, Dominic, and Noah that anything is possible and that there is absolutely nothing wrong with chasing dreams.

My most emotional dedication goes to my Grandmother Virga Leola Harris. She was physically with me on this journey for an entire 32 months. Spiritually, I carry her in my heart as I defend my project and become Dr. Vertricia LeAnn Harris. I feel her love, strength, and guidance with me now more than I ever have. Her last strong words to me

were “Go and Be Good.” I pray that this project receives the “good” stamp from her. Her love and dedication to me will always be my strength. I will spend the rest of my earthly days celebrating, loving, and appreciating Virga Leola Harris, my “Grama.”

I also dedicate this project to my loving Aunts Addie, Leslie, and Sherrel. They have been and remain instrumental in my development and growth as a strong Black woman. Truly, they taught the family how to stick together and stay strong. I offer a special thanks to all my special cousins for always being supportive.

I must also acknowledge my cohort. Brenda, Travis, Lyndon Kate Alice, Elizabeth, and Danny showed me and exposed me to what it means to be an accomplished constant professional. I have learned so much from being in the presence of these wonderful people. I will forever cherish our bond and our experiences. I want to personally thank all of my wonderful professors. You all shared selflessly and served us with authenticity and with true transparency. I will forever appreciate your service.

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## **1 Introduction**

### **1.1 Project Purpose**

Advanced Career Essentials (ACE) is a model of the North Carolina Basic Skills Plus program. ACE is designed to meet the specific needs of the learners served by Lenoir Community College (LCC). ACE is a program that was developed to maximize the basic skills education and successfully transition the students into the workforce or higher education. The program consists of three components: Adult High School Equivalency (ABE/HSE), Career Readiness Certificate (CRC), and an Occupational Extension credential (OE/entry level work credential).

The ACE program offers adult basic skills learners a curriculum that will allow the opportunity to earn a high school equivalency credential, entry level work credential, and a Career Readiness Certificate. The program will run in phases that will be rich in digital literacy skills and workforce readiness. Students will be provided with an education will equip them with the ability to succeed in postsecondary education, training, and the workforce.

Students will benefit from established pathways for adult basic skills learn that will allow them to successfully complete all aspects of the ACE program. The ACE leadership team and instructors are committed to making coursework relative to the learner's experiences and goals. Coursework will incorporate workplace and postsecondary expectations, continuous learner input and feedback, cooperative and project-based learning, leadership, critical thinking, and self-assurance.

### **1.2 Associated Documents**

**Employer:** LCC

**Project Co-Advisor:** Dr. Thommi Odom

**Project Co-Advisor:** Mr. Dustin Walston

**Project Topic:** Re-organizing the Basic Skills Plus program of the Transitional Studies and Careers program at LCC.

#### **Description of Project:**

Basic Skills Plus is a program that was developed in an effort to maximize the basic skills education and successfully transition the students into the workforce. The program consists of three components: Adult High School Equivalency (ABE/HSE) completion, Career Readiness Certificate (CRC), and an Occupational Extension credential (OE/entry level work credential). LCC offers this Basic Skills Plus program, but the completion rate for the students are not satisfactory. To increase student success rates and create the wanted outcomes for all of the stakeholders involved, the program needs to be reorganized.

The student has successfully completed the program when the high school equivalency, career readiness certificate, and entry level work credential have all been earned. The major issue that plagues the program is that students fail to complete all three components. For example, most students will complete one of the three requirements or two of the three requirements. In the academic year of 2014 thru 2015, only one student completed all three components of the program.

The Transitional Studies department is responsible for the outcomes of the program and ensues all the costs for the student. The fees to earn the CRC credential and the entry level working credential are paid by the Transitional Studies department. Students who are enrolled do not pay for any of their classes and licensure exams. The program is rigorous and demanding. Students are held to very high standards and expectations. The students are provided with transit services when they have at least 5 hours of class time per day. The transit picks them up from their residence and takes them home from class.

This department is losing money every semester on a much-needed program with great potential. The current organization of the program is failing, and immediate changes need to happen to see a return on the investment of the department. Basic Skills Plus is an issue for many colleges across North Carolina. It is imperative that LCC creates a system that will work for the organization and the students who are being served. The Director of the program has attempted numerous changes to fix the issues, but they have all failed. He is willing to provide all of the data and resources possible in an effort to make this program effective and highly successful. The Director has expressed great disdain concerning the interactions and involvement of his current staff and with the lack of commitment from some of the students in the program.

Very clear expectations for the future of the program have been expressed by the Director. He acknowledges the fact that funding will eventually be based on how many students successfully transition in to skill-specific jobs and/or curriculum programs in the near future. His goal is to reorganize the program so students can have a seamless education that includes all three parts of the program with effective support. He wishes to redefine the roles of the Transitions Coach and Basic Skills instructors. This will allow him to hold each staff member accountable in their roles and for their responsibilities. The team of employees that make sure the transition and the education is seamless for the students consists of the Transitions coach, the Basic Skills instructor, Continuing Education Instructors, and Human Resources and Development Lab Coordinator. During the 20-week program, all of the employees are supposed to work together and help advise and lead the students so the program can be completed in its entirety.

## **Students**

Basic Skills Plus is a program designed to allow students who test at a ninth-grade equivalency, the chance to maximize their basic education. Before entering the program,

students go through an interview. The interview explains the different components of the program and the requirements for the student. After the interview, the student signs a contract stating their commitment and understanding of the expectations and course loads. The student is introduced to the Transitions Coach and the Director of the program during this process.

Under the current system, students are only required to meet the ninth-grade requirement for the program. There are a few issues with the requirements as they stand. Current entry requirements do not require the student to have a true investment to the program that is paying the bill for the other components of the Basic Skills plus program. Since the Transitional Studies department is paying for the continuing education class and the career readiness credential, the student should be required to have more components of their GED/HSE completed before starting the Basic Skills Plus program. The students who are being served are non-college-bound students. Completing all three aspects of the Basic Skills Plus program is a major challenge without the proper guidance and expectations from entry. All three aspects of the program must be completed in order to identify the student as successful. Being that most of the continuing education programs only take 20 weeks to complete, the student gets extremely overwhelmed. These students are often troubled with handling all the responsibility and the load of the classes.

The system and employees who are responsible for guiding and advising are ineffective. Currently, the Transitions Coach in the department is the set person to help guide the process and help create success for these students. His current system includes class visitations and random phone calls. Students have reported that they have been called as late as six pm and asked very general questions about their progress. During an initial interview, the Transitions Coach explained that his approach is very laid back, and he generally asks the students questions concerning how they plan to achieve their set goals.

### **High School Equivalency component**

The GED test is given through Pearson Education, and the Adult Basic Skills test is given through Hiset. The credential requires a passing score on four official tests that are timed. The tests are in language arts, mathematical reasoning, science, and social studies content areas. The language arts and reading comprehension test has a 45-minute writing portion included. Each test has an extended response question. This test is offered online through the myged.com site. Hiset is a paper-based and computer-based test offered at LCC. This test has five subject areas: math, reading, writing, science, and social studies. To be successful with this testing series, students must earn a score of at least eight on each individual test and have an overall score of at least 45 on the five tests required for graduation.

Students are assigned to specific GED/HSE cohort classes. These classes are designed to contextualize the content that is being taught in the continuing education

class for the specific career paths. Each basic skills class is designed to guide students through the nurse aid 1, Welding, HVAC, Phlebotomy, Pharmacy Technician, Emergency Medical Technology, Computer Integrated Machining, Culinary Arts, and Horticulture continuing education classes. Each cohort is designed so that there is one seamless transition between the basic skills classes and the continuing education credential class.

The instructors of the Transitional Studies cohort classes act as advisors. They are responsible for making sure that their instruction is reinforcing what is being taught in the continuing education class. Instructors are also responsible for integrating workforce soft skills instruction throughout the 20 weeks. One of the biggest responsibilities of the instructors is to make sure that the students are attempting and passing the high school equivalency tests (GED or Hiset). According to the basic skills instructor who is responsible for the trades cohort (Welding and HVAC), there has been no communication or cooperation from any of the people involved with the program. He has only one student who will be finishing their GED credential before Christmas in 2015. He informed me that the person who is responsible to act as the liaison between him and the Welding instructor has not been acting in that role, and the promised support has been absent. The information that this instructor provided highlighted the lack of communication within the program.

There are important issues present with this component. The first major issue is the contextualization of basic skills content that is aligned with the continuing education program. Instructors from the basic skills programs and the continuing education programs are not collaborating well. These instructors must understand the progression of the respective classes to reinforce the subject matter being taught in both classes. The instructors in most cases communicate very little with each other regarding student success and classroom content. Another major issue is that the instructors are not creating a transitional environment for these learners. There must be a system in place that will allow the students and instructors to all collaborate at least once in a 20-week period. There is no accountability present for the lack of interaction, contextualization, and communication of the instructors.

### **Career Readiness Credential**

The Human Resources and Development program offers the Career Readiness Certificate. This certificate is earned by completing an online assessment and is nationally recognized. This assessment takes 20 hours of online lab time hours. By taking this assessment students can see which career fields or opportunities are a close match to their personalities and goals.

The students are required to complete 20 hours of online lab hours to take the assessment. The Certificate is organized into three sections: applied mathematics, locating information, and reading for information. Students can receive a platinum, gold, silver, or bronze score for the assessment.

The information from this assessment is used to improve potential employment options. The assessment also helps students plan and explore many different career pathways. For employers, the certificate is used as a trusted indicator that can help improve the chances of hiring the best fit for their companies and/or roles.

### **Occupational Extension Credential**

The Basic Skills plus program at LCC offers nine career pathways. These pathways include Nursing Aide 1 (CNA), Phlebotomy, Pharmacy Technician, Welding, HVAC, Computer Integrated Machining, Emergency Medical Technology, Culinary Arts, and Horticulture. Each of these credentials is designed to be one semester programs that operate at a 20-week maximum. The HVAC program is the only course that is offered at night. Transit services are available for each student enrolled in the programs if they are in class for at least 5 hours a day.

The student does not pay tuition or any fees associated with the program when they enroll in one of the career pathways. The instructors of these classes are expected to align their instructional plans and calendars so the Basic skills classes are offering the students contextualized instruction of the information being taught in the career course. Currently, there is no accountability or presence of this expectation being done.

Students are earning an employment credential and never finishing the basic skills portion of the program. Students are not receiving instruction that re-enforces what they have learned or are learning in their other classes. These programs fail to reinforce the importance of finishing the CRC and the GED/HSE credential.

Meetings with the directors of all six of the career pathways have been conducted. The results of all these meetings clearly demonstrate the willingness and determination to help the students involved succeed. The directors offered syllabi outline and course instructor information. It is apparent that the instructors are not constant in their programs. For example, the CNA instructor has not been determined or employed yet by the program. This issue clears up some of the problems with consistency and communication within the program.

### **Projected Organizational Benefits**

The reorganization of this program will create major benefits for LCC. The most important benefit is student success. Higher student success rates will result in more finances for the College and the Transitional Studies and Careers program. Employees will have an increase in job satisfaction and an overall increase in success for all people involved with the department. The director has identified this program as a major piece of his legacy for LCC. The director has a deep desire to make this program the success that it should be. All involved staff members could potentially experience higher graduation rates, and the class roster numbers will continue to increase. These numbers will help maintain job security and create an increase in work-life satisfaction. Overall,

successfully reorganizing this program will help increase funding, retention (student and employee), graduation rates, and all other wanted outcomes for all stakeholders involved.

**Anticipated Personal Benefits**

This project will help establish my role as an Adult Educator at LCC. I hope the success of this project will demonstrate my ability to address issues and create and find solutions to the problems present with the future in mind. This project will help me solidify my position as an expert in adult learning. I believe this project gives me the much-needed experience in program building for the community college systems.

## **2 Project Scope**

The long-term scope of this project involves Adult Basic Skills students (ABE) and High School Equivalency Students (HSE) that are functioning on a ninth-grade education level or higher with interest in the six provided pathways. These students will undergo an enrolment process, specialized orientation, and enrolment in the bridge class that is designed for the ACE program.

The three specific cohort teachers will be involved in the ACE meetings and training sessions that will be held twice per semester. The training scope will consist of contextualizing instruction, advising, and two cohort lead content areas training. Communication between Occupational Extension instructors, Occupational Extension directors, coordinators, cohort instructors, and the Program Director that involve student, financial, and class management issues and concerns will all be factored into the managing of this project. Advising will only be designed and provided for actively enrolled students who were admitted in the fall semester of 2017 and thereafter until student has completed the program or exited.

### **2.1 Outline of Partnering Organization's Objectives**

#### **2.1.1 Objectives**

Goal 1:

Have a completion rate of 30% for enrolled students for the end of the fall 2017 semester. A student will be considered a complete graduate when they have successfully earned a High School equivalency diploma, and entry level work credential, and a Career Readiness Certificate. The 20 weeks starts from the first day of occupational extension (work credential) course starts.

Goal 2:

Increase the enrollment rate of the ACE program by 30% for the fall of 2017. All applicants will have earned ninth-grade equivalency based on the scoring system in place by the TABE test.

Goal 3:

Implement a training series for instructors who are involved with the ACE program. Training will take place twice a semester for Fall and Spring; 70% participation is anticipated for the complete training series.

Goal 4:

Create and implement a bridge series that would include the following classes: Foundations, Soft Skills, and Digital literacy, which will be mandatory for all enrolled ACE students for the Summer 2016 semester.

#### **2.1.2 Criteria**

Success for the ACE team will be measured by student completion and transition rates.

### 2.1.3 Risks

The major risks for the partnering organization were a decrease in student interest and completion rates. This risk would adversely affect funding, FTE numbers, and performance measures. The purpose of this project is to help improve the current performance and retention of students in the Basic Skills Plus program (Milestone two and three Appendix A).

## 2.2 Outline of Student's Objectives

### 2.2.1 Objectives

The main objectives were to establish a framework for the ACE program that would include advising, soft-skill instruction, contextualized instruction, and a credentialing class. The framework will also describe an advising process that will be used for all students enrolled in ACE. This framework also includes a communication plan for all involved instructors and coordinators, a formal admissions process, and a clear illustration of the ACE Pathway.

### 2.2.2 Success Criteria

The success of this project will be measured by the percentage of students who complete the ACE program in its entirety. An increase in graduation rates will directly reflect the structure of the program and the importance of the established advising requirements.

### 2.2.3 Risks

Table 1  
Program Risks

<b>Risk</b>	<b>Definition</b>
<b>High</b>	<b>Funding</b>
<b>Medium</b>	<b>Director changing (Consultancy project Visionary and Supervisor)</b>
<b>Low</b>	<b>Student interest, staff turnover</b>



The largest overall risks to the project are as follows:

Table 2

*Overall Project Risks*

Risk	Ranking (High, Medium, Low)
Funding availability to support Program	High
State/Federal initiatives changing	High
State/Federal program requirements for student completion changing	High

### 2.3 Definitive Scope Statement

This project is responsible for reorganizing the Basic Skills Plus program by creating a version of the program that is specifically designed to cater to the needs of the learners being served by LCC.

### 3 Deliverables

#### *To Partnering Organization*

The deliverable is the framework for the ACE program with a written curriculum for the foundations and digital literacy program. This framework also includes the orientation paperwork for students, application for admittance, advising checklist, and comprehensive guide for moving students through the semester. This framework was due to the Director of Transitional and Career Studies in June 2018.

Table 3 Project Deliverables

<b>Formal Deliverables</b>	<b>Due Date</b>
Revised ACE Application for Students	June 2018
Curriculum for Foundations and Digital Literacy Classes	June 2018
ACE Model Program Guide	June 2018
Advising Checklist and Documented Procedures	June 2018

## **4 Project Approach**

### **4.1 Project Lifecycle Processes**

With direction from the Director of Transitional and Career Studies, I served as the Program Advisor. The overall approach was to bring the multiple parts of the program together. This approach created the opportunity for open dialogue with the respective directors, coordinators, instructors, and students.

The project was split up into four major parts. Initially, meetings with all directors were done. This led to meetings with cohort instructors and respective occupational extension instructors. After this set of meetings, a professional development plan was put into place.

The second phase of the program involved creating a comprehensive pathway design for dually enrolled students that mapped out the ACE program. This pathway served as a visual that allows students to see when classes began and ended and milestones that should be accomplished throughout the process of the program. During this phase the Director and Vice President approved the proposal and the information was presented in one of the established professional development sessions.

The initiative began with an intense 2-day training session that included the Director, Advisor, Cohort Instructors and a Program Coordinator. The training was hands on and interactive with the number one goal being to educate the staff about the plan for the ACE program. After professional development was established and completed, all currently enrolled Basic Skills Plus students were gathered to provide feedback from their experiences as dually enrolled students.

The advising process for the students served as monitoring for the program. A major piece of the advising session is getting feedback from the process of the program and from the respective occupational extension classes. The needs of the students (books and associated fees) are also documented and planned for.

A soft rollout of the foundations classes was done with students during Spring 2016 with four students. This served as the test for planning for course content and schedule. The four original students did complete the pilot. A second attempt was done during the Summer semester of 2016, and this attempt was not successful. Five students enrolled, and all quit the process by the third week of the program. Of the five who were enrolled, only one completed the occupational extension course and earned the High School Equivalency credential.

This failed attempt provided the opportunity to identify the true weakness of the foundations class sequence. Students were not truly oriented for the ACE program. The buy-in was not created prior to the students being enrolled in the class sequence, and the

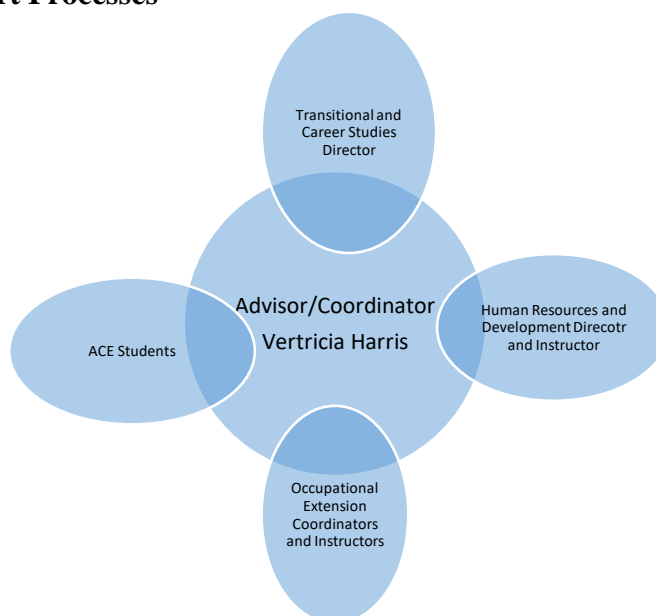
lack of commitments or interest was evident and ultimately led to noncompliance and the failure of the Spring 2016 ACE Cohort.

The Director was continuously updated on the changes and the feedback received from participants, instructors, and all other stakeholders. The information was all taken into consideration, and the Director left the final decisions and reorganization up to me. After the pathway and the foundations class were reorganized, the information was submitted to the Director again and approved. The Fall 2017 cohort was set to roll out, and the admittance was seven students. These seven students all stayed enrolled and committed to the orientation process, bridge sequence, and advising sessions. All seven of the enrolled students successfully passed their respective occupational extension classes and continued to make great progress toward earning the CRC and the High School Equivalency credential. These seven students also completed the capstone presentation requirement and presented the projects before the Director and other stakeholders involved with the ACE program.

## 4.2 Project Management Processes

Open forums surveys and one-on-one questions and answer sessions were used to manage and control the project. The changes to the project were all documented. The advising appointment checklist (Appendix J), applications (Appendix I), and Student Surveys were all used to manage the project's success and as the formal process for communicating data and input to the Director and all instructors involved with the ACE program. The Communication plan (5.0) explains the information shared and the process in further detail.

## 4.3 Project Support Processes



*Figure 1. Project Support Venn Diagram.*

The Venn chart above helps illustrate the support and process of decisions and communications with this project. I was the center of the process and had to gather information from all coordinators, directors, instructors, and students and properly communicate to ensure the project worked.

#### 4.4 Organization

Transitional and Career Studies ACE Organizational Chart

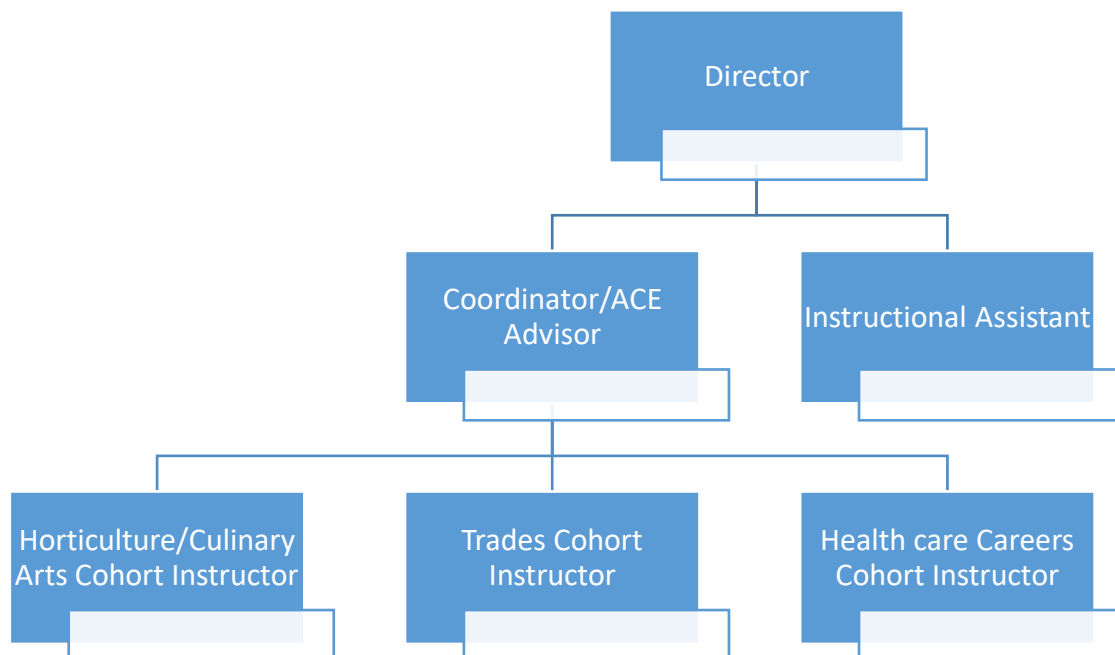


Figure 2. Advance Career Essentials Organizational Chart.

##### 4.4.1 Project Team

The team structure followed the organization chart as depicted in Figure 3. The ACE advisor's role was assigned to the Coordinator and this made the only difference in the original organization of the Transitional and Career Studies program as it relates to the project.

This project was organized with input from the Director. The Director wanted the project and implementation to happen as soon as possible. The project was updated and implemented simultaneously. Changes were made and adjusted as they were needed. The Director allowed me to operate and complete the project as an assigned job duty in my current role as a coordinator. The project due dates were informal because the implementation and creation was allowed within my job role.

## 5 Communications Plan

Table 4  
Communication Plan

Personnel	Subject	When	How
<b>Transitional and Career Studies</b>			
<b>Dustin Walston, Director</b>	Important updates concerning budgets and student performance, overall success of the ACE program, opportunities for growth, and risks and constraints.	Continuously (daily and weekly) as all updates for the ACE program and performance updates will also be communicated to the Dean of Continuing Education as needed.	Email Phone Face-to-Face
<b>Sarah Lane, Program Assistant</b>	Special attention to classroom assignments, student information, registration, and attendance. Sarah will also help relay information between instructors, directors, coordinators, students, and all other involved parties	Daily	Email Phone Face-to-Face
<b>Nancy Keel, Coordinator</b> <b>Vertricia Harris, Coordinator</b>	Any issues concerning instructors for the Transitional and Career Studies Program which include class schedules, substitutes, resources, and class supplies.	Continuously	Email Phone Face-to-Face
<b>Cohort ABE/HSE Instructors</b>	Updated concerning their respective occupational extension class start dates and times. Instructors will also communicate student progress, concerns, and issues.	Continuously Bi-Weekly 3 semester ACE team meetings	Email Phone Face-to-Face
<b>ACE Students</b>	Class requirements, dates, expectations, rules, obligations, and standards will be communicated to all students through the bridge series, orientation, and monthly advising sessions. All necessary updates from all involved occupational extension courses and the Directors will so be communicated to the students.	Continuously Daily	Email Phone Face-to-Face
<b>Occupational Extension</b>			
<b>Healthcare Studies Director</b> Phlebotomy Instructor Nursing Aide 1 Instructor Pharmacy Technician Instructor Emergency Medical Technician Instructor	Healthcare Studies Director will be contacted to receive information on class start and end dates, class schedules, and Instructor information (name and contact information). The Director will also be contacted to ensure that all associated fees have been accounted. <ul style="list-style-type: none"> <li>Instructors will be contacted concerning student progress, materials, and other associated concerns or issues.</li> </ul>	Continuously, throughout the semester ( all classes have different start and end dates)	Email Phone Face-to-Face
<b>Trades Program Director</b> Welding Instructor HVAC Instructor Computer Integrated Machining Instructor	Trades Program Director will be contacted to receive information on class start and end dates, class schedules, and Instructor information (name and contact information). The Director will also be contacted to ensure that all associated fees have been accounted. <ul style="list-style-type: none"> <li>Instructors will be contacted concerning student progress, materials, and other associated concerns or issues.</li> </ul>	Continuously, throughout the semester ( all classes have different start and end dates)	Email Phone Face-to-Face
<b>Curriculum Education</b>			
<b>Student Success Coordinator</b> College Success Instructor	Student Success Coordinator will be contacted to receive information on class start and end dates, class schedules, and Instructor information (name and contact information). The Director will also be contacted to ensure that all associated fees have been accounted. <ul style="list-style-type: none"> <li>Instructors will be contacted concerning</li> </ul>	Continuously, throughout the semester ( all classes have different start and end dates)	Email Phone Face-to-Face

student progress, materials, and other associated concerns or issues.

## **6 Work Plan**

### **May 18-August 4 (2017)**

Create Pathway plan for the initial cohort of ACE  
 Intake  
 Advising  
 ABE/HSE class (GED credential class)  
 Occupational Extension class  
 Bridge class (Curriculum created by V. Harris August 2016)  
 NC works Resume (Human Resources and Development program)  
 Digital Technology (Curriculum Created by V. Harris August 2015)  
 Capstone Project Presentation  
 Graduation

### **July 20, 2017**

Initial Professional Development Session held for the three cohort instructors  
 Topic: Contextualizing “Bridging the Gap”

### **August 8, 2017**

First group of seven students enrolled in the ACE Program and the above-mentioned pathway begins.  
 Orientation: August 8, 2017  
 First Day of Bridge Instruction August 8, 2017 (4 weeks)

### **August 31, 2017**

Bridge Instruction ends for ACE students

### **September 5, 2017**

NC works Resume class provided by the Human Resources and Development program begins. (Last for 6 weeks)

### **October 10, 2017**

Digital Literacy begins for students (lasts for 6 weeks)

### **October 25, 2017**

Professional Development 2 is conducted  
 Topic: Advising  
 Begin Cohort recruitment and advising for the Spring Semester.  
 All students will follow the same pathway

### **November 27-December 8, 2017**

Students work on and complete their respective Capstone presentations

### **December 10, 2017**

Students present all capstone presentations



**December 15, 2017**

End of Fall Semester

### **Specific Communication Plan Process**

#### **Advanced Career Essentials**

**Director/Advisor Dustin Walston**

**Coordinator/ Vertricia Harris**

#### **Cohort Instructors**

Mrs. Celestine Davis

Mrs. Thuy Heldreth

Mr. Richard Whaley

#### **Occupational Extension Director**

Dr. Faith Bynum

Mr. Carlos Cotto

Josephine Wallace-Koonce (HRD)

#### **Occupational Extension Instructors**

Nursing Assistant 1

Mrs. Hughes

Mrs. Bryant

Pharmacy Technician

Mrs. Darden

Phlebotomy

N/A

Welding

Mr. James Leonard

Horticulture

N/A

HVAC

N/A

#### **Advanced Essentials Students**

**Department Administrative Assistant/ Sarah Lane**

**The Director/Advisor Dustin Walston**

I will meet with Mr. Walston once or twice a week on either Tuesday or Thursday every week to discuss plans, progress, changes, and any issues concerning the ACE program. We will communicate using email, phone, and face-to-face meetings.

#### **Coordinator, Vertricia Harris**

I will discuss any issues concerning instructor work schedules and planning for substitute instructors as needed. Mode of communication will be email, phone, and face-to-face meetings.

#### **Cohort Instructors (Davis, Thuy, and Whaley)**

- Three ACE team meetings will be held for the beginning of the semester, mid-semester, and the end of semester.

- Instructors will be updated on continuous bases concerning their respective Occupational Extension class start dates and times.
- Instructors will be notified on a bi-weekly basis for information concerning student progress, issues, and concerns. Emails, phone calls, and face-to-face meetings will be used as modes of communication.

### **Occupational Extension Directors (Bynum and Cotto)**

- OE Directors will be contacted on a continuous basis throughout the semester to get information on OE class start and end dates, class schedules, and OE instructor information (Name and contact information).
- This will be continuous because all classes have different start and end dates throughout the semester.
- The Directors will be contacted on a continuous basis to make sure fees associated with the class have been accounted for and to be sure of the class requirements for attendance and graduation. This will be done through emails and face-to-face meetings.

### **Occupational Extension Instructors**

Through the semester, OE instructors will be contacted concerning student progress and any student issues present. This will be done through email, phones, and class visits.

### **ACE Students**

- ACE students will be enrolled in the Core Foundations class. This class will be used to communicate all the class requirements and schedules.
- At the beginning of the semester, each student will be met with and given a schedule.
- Through the semester, students will be provided phone calls, flyers, and emails that will make them aware of all situations that involve them and their progression.
- Students will be given information from me, Director, Instructors, and Coordinators continuously throughout the semester.

### **Administrative Assistant Mrs. Lane**

**Mrs. Lane** will be provided with flyers and information concerning students and instructors.

I will be contacted daily from any of the individuals listed on the communication plan by emails, text messages, phone calls, and face-to-face meetings.

## **6.1 Work Breakdown Structure**

### **Director**

#### **Coordinator**

Responsible for creating the pathways, collecting applications, conducting interviews, gathering supplies for students, coordinating Human Resources and Development portion of program. The coordinator serves as the director for all enrolled ACE students and is responsible for updating advising checklist once a month with every current enrolled ACE student.

#### **Healthcare Careers Cohort Instructor**

Responsible for providing contextualized basic skills instruction for students interested in a career in healthcare. The instructor is responsible for assisting with communication of testing updates and student progress to the coordinator.

#### **Trades Cohort Instructor**

Responsible for providing contextualized basic skills instruction for students interested in a career in Trades (welding, construction, machining, manufacturing). The instructor is responsible for assisting with communication of testing updates and student progress to the coordinator.

#### **Culinary Arts/ Horticulture Cohort Instructor**

Responsible for providing contextualized basic skills instruction for students interested in a career in culinary arts or horticulture. The instructor is responsible for assisting with communication of testing updates and student progress to the coordinator.

#### **Foundations Instructor**

Create, maintain, and teach a curriculum that addresses student success and preparing for transition. This instructor is also responsible for making sure all enrolled ACE students understand FAFSA and know how to apply for admission to LCC.

#### **Digital Literacy Instructor**

Create, update, and teach a curriculum that addresses branding, safe social media, job searching, social media branding, completing online forms, and basic computer usage.

#### **Soft Skills Instructor**

Update and maintain a curriculum that will immerse ACE students in workplace appropriate soft skills training. Students should finish class with a working resume, cover letter, and mock interview experience.

#### **Administrative Assistant**

The Administrative Assistant is responsible for registering students.

## 6.2 Resources

Figure 3

Work Load Gnatt Chart

# Advance Career Essentials

Lenoir Community College

Vertricia L. Harris

Project Start: Thu, 10/1/2015

Display Week: 1

Sep 28, 2015

Oct 5, 2015

28 29 30 1 2 3 4 5 6 7

TASK	ASSIGNED TO	PROGRESS	START	END	M	T	W	T	F	S	S	M	T	W
------	-------------	----------	-------	-----	---	---	---	---	---	---	---	---	---	---

## Phase 1 Title

Discuss Problem	V. Harris	100%	10/1/15	12/10/15
Meetings with departments		100%	10/1/15	1/3/16
Create Foundations Class		100%	2/1/16	3/5/16
Test cohort with Foundations		100%	4/16/16	7/3/16
Reorganize for Fall			8/20/16	12/15/16

## Phase 2 Title

Create Digital Literacy		50%	1/7/17	1/11/18
Plan for first ACE Orientation				
Create Advising guide and Checklist				
Collaborate with HRD		50%	1/9/18	1/14/18
Organize ACE for Fall 2017			1/15/18	1/18/18
Enroll the Fall 2017 Cohort			1/15/18	1/17/18
Fall 2017 Cohort Capstone Presentations			1/18/18	1/21/18

## Phase 3 Title

Prepare for Spring 18 Cohort			1/16/18	1/21/18
Enroll Spring 2018 Cohort			1/22/18	1/26/18
Spring 2018 Capstone Presentations			1/27/18	2/1/18
Implement Intervention Plan			2/2/18	6/1/18

## 7 Milestones

Table 5  
Major Project Milestones

<b>Milestone Number</b>	<b>Title</b>	<b>Forecast date</b>
1 July 1, 2016	First attempt at Cohort model for the Bridge Series	July 1, 2017
2	First official ACE cohort with Bridge series that includes: Advising Schedule, orientation, and Capstone presentation	August 15, 2017
3	End of first Cohort for Fall 2018. Capstone presentation day for all seven students	December 11, 2017
4	Second official ACE cohort is organized with Bridge Series that includes: Advising schedule, orientation, and Capstone Presentation	January 2, 2019
5	May 16, 2018 Reevaluate the success of the first two cohorts and start planning for the Fall 2018 cohort	June 2018

## 8 Metrics and Results

ACE, formerly called Basic Skills Plus, is a program that was developed to maximize the basic skills education and successfully transition the students into the workforce. The program consists of three components: Adult High School Equivalency (ASH/ABE) completion, Career Readiness Certificate (CRC), and an Occupational Extension credential (OE/entry level work credential). LCC offers this Basic Skills Plus program, but the completion rate for the students are not satisfactory. To increase student success rates and create the wanted outcomes for all the stakeholders involved the program needs to be reorganized.

The student has successfully completed the program when the High School Equivalency, Career Readiness Certificate, and entry level work credential have all been earned. The major issue that plagues the program is that students fail to complete all three components. For example, most students will complete one of the three requirements or two of the three requirements. In the academic year of 2014 thru 2015, only one student completed all three components of the program.

The Transitional and Career Studies department is responsible for the outcomes of the program and pays all the costs for the student. The fees to earn the CRC credential and the entry level working credential are paid by the Transitional and Career Studies department. Students who are enrolled do not pay for any of their classes and licensure exams. The program is rigorous and demanding. Students are held to very high standards and expectations.

This department is losing money every semester on a much-needed program with great potential. The current organization of the program is failing, and immediate changes need to happen to see a return on the investment of the department. The Basic Skills Plus model is an issue for many colleges across North Carolina. It is imperative that LCC creates a system that will work for the organization and the students who are being served. The Director of the program has attempted numerous changes to fix the issues, but they have all failed. He is willing to provide all the data and resources possible to make this program effective and highly successful. The Director has expressed great disdain concerning the interactions and involvement of his current staff and with the lack of commitment from some of the students in the program.

The major issues present for the Advanced Essentials program involve student engagement, retention, and completion. The survey for graduates will provide the program the opportunity to get personal information directly from a student who has been involved in the program. Students will be given this survey once they have received a high school equivalency diploma from the LCC transitional and Career studies program.

This survey will be able to allow students the opportunity to give the program feedback on areas regarding classroom engagement, advising, support, educational opportunities, and personal challenges. These categories are essential in the success,

profitability, and sustainability of the ACE program. The major challenge of this survey is that it does not address the specific ACE program. This challenge can be overcome at this point of the consultancy project, because the ACE program has not had a student complete all three components of the program. This major issue allows the consultancy project to survey all graduates to get a true account of the knowledge of the program and how educational options are being presented and completed. The information allows for research on the entire graduating body of the program year.

A mixed-method study is best suited to find out and address the issues that plague the ACE program. According to Royse, Thyer, and Padgett (2014), "A mixed method evaluation relies upon having expertise in each of the analytic approaches, one statistical and the other textual and iterative pattern recognition. From the outset, it is critical to decide when and how to integrate the two sides" (p. 107). The projects require the data of current students and pass completion or noncompletion numbers. These data will be followed up by gathering surveys and interviews from current program graduates. Focus groups will be used for current ACE students and instructors. According to Royse, Thyer, and Padgett (2014), "Focus groups represent another perception-oriented approach" (p. 77). The open-ended questions provided by the researcher for these groups will allow the participants the opportunity for rich dialogue concerning the issues of their respective roles in the ACE program. This focus group will implement the qualitative methodology of interviewing. The information gathered from the focus groups will be essential in developing the appropriate survey for these two groups. The information collected from the surveys will be collected and evaluated to create a research hypothesis for this study. The sequential study methods will be used for the information collected.



## **9      Risks, Constraints, Assumptions**

Table 6

*Risks and Mitigation Plans*

<b>Risk</b>	<b>High, Medium, or Low</b>	<b>Mitigation Plan</b>
Changes in State and Federal Funding	High	If changes occur in the funding, that will be detrimental to the program, the program will cease to exist or be adjusted depending on the new requirements of the situation
High Turnover: Director	High	The Director serves as the consultancy site advisor. A change to this position will then jeopardize the support, information accessibility, and empowerment that have been given by the original site advisor. This will directly affect my ability to completely build and re-structure the program as planned.
High Turnover: Instructors Healthcare Careers Horticulture/Culinary Manufacturing	Medium	Specific Training modules for the three cohort instructors have been created and implemented. To combat this risk, when a new cohort instructor in on boarded they will be given specific training to make sure they are ready for the responsibility. This will also be done to empower the instructor, to create accountability, and ensure a positive transition for the instructor and the students.
High Turnover: Occupational extension directors and instructors	Medium	To combat a change in this area constant the communication plan from Milestone 3 must be implemented. The advisor of the ACE program must always seek out information concerning changes instructors and program chairs to establish and maintain the set relationships that benefit the seven career pathways. (Nursing Aide, Welding, Horticulture, Culinary, HVAC, Phlebotomy Tech, and Pharmacy Tech)
Changes in pathways (Adding/Erasing)	Medium	The ACE program is designed to put basic skills learners in the workforce or in community college level academics in 32 weeks or less. This program will always be flexible in its approach to adding pathways that will be highly beneficial to

our students entering the workforce. The pathways will also be contingent upon the established continuing education classes offered at LCC. Local businesses and corporation relationships will also be contingent upon the hiring ability that employer will provide for our students.

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Student Admission/Retention	Low	The student population that this program serves will fluctuate depending on the local employment demands for people the lack a basic education. This factor helps solidify a population for this program. When numbers are low an intense marketing plan will be implemented to build the student population. Constant advising and milestone check points will be used to improve retention for the program.
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### **9.1 Constraints**

1. Funding and availability
2. Instructor pool

### **9.2 Assumptions**

1. I assume that the current Director will be the Director for the duration of the consultancy project.
2. I assume that the program designed will be continuously supported and maintained on the Federal, State, and Local levels for the duration of this project.

## 10 Financial Plan

Table 7

### *Financial Budget*

#### **Financial Budget**

Nursing Aide 1

Tuition	180.00
Books	100.00
State Exam	120.00

Welding

Tuition	180.00
Books	Free
Supplies	325.00

Phlebotomy

Tuition	180.00
Book	0.00
State Exam	100.00

Pharmacy Technician

Tuition	180.00
Book	0.00
State Exam	100.00

HVAC (TBD)

Horticulture

Tuition	180.00
Book	50.00
Supplies	0.00

Bridge Class (Free for Student)

Instructor	19.00/hr.
Supplies	0.00

Digital Literacy (Free for student)

Instructor	19.00/hr.
Supplies	0.00

ABE Cohort Instructors

19.00/ hr. at 20 hours a week

\*Director and Coordinator are salaried employees

\*Classroom supplies are maintained by the program budget

HRD (Free to Students)

\*Related cost is ensued by the HRD program and not Transitional and Career Studies

## 11 Quality Assurance Plan

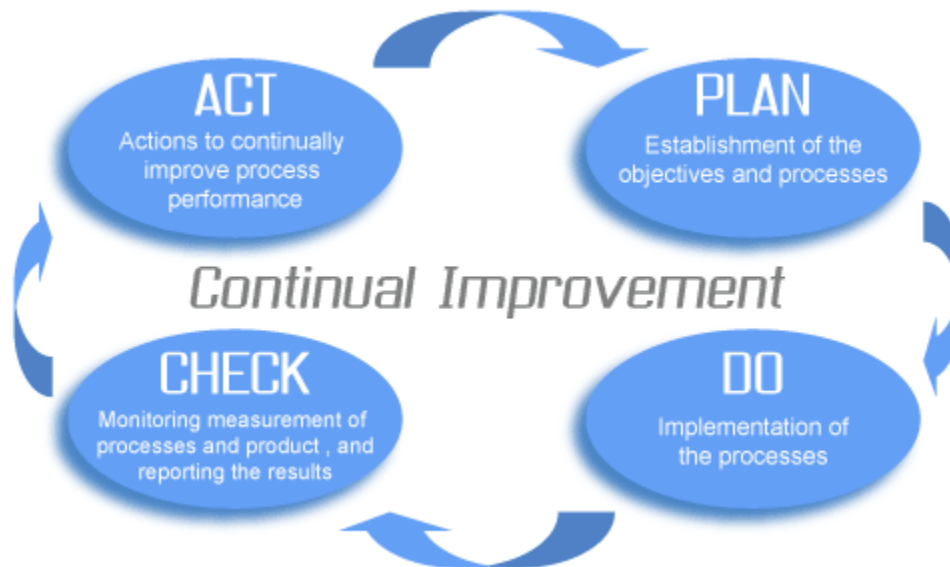


Figure 4. Deming Cycle Model.

**ACT:** Each cohort will run with a minimum of seven initial students. The FTE hours will be calculated after 4 weeks of the initial bridge class session. Ongoing student advising checklist will be submitted to the ACE advisors to ensure all students are meeting the advising requirement for the program.

**Plan:** Ongoing recruitment is necessary to build each semester cohort. Instructors will attend three professional development sessions. Each Credential class will be planned for an entry date and students will attend an ACE orientation.

**Do:** ACE Cohort will start and be run during the regular semester dates. Each cohort will be planned according to credential classes start dates.

Table 8

## Performance Summary

## Student Performance

## Fall 2017 and Spring

## 2018 Cohort:

Students	GED Completion	CRC	Credential
<b>Fall 2017</b>			
Jarman	Yes	Yes	Yes
Parham	No	No	Yes
Sheeler	No	No	Yes
Rasberry	Yes	yes	Yes
Sutton	Yes	Yes	Yes
Tilghman	Yes	No	Yes
Price	Yes	No	Yes
<b>Spring 2018</b>			
Simmons	No	No	Yes
Corey	No	No	Yes
Jones	No	Yes	Yes
Rufus	No	No	Yes
Rhem	No	No	No
Pile	No	No	No
Hill	Yes	No	No
Sutton	Yes	Yes	Yes
<b>Total Students</b>			
15	6	5	12
40.00%	33.33%	80.0%	

## Summary:

The Spring 2018 cohort did yield less completion records when compared to the Fall 2017 cohort. This realization led to the idea of extending the 20-week original model to include another 15-week session. The extension will also include the advising commitment, and the student will then be expected to complete within a total of 30 weeks.

The extension will also help make sure the students continue to show progress toward completing all three requirements of the program. The Director has decided that this model will be implemented and used beyond the duration of this project. There will not be a summer cohort for the 2017-2018 School year. An informational session will be

held in June 2017, so the current bodies of students are aware of the ACE program and will have an idea of what the program entails. This event is also essential to the marketing of the ACE program.

### References

- Merriam, S. B., & Brockett, R. G. (2007). *The profession and practice of adult education*. San Francisco: Jossey-Bass.
- North Carolina Colleges College and Career Readiness (2017). Basic skills plus policies and procedures implementation guide. Raleigh, North Carolina. Retrieved from <http://www.nccommunitycolleges.edu/sites/default/files/basic-page-file-uploads/ccr/basicskillsplusimplementationguide4182018.pdf>
- Royse, D. D., Thyer, B. A., & Padgett, D. (2016). *Program evaluation: An introduction to an evidence-based approach*. Belmont, CA: Cengage Learning.
- Sirvastava, K. (2013). Emotional intelligence and organizational effectiveness, *Industrial Psychiatry Journal*, 22, 97-9.



## **Appendix**

*Use an Appendix for detailed information, so that the summary document can remain as compact as possible for easy reading. Appendices should contain the defense presentation. Appendices may contain more detailed financial information, more detailed scheduling information, etc.*

### **Appendix A**

Milestone Two and Three

Milestone Two and Three

- 7 Advanced Career Essentials, formerly known as Basic Skills Plus, is a program that I will re-design, develop, and manage at Lenoir Community College. This program allows students that are earning a basic education or high school equivalency diploma the opportunity to earn an entry level work credential and a Career Readiness Certificate simultaneously. The program is designed to be completed in 20 weeks. Students can apply for admission to the program when they have demonstrated at least a ninth grade education level according to our preferred testing system and have passed one official GED test.**

### *1.1 Definitions, Acronyms and Abbreviations*

**Instructions: List any acronyms and abbreviations that are used throughout your consultancy project.**

Term	Definition
ABE/HSE	Adult Basic education/ High School Equivalency...
ACE	Advanced Career Essentials
Occupational Extension	Classes that will provide students with an entry level work credential
Cohort Instructors	Instructors that teach the classes that house our welding, CNA, HVAC, Horticulture, Phlebotomy, and Pharmacy Tech Ace Students. This class is the ABE class that prepares the students for the GED test

#### GOALS

INTENTION	SPECIFIC	Measurable	Attainable	Relevant	Time Based
What is it that you want to achieve?	Who? What? Why? Where? When?	How Much? How often? How many?	Achievable?	Is it important to What you want to achieve ultimately?	When?
Career pathways	Occupational extension classes: C NA, Welding, HVAC, Horticulture, Phlebotomy, and Pharmacy Tech				

Increase completion rates to 40 percent for the Advanced Essentials Program	Enrolled students complete all aspects of the program (GED, credential, and CRC)	20 week intervals	yes	This goal is the foundation to sustainability for the program	December 2016
Increase student enrollment by 30 percent in Spring 2017 for students with 9 <sup>th</sup> grade equivalency scores	Students that are seeking a basic education should also be eventually enrolled in a career pathway	Continuously throughout the semester as the occupational extension classes are started	yes	This goal will increase the stability of the program and prove the importance of what the program offers in order to successfully transfer students from basic skills to work	December 2017
Training series For all ABE/HSE Cohort instructors  (Thuy, Miller, Davis)	Contextualizing instruction, Content areas, and advising themed trainings	Twice per semester continuously throughout the academic year.	yes	This goal will create high standards for the instructors and also inform them of the vision and the responsibility that they have for our students.	2016/2018

## **Initial / Preliminary Objectives & Scope**

### ***1.2 Key Success Criteria***

#### **Objectives of Consultancy Project**

##### **Goal 1:**

Increase the completion rate for enrolled students by 40 percent for the end of the fall 2016 semester. A student will be considered a complete graduate when they have successfully earned a High School equivalency diploma, and entry level work credential, and a Career Readiness Certificate within 20 weeks. The twenty weeks starts from the first day of occupational extension (work credential) course starts. The student has 6 occupational extension courses that they can enter.

##### **Goal 2:**

Increase the enrollment rate of the Advanced Career Essentials program by 30 percent for the fall of 2017. All applicants will have earned ninth grade equivalency based on the scoring system in place by the TABE test.

##### **Goal 3:**

Implement a training series for instructors that are involved with the Advanced Career Essentials program. Training will take place twice a semester for fall and spring. A 70 percent participation rate for the training series is expected.

##### **Goal 4:**

Create and implement a bridge class that will be mandatory for all enrolled Advanced Career Essentials students for the summer 2016 semester.

### 1.3 In Scope

*What is the scope of the consultancy project?*

#### **Overall Scope of Consultancy Project**

**Instructions: Provide a brief description of the purpose of the consultancy project.**

#### **Scope**

The long term scope of this project involves Adult Basic Skills students (ABE) and High School Equivalency Students (HSE) that are functioning on a ninth grade education level or higher with an entrance in the six provided pathways. These students will undergo an enrolment process, specialized orientation, and enrolled in the bridge class that is designed for the Advanced Career Essentials program.

The three specific cohort teachers will be involved in the Advanced Career Essentials meetings and training session that will be held twice per semester. The training scope will consist of contextualizing instruction, advising, and two cohort lead content areas training. Communication between Occupational extension instructors, directors, and coordinators, cohort instructors, and the director that involves student, financial, and class management issues and concerns will all be factored in to the managing of this project. All student and ABE/HSE instructor advising will only be designed and provided for actively enrolled students that were admitted in the Spring Semester of 2016 and thereafter.

This program will continuously be involved with the Occupational Extension classes to ensure that we have documentation of the start and finish dates, student materials, tuition rates, and other requirements. *The program is responsible for making sure that the tuition is paid for the occupational extension classes and that the students have the basic materials necessary for the successful completion of the program.*

*The successful completion of all enrolled students through this program is the major success indicator. Managing the process of student completion with the Human Resources and Development, Occupational Extension, and Transitional and Career studies departments will be the ongoing responsibility of this project and beyond. Another responsibility of the project will be to seek out ways to add more pathways to the current six that we have also creating a plan for the student after the program is completed if higher education is a goal.*

### 1.4 Out of Scope

*ABE/HSE students that have not mastered a ninth grade education level will not be included in the scope of this project. Other student support programs or educational placement programs will not be involved in the scope of this consultancy project. ABE/HSE instructors that are not a part of the cohort team are not included in the scope as well.*

## Assumptions, Constraints, Dependencies and Risks Known at Time of Initiation

### 1.5 Assumptions

**Instructions:** List any assumptions that your consultancy project relies on. If there are none, state "No known assumptions at this time."

3. I assume that the current Director will be the Director for the duration of the consultancy project
4. I assume that the program designed will be continuously supported and maintained on the Federal, State, and Local levels for the duration of this project.

### 1.6 Constraints

**Instructions:** List any constraints that your consultancy project relies on. If there are none, state "No known assumptions at this time."

3. Funding and availability
4. Instructor pool

### 1.7 Dependencies and Related Projects

**Instructions:** List any actions and/or projects that must be completed prior to the start/finish of your consultancy project.

1. Funding should still be adequate and available to fulfil the obligations of the program for the students enrol.
2. Funding should still be adequate and available to compensate instructors for attending the two professional development sessions per semester.
3. The state will still fund and support and program that is designed in this format

### 1.8 Risks

**Instructions:** This is more detailed in Milestone 5. Use this to capture any risks that you may identify at this juncture.

**Definitions:**

**Instructions:** Define how you classify what makes a risk high, medium, or low.

Risk	Definition
High	Funding
Medium	Director changing (Consultancy project Visionary and Supervisor)

**Low**                      **Student interest, staff turnover**

The largest overall risks to the project are as follows:

Risk	Ranking (High, Medium, Low)
Funding availability to support Program	High
State/Federal initiatives changing	High
State/Federal program requirements for student completion changing	High

*Communication Plan*

**Communication Plan**

**Advanced Career Essentials**

**Director/Advisor Dustin Walston**

**Coordinator/ Reid Taylor**

**Cohort Instructors**

Mrs. McKnight

Mrs. Thuy

Mr. Miller

**Occupational Extension Director**

Dr. Faith Bynum

Mr. Carlos Cotto

**Occupational Extension Instructors**

Nursing Assistant 1

Mrs. Paramore

Mrs. Hughes

Mrs. Bryant

Pharmacy Technician

Mrs. Darden

Phlebotomy

N/A

Welding

Mr. James Leonard

Horticulture

N/A

HVAC

N/A

**Advanced Essentials Students**

**Department Administrative Assistant/ Sarah Lane**

**The Director/Advisor Dustin Walston**

I will meet with Mr. Walston once or twice a week on either Tuesday or Thursday every week to discuss plans, progress, changes, and any issues concerning the ACE program. We will communicate using email, phone, and face-to-face meetings.

**Coordinator Reid Taylor**

I will discuss any issues concerning instructors' work schedule and planning for substitute instructors as needed. Mode of communication will be email, phone, and face-to-face meetings.

**Cohort Instructors (McKnight, Thuy, and Miller)**

Three ACE team meetings will be held for the beginning of the semester, mid-semester, and the end of semester.

Instructors will be updated on continuous bases concerning their respective Occupational Extension class start dates and times.

Instructors will be notified on a bi-weekly basis for information concerning student progress, issues, and concerns. Emails, phone calls, and face-to-face meetings will be used as modes of communication.

**Occupational Extension Directors (Bynum and Cotto)**

OE Directors will be contacted on a continuous bases throughout the semester in order to get information on OE class start and end dates, class schedules, and OE instructor information (Name and contact information).

This will be continuous because all classes have different start and end dates throughout the semester.

The Directors will be contacted on continuous bases to make sure that fees associated with the class have been accounted for and to be sure of the class requirements for attendance and graduation. This will be done through emails and face-to-face meetings.

**Occupational Extension Instructors**

Through the semester OE instructors will be contacted concerning student progress and any student issues present. This will be done through email, phones, and class visits.

**ACE Students**

ACE students will be enrolled in the Core Foundations class. This class will be used to communicate all of the class requirements and schedules.

At the beginning of the semester each student will be met with and given a schedule.

Through the semester students will be provided phone calls, flyers, and emails that will make them aware of all situations that involve them and their progression.

Students will be given information from me, Director, Instructors, and Coordinators continuously throughout the semester.

**Administrative Assistant Mrs. Lane**

**Mrs. Lane** will be provided with flyers and information concerning students and instructors.

***I will be contacted on a daily basis from any of the individuals listed on the communication plan by emails, text messages, phone calls, and face-to-face meetings.***

## Appendix B

### Milestone 4

#### *Milestone 4*

The purpose of Advanced Career Essentials (ACE) is to produce more graduates and increase skill attainment for the students that are being served in a 20-week time period. The benefits to the business come from many sources. The intensity of the program helps maintain retention and higher completion rates. The recent federal mandate for adult basic skills education services require programs like ACE to show evidence of students transitions in to the workforce or to curriculum education. This mandate will regulate the amount of funding that the program will receive in the future. The ACE program will also be beneficial financially to the Human Resources and Development program and the Occupational Extension



program by producing students that earn the Career Readiness Certificate (HRD) and an entry level credential. The major business benefit of ACE is that this program is geared directly to the transition of students to the work force and/or to higher education.

#### **Proposed Financial Benefits**

10 percent increase in FTE funds

10 percent increase in student level gains for program resulting in an increase of funding

30 percent full completion graduates for the Advanced Career Essentials program resulting in an increase of current funding

15 percent increase of graduation for dually enrolled students for the entire program

#### **Purposed Impact**

There will be an increase in the number of students that are dually enrolled with ABE/HSE and occupational credential in 2017

There will be an increase of 4 hours for the year of Professional Development opportunities for 4 instructors

### **Appendix C**

#### **Milestone 5**

<i>Milestone 5</i> Risk	High, Medium, or Low	Mitigation Plan
Changes in State and Federal Funding	High	If changes occur in the funding, that will be detrimental to the program, the program will cease to exist or be adjusted depending on the new requirements of the situation
High Turnover: Director	High	The Director serves as the consultancy site advisor. A change to this position will then jeopardize the support, information accessibility, and empowerment that has been given by the original site advisor. This will directly affect my ability to completely build and re-structure the program as planned.

<p>High Turnover: Instructors</p> <hr/> <p>Healthcare Careers</p> <hr/> <p>Horticulture/Culinary</p> <hr/> <p>Manufacturing</p> <hr/>	Medium	<p>Specific Training modules for the three cohort instructors have been created and implemented. To combat this risk, when a new cohort instructor is onboarded they will be given specific training to make sure they are ready for the responsibility. This will also be done to empower the instructor, to create accountability, and ensure a positive transition for the instructor and the students.</p>
<p>High Turnover: Occupational extension directors and instructors</p>	Medium	<p>To combat a change in this area constant the communication plan from Milestone 3 must be implemented. The advisor of the ACE program must always seek out information concerning changes instructors and program chairs to establish and maintain the set relationships that benefit the seven career pathways. (Nursing Aide, Welding, Horticulture, Culinary, HVAC, Phlebotomy Tech, and Pharmacy Tech)</p>

Changes in pathways (Adding/Erasing)	Medium	The ACE program is designed to put basic skills learners in the workforce or in community college level academics in 32 weeks or less. This program will always be flexible in its approach to adding pathways that will be highly beneficial to our students entering the workforce. The pathways will also be contingent upon the established continuing education classes offered at Lenoir Community Colleges. Local businesses and corporation relationships will also be contingent upon the hiring ability that employer will provide for our students.
Student Admission/Retention	Low	The student population that this program serves will fluctuate depending on the local employment demands for people the lack a basic education. This factor helps solidify a population for this program. When numbers are low an intense marketing plan will be implemented to build the student population. Constant advising and milestone

check points will be used to improve retention for the program.

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## Appendix D

### Milestone Six

Advanced Career Essentials (ACE), formerly called Basic Skills Plus, is a program that was developed to maximize the basic skills education and successfully transition the students into the workforce. The program consists of three components: Adult High School Equivalency (ASH/ABE) completion, Career Readiness Certificate (CRC), and an Occupational Extension credential (OE/entry level work credential). Lenoir Community College (LCC) offers this Basic Skills Plus program but the completion rate for the students are not satisfactory. To increase student success rates and create the wanted outcomes for all the stakeholders involved the program needs to be re-organized.

The student has successfully completed the program when the high school equivalency, career readiness certificate, and entry level work credential have all been earned. The major issue that plagues the program is that students fail to complete all three components. For example, most students will complete one of the three requirements or two of the three requirements. In the academic year of 2014 thru 2015 only one student completed all three components of the program.

The Transitional studies department is responsible for the outcomes of the program and pays all the costs for the student. The fees to earn the CRC credential and the entry level working credential are paid by the Transitional Studies department. Students that are enrolled do not pay for any of their classes

and licensure exams. The program is rigorous and demanding. Students are held to very high standards and expectations.

This department is losing money every semester on a much-needed program with great potential. The current organization of the program is failing and immediate changes need to happen to see a return on the investment of the department. The Basic Skills Plus model is an issue for many colleges across North Carolina. It is imperative that Lenoir Community College creates a system that will work for the organization and the students that are being served. The Director of the program has attempted numerous changes to fix the issues, but they have all failed. He is willing to provide all the data and resources possible to make this program effective and highly successful. The Director has expressed great disdain concerning the interactions and involvement of his current staff and with the lack of commitment from some of the students in the program.

The major issues present for the Advanced Essentials program involve student engagement, retention, and completion. The survey for graduates will provide the program the opportunity to get personal information directly from a student that has been involved in the program. Students will be given this survey once they have received a high school equivalency diploma from the Lenoir Community College transitional and Career studies program.

This survey will be able to allow students the opportunity to give the program feedback on areas regarding classroom engagement, advising, support, educational opportunities, and personal challenges. These categories are essential in the success, profitability, and sustainability of the ACE program. This survey will be given to all students that will be graduates of the program from the 2016-2017 year. This group of students will be surveyed until June 30, 2017.

The major challenge of this survey is that it does not address the specific ACE program. This challenge can be overcome at this point of the consultancy project because the ACE program has not had a student to complete all three components of the program. This major issue allows the consultancy project to survey all graduates to get a true account of the knowledge of the program and how educational options are being presented and completed. The information allows for research on the entire graduating body of the program year.

A proposed mixed method study is best suited to find out and address the issues that plague the ACE program. According to Royse, Thyer, and Padgett (2014), "A mixed method evaluation relies upon having expertise in each of the analytic approaches, one statistical and the other textual and iterative pattern recognition. From the outset, it is critical to decide when and how to integrate the two sides" (pg.107). The projects require the data of current students, and pass completion, or non-completion numbers. This data will be followed up by gathering surveys and interviews from current program graduates. Focus groups will be used for current ACE students and instructors. According to Royse, Thyer, and Padgett (2014), "Focus groups represent another perception oriented approach" (2014 pg.77). The open-ended questions provided by the researcher for these groups will allow the participants the opportunity for rich dialogue concerning the issues of their respective roles in the ACE program. This focus group will implement the qualitative methodology of interviewing. The information gathered from the focus groups will be essential in developing the appropriate survey for these two groups. The information collected from the surveys will be collected and evaluated to create a research hypothesis for this study. The sequential study methods will be used for the information collected.

## Appendix E

### Milestone 7

#### Milestone 7

**May 18<sup>th</sup>- August 4<sup>th</sup> (2017)**

Create Pathway plan for the initial cohort of Advanced Career Essentials

Intake

Advising

ABE/HSE class (GED credential class)

Occupational Extension class

Bridge class (Curriculum created by V. Harris August 2016)

NC works Resume (Human Resources and Development program)  
 Digital Technology (Curriculum Created by V. Harris August 2015)  
 Capstone Project Presentation  
 Graduation

**July 20, 2017**

Initial Professional Development Session held for the three cohort instructors  
 Topic: Contextualizing “Bridging the Gap”

**August 8, 2017**

First group of seven students enrolled in the ACE Program and the above-mentioned pathway begins.

Orientation: August 8, 2017

First Day of Bridge Instruction August 8, 2017 (Last for four weeks)

**August 31, 2017**

Bridge Instruction ends for ACE students

**September 5, 2017**

NC works Resume class provided by the Human Resources and Development program begins.  
 (Last for six weeks)

**October 10, 2017**

Digital Literacy begins for students (lasts for six weeks)

**October 25, 2017**

Professional Development 2 is conducted

Topic: Advising

Begin Cohort recruitment and advising for the Spring Semester.

All students will follow the same pathway

**November 27<sup>th</sup>-December 8<sup>th</sup>**

Students work on and complete their respective Capstone presentations

**December 10, 2017**

Students present all capstone presentations

**December 15, 2017**

End of Fall Semester

**Communication Plan**

**Advanced Career Essentials**

**Director/Advisor Dustin Walston**

**Coordinator/ Vertricia Harris**

**Cohort Instructors**

Mrs. Celestine Davis

Mrs. Thuy Heldreth

Mr. Richard Whaley

**Occupational Extension Director**

Dr. Faith Bynum

Mr. Carlos Cotto

Josephine Wallace-Koonce (HRD)

**Occupational Extension Instructors**

Nursing Assistant 1

Mrs. Hughes

Mrs. Bryant

Pharmacy Technician

Mrs. Darden

Phlebotomy

N/A

Welding

Mr. James Leonard

Horticulture  
N/A  
HVAC  
N/A

### **Advanced Essentials Students**

**Department Administrative Assistant/ Sarah Lane**

**The Director/Advisor Dustin Walston**

I will meet with Mr. Walston once or twice a week on either Tuesday or Thursday every week to discuss plans, progress, changes, and any issues concerning the ACE program. We will communicate using email, phone, and face-to-face meetings.

**Coordinator Vertricia Harris**

I will discuss any issues concerning instructors' work schedule and planning for substitute instructors as needed. Mode of communication will be email, phone, and face-to-face meetings.

**Cohort Instructors (Davis, Thuy, and Whaley)**

Three ACE team meetings will be held for the beginning of the semester, mid-semester, and the end of semester.

Instructors will be updated on continuous bases concerning their respective Occupational Extension class start dates and times.

Instructors will be notified on a bi-weekly basis for information concerning student progress, issues, and concerns. Emails, phone calls, and face-to-face meetings will be used as modes of communication.

**Occupational Extension Directors (Bynum and Cotto)**

OE Directors will be contacted on a continuous basis throughout the semester in order to get information on OE class start and end dates, class schedules, and OE instructor information (Name and contact information).

This will be continuous because all classes have different start and end dates throughout the semester.

The Directors will be contacted on a continuous basis to make sure that fees associated with the class have been accounted for and to be sure of the class requirements for attendance and graduation. This will be done through emails and face-to-face meetings.

**Occupational Extension Instructors**

Through the semester OE instructors will be contacted concerning student progress and any student issues present. This will be done through email, phones, and class visits.

**ACE Students**

ACE students will be enrolled in the Core Foundations class. This class will be used to communicate all the class requirements and schedules.

At the beginning of the semester each student will be met with and given a schedule.

Through the semester students will be provided phone calls, flyers, and emails that will make them aware of all situations that involve them and their progression.

Students will be given information from me, Director, Instructors, and Coordinators continuously throughout the semester.

**Administrative Assistant Mrs. Lane**

**Mrs. Lane** will be provided with flyers and information concerning students and instructors.

*I will be contacted on a daily basis from any of the individuals listed on the communication plan by emails, text messages, phone calls, and face-to-face meetings.*

## Appendix F Milestone Eight

**Milestone 8**  
**Financial Budget**  
Nursing Aide 1

Tuition	180.00
---------	--------

Books	100.00
State Exam	120.00

## Welding

Tuition	180.00
Books	Free
Supplies	325.00

## Phlebotomy

Tuition	180.00
Book	0.00
State Exam	100.00

## Pharmacy Technician

Tuition	180.00
Book	0.00
State Exam	100.00

## HVAC (TBD)

## Horticulture

Tuition	180.00
Book	50.00
Supplies	0.00

## Bridge Class (Free for Student)

Instructor	19.00/hr.
Supplies	0.00

## Digital Literacy (Free for student)

Instructor	19.00/hr.
Supplies	0.00

## ABE Cohort Instructors

19.00/ hr. at 20 hours a week

\*Director and Coordinator are salaried employees

\*Classroom supplies are maintained by the program budget

## HRD (Free to Students)

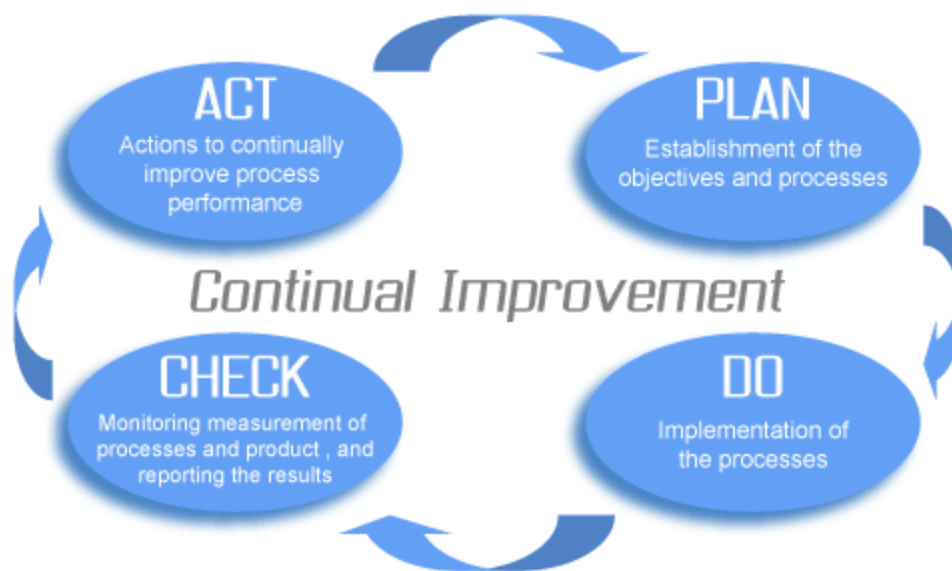
\*Related cost is ensued by the HRD program and not Transitional and Career Studies

## Appendix F

## Milestone Nine

**Milestone Nine**





**ACT:** Each cohort will run with a minimum of seven initial students. The FTE hours will be calculated after four weeks of the initial bridge class session.

Ongoing student advising checklist will be submitted to the ACE advisors to ensure all students are meeting the advising requirement for the program.

**Plan:** On going recruitment is necessary to build each semester cohort. Instructors will attend three professional development sessions. Each Credential class will be planned for entry date and students will attend an Advanced Career Essentials orientation.

**Do:** ACE Cohort will start and run during the regular semester dates. Each cohort will be planned according to credential classes start dates.

**Check:** FTE will be calculated for each bridge series class. Student satisfaction surveys will be given at the end of each semester. Instructors will be evaluated and visited once during every semester.

## **Appendix G**

### **Milestone Ten**

#### **Milestone 10**

#### **Smart Goals**

INTENTION	SPECIFIC	Measurable	Attainable
What is it that you want to achieve?	Who? What? Why? Where? When?	How Much? How often? How many?	Achieved?
Increase completion rates from 10 percent to 30 percent for the Advanced Essentials Program	Enrolled students complete all aspects of the program (GED, credential, and CRC)	20 week intervals	Yes. 5 of the 14 students successfully completed all required areas of the ACE program.
Increase student enrollment from 3 to at least seven students in a cohort in Spring 2017 for students with 9 <sup>th</sup> grade equivalency scores	Students that are seeking a basic education should also be eventually enrolled in a career pathway	Continuously throughout the semester as the occupational extension classes are started	yes
Training series For all ABE/HSE Cohort instructors (Thuy, Gardner, Whaley)	Contextualizing instruction, Content areas, And advising themed trainings	Twice per semester continuously throughout the academic year.	yes

### Major Issues

The conception and implementation of the ACE program created two major issues. The major challenge was bridging the Human Resources Portion that was directly connected to the CRC to the rest of the program. We found that when the cohort was released for six weeks to take the HRD class the interest and commitment of the students waivered. This was evident through attendance and participation in class. The major reason for this being is that this program lacks the strategic structure that the Transitional and Career Studies classes offer the students. Although, during the planning phase of the program the HRD program coordinator and Instructor were made aware of the

requirements of this course for the student and the instructor the information was not translated into the actual structure the class for the spring 2018 cohort. Students did not leave with a resume, cover letter, or mock interview experience. The feedback from the students indicates that the class lacked structure and organization.

The other major issue with the program was administrative support. Throughout the program students were allowed to take a credential class (i.e. pharmacy tech or Nursing aide) without going through the process. These few students were not directed to me to be formally admitted in the ACE program but were seen as ACE students. The issue with this is that the Advisor never had the chance to meet the students but was held responsible for the performance of these students.

<b>Proposed vs. Actual Financial Benefits</b>	
<b>Proposed Financial Benefit</b>	<b>Actual Financial Benefit achieved?</b>
10 percent increase in FTE funds for dually enrolled students	Yes. The Bridge series helped retain students and add FTE generation for the program. Overall students spent more time in all classes involved throughout the semester.
10 percent increase in student level gains for program resulting in an increase of funding	Yes. Level gains increased because students had to make sure TABE scores qualified for program and the intense learning environment was a major factor in level gains for all students.
30 percent full completion graduates for all currently enrolled students of the Advanced Career Essentials program resulting in an increase of current funding	NO. Full completion rates remain stagnant. However credential completion rates did improve overall.

### **Professional Reflection**

Program management is detailed and delicate. The intricacies of this project created many learning opportunities for me. Communication, conflict resolution, critical

thinking, accountability, processes, and long-term planning are all areas in which challenges were faced and lessons were learned.

The major lesson that I learned was the value in not taking things personal. This project carried major weight in my educational efforts as well as my opportunity to be highlighted in a positive way as a contributor at Lenoir Community College. While this project was going on I earned a fulltime position as a Coordinator. During the interview process I used this project as an artifact to show my commitment to LCC and my ability to not only be a colleague but a contributor when it comes to growth and innovation. This process was well received by both the College President and Vice President. The project forced me into conversations and exposure to the leaders on campus.

The relationship building piece of the task really worked for me. I created a reputation as a “go to person” among students and staff. I also showed my Director, Dean, and Vice President my ability to be flexible, think outside of the box, and to ultimately attempt to fix the processes and procedures that are not working. “Committed to the Process” became a phrase that was attached to me throughout the three year process.

My major mistake in this process was not holding the HRD program accountable for dropping the ball with my spring 2018 cohort. I felt that I could fix their mistakes. From this experience I learned the value of written communication and being able to prove that things were handled correctly. This also made me more adamant with creating the curriculum for the class to be run by the Transitional and Career studies program. This showed me that all partnerships will not work because of style or policies. This may also be due to truly understanding the needs of an adult basic skills learner.

I will seek out other opportunities to expand my project management knowledge both formal and informal. I have grown immensely in the areas of communication both verbal and non-verbal. This has been tested much more with my students in our advising sessions. I had to create a standard and make sure that it was upheld by those students that participated in the cohorts.

### **Personal Reflection**

I have learned so much about myself during the last three years. Initially, I felt like this project would be just too overwhelming. When I started the project I had only been in the field of education for one year and I was working as a part-time instructor. I felt like I did have the adequate experience or position to take on such a daunting task.

As the process continued I was amazed that opportunities to truly get this project done and embed myself as a consultant began to come my way without really seeking them out. From this I learned to never under estimate my potential or my ideas. I understand that it is not always the person that has the most experience, popularity, or education that can make a difference but it can be the person that is just bold enough to do something different and stick with it that will make the difference.

Overall, the learning both personally and professionally has been wonderful and at times very overwhelming. This process allowed me to live and breathe the life of a consultant. With this project I took what the organization had available and I created an entire program that would highlight the unique attributes of the students that we serve in Lenoir County. I was able to learn how to effectively control and work with a lot of moving parts and people. After learning I was able to effectively maintain control of the

process and made the proper and necessary adjustments as I attempted to complete the consultancy work.

With each class session I was able to better understand the issues that I faced as I completed my consultancy work. The importance of vision, missions, goals, empowerment, followership, honesty, ethics, culture, and transformational leadership has all been areas of this project that created the greatest wins for me as an individual and as a professional. It is very rewarding knowing that this project has changed the life in major ways for the 14 students that enrolled in the ACE program.

## **Appendix H**

### **ACE student Application**

#### **Advanced Career Essentials (ACE)**

Student Name: \_\_\_\_\_ Career Pathway: \_\_\_\_\_

ID \_\_\_\_\_

#### **Requirements:**

- **Enrollment in High School Equivalency or Adult High School Diploma program (Transitional and Career Studies)**
- **Enrollment in an HRD program (Career Readiness Certification)**
- **Enrollment in an Occupational Extension class**
- **TABE reading and math scores 9.0 Grade Level (Form D or A)**
- **Enrollment in the Transitions Bridge Class (Wednesday 3pm-4pm)**

#### **Program Outcomes:**

- **Completion of High School Equivalency or Adult High School Diploma**
- **Earned score of Silver or higher on the Career Readiness Certification assessment**
- **Pathway Certification**

Please agree to the following terms by initialing beside each item below.

\_\_\_\_\_ I agree to attend class regularly for Transitional and Career Studies in order to complete my High School Equivalency Diploma or Adult High School Diploma.

- \_\_\_\_\_ I agree to attend the Transitions Bridge Class as scheduled.
- \_\_\_\_\_ I agree to complete required hours in the CRC lab and/or at home in order to earn the Career Readiness Certification.
- \_\_\_\_\_ I agree to complete any assignments that are integrated in Transitional and Career Studies or HRD that may include drafting a resume, completing a job application, or any other assignment necessary in order to learn job skills and professionalism in the workforce.
- \_\_\_\_\_ I agree to attend class regularly for Occupational Extension (i.e. Nurse Assistant 1, Welding, HVAC, etc.) in order to complete the class and make a satisfactory score on the state exam.
- \_\_\_\_\_ I agree that failure to attend the above classes on a regular basis will result in termination from the program.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone #: \_\_\_\_\_ Alt. Phone #: \_\_\_\_\_

Email: \_\_\_\_\_

\*\*\*Current TABE scores and recommendation from Basic Skills instructors will determine placement in the program.

Please respond to the following questions.

1. Why do you want to be in this program?

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2. What do you hope to gain from this program?

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3. What are your career goals?

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### **Instructor Recommendation Form**

Student Name: \_\_\_\_\_ Instructor Name: \_\_\_\_\_

1. What are the strengths that you have observed with the above student?

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2. What are the weaknesses that you have observed with the above student?

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3. What are barriers that the student has that may hinder their completion of the program?

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Please check one of the boxes below.



\_\_\_\_\_ Highly Recommend    \_\_\_\_\_ Recommend (with reservations)  
\_\_\_\_\_ Do Not Recommend

## **Appendix I**

### **Advanced Career Essentials Framework**

#### **Advanced Career Essentials (ACE)**

**A curriculum framework for contextualized instruction and Workforce Readiness**

**Introduction:**

Advanced Career Essentials is a model of the North Carolina Basic Skills Plus program. ACE is designed to meet the specific need of the learners served by Lenoir Community college. ACE is a program that was developed in an effort to maximize the basic skills education and successfully transition the students into the workforce. The program consists of three components: Adult High School Equivalency (ASH/ABE) completion, Career Readiness Certificate (CRC), and an Occupational Extension credential (OE/entry level work credential).

The goal of ACE is to offer adult basic skills learners a curriculum that will allow them the opportunity to earn an Adult High school equivalency credential, entry level work credential, and a Career Readiness Certificate. The program is run in phases that will be rich in digital literacy skills, soft skills development and workforce readiness.

Students will be provided with an education that will equip them with the ability to succeed in post-secondary education, training, and the workforce.

**Goal:**

The goal for the cohort instructors and all supporting team members of the ACE program is to establish pathways for adult basic skills learners that will allow them to successfully earn a Basic Education credential, transition to post-secondary/vocational education, and success in a self-supporting career.

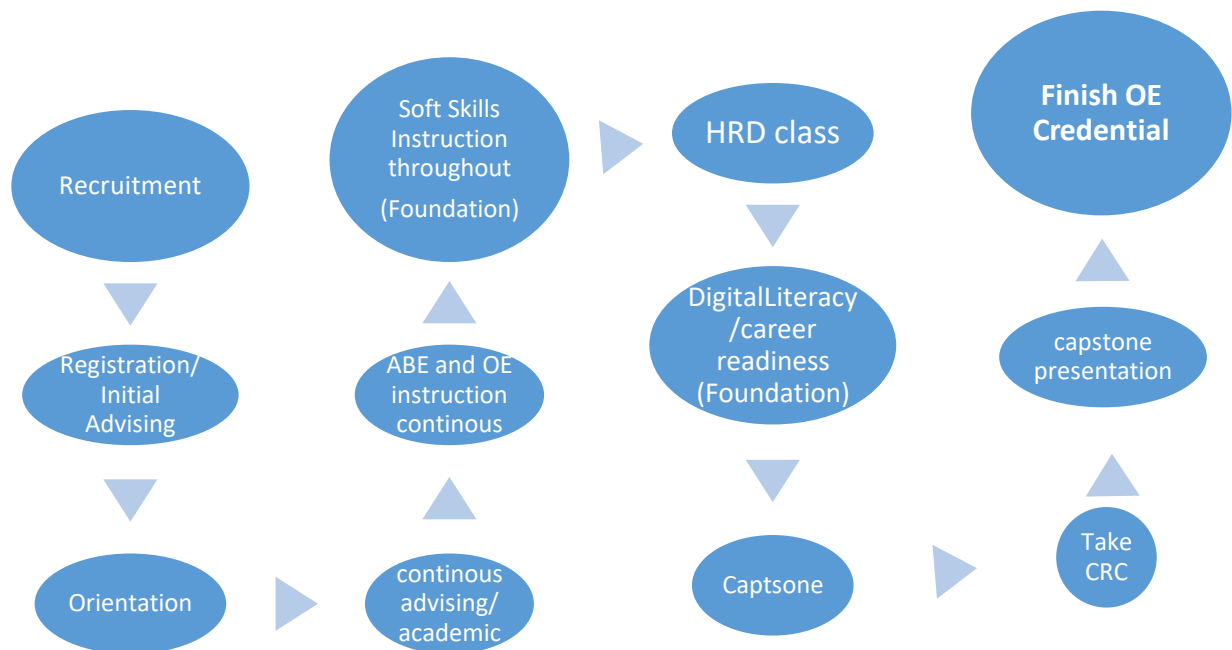
The ACE team is committed to making course work relative to the learners' experiences and goals. Course work will incorporate workplace and postsecondary expectations, continuous learner input and feedback, cooperative and project based learning, leadership, critical thinking, and self-assurance.

**Objectives**

Basic Education and Academic Development	Earn Basic Education Credential Pass Capstone final project. Earn scores that will place the student in college level classes for the placement test
Soft Skills	Exhibit teamwork, leadership, professional communication (written and verbal), emotional intelligence, conflict resolution, self-management
Work Credential	Earn a credential from the selected pathway

Career Readiness Certificate	Earn or improve Career Readiness Certificate
Career Readiness	Completed Resume, mock interview experience, job shadowing hours, organization, and management
Digital Literacy	Exhibit basic usage of Computer and internet safety. Exhibit knowledge in using Microsoft applications and internet commands

## ACE Cohort Process

**Intake Process:**

Students will begin the intake process at least two weeks prior to the start of a certification credential. During this time prospective students will be assigned to a cohort instructor and attend the Foundations class. This period will also allow students the opportunity to take test in efforts of completing the High school Equivalency credential.

**Appendix J****ACE Advising Worksheet**

Name \_\_\_\_\_

ID \_\_\_\_\_

Cohort \_\_\_\_\_

**Basic Skills Test: HiSet   PersonVue   Tasc**

<b>Subject</b>	<b>Date Taken</b>	<b>Score</b>
Math		
Language Arts Reading		
Language Arts Writing		
Science		
Social Studies		

**OE Program:** \_\_\_\_\_**Program Dates:** \_\_\_\_\_

<b>Instructor</b>	
<b>Midpoint Average</b>	
<b>Final Average</b>	

**CRC****Start Date:**

<b>Score</b>	<b>Date Taken</b>

**Foundations Capstone Project:****Subject:****Presentation Date:****Orientation Schedules:**

8/19/2017

**Cohort Schedules:****Certified Nursing Assistants**

8/8/17 TTH 8:00-2:30pm

10/17/17 TTH 5:30-9:30

**Phlebotomy**

8/22/17 TTH 5:00-9:00

**Welding**

TBA

**Culinary**

TBA

**Horticulture**

TBA

**Advising**

Advising sessions will occur once a month for every ACE student. An ACE advising worksheet will be used for each dually enrolled student and kept in the advising office. Purple folders will be designated for the healthcare cohort, teal folders will be designated for the welding cohort, and green folders will be designated for the culinary and horticulture cohort.

The purpose of the advising sessions will be to keep each student aware of their progress and progression through the program.

## Appendix K

## Emotional Intelligence and Adult Learners



## **EXECUTIVE SUMMARY**

Emotional intelligence (EI) is a key component in identifying, understanding, explaining, and accepting social and emotional decisions and differences. In the field of education emotional intelligence can be an effective determiner of success and organizational change. Adult basic skills students are in dire need of emotionally intelligent leaders and support systems both in and outside of their learning environments.

Lenoir Community College's (LCC) Transitional Studies and Careers program often deal with highly emotional and stressful learning environments. The learners that are served by this program often need educational, emotional, and social support. Understanding the causes of behaviors and reactions in this environment for these students takes emotional intelligence. EI should be embedded in the training and professional development opportunities for the staff members of Lenoir Community College.

Presently, research is being done to prove the validity of EI. There are a few models that are used to measure EI. As research becomes more in-depth and accessible the different measures and models will be able to be used to adequately assess EI on both the individual and organizational levels.

The success of the Transitional Studies and Careers program at LCC will depend heavily on emotional intelligence in the future. Instructors and support staff will need to be able to cope with and understand the many different components of behavior when they are interacting with basic skill learners. Many positive benefits will ensue when students feel safe and are provided with an effective learning environment. Retaining and



attracting effective and dedicated employees will improve for the organization when EI is acknowledged and used as a way to monitor the work environment.

## **EMOTIONAL INTELLIGENCE AND BASIC SKILLS LEARNERS**

Serving adult basic skills learners can be rewarding and very challenging. Basic skills students served by Lenoir Community College (LCC) range from the age of sixteen with no maximum age. The learners that are served are adults that for whatever reason have failed to receive a basic education. A major part of adult education is acknowledging barriers, removing barriers, and coping with barriers, and dealing with radical change. These learners have both personal barriers and institutional barriers. According to Merriam and Brockett (2007), “Institutional barriers, are those practices, procedures, and policies that place limits on opportunities for potential adult learners to participate...” (Merriam and Brockett 2007, pg. 133), these barriers are very much present within the learning environment. Barriers and motivators are key and essential factors in the success of the adult basic skills learners.

In a learning environment learners and instructors can be presented with personality, cognitive, and emotional barriers at any time. All of the individuals involved are expected to remove and/or deal with these barriers in appropriate, efficient, and effective ways. Emotional intelligence (EI) is extremely beneficial in these environments.

Removing and coping with barriers can take a toll on instructors, advisors, support teams, and learners. Support, team work, and relationship building are the key elements needed to create a solid and secure foundation for educational success. This foundation is essential in creating success, facilitating change, and cultivating growth. All of the shareholders involved are at risk when these basic elements are not present in a transitional basic skills education for adults program.

Emotional intelligence is important because it can be effective in predicting social behaviors and attitudes. Leadership and guidance of other people is greatly affected by emotional intelligence. It is not only important to understand one's own emotionality, but the emotional behaviors of the people that one might lead or be responsible for.

Emotional intelligence is essential in the ability to understand barriers for individual learners.

In the service of people, one must understand how emotions control decisions and actions. For example, many of the adult learners in the basic skills programs deal with the constant presence of shame and defeat. These two emotions often result in irrational decision making when learning is involved. Some adult students will have temper tantrums and display very child-like behavior when they get frustrated or discouraged. In situations like this the leader (instructor) must understand the origin of the behavior. The leader must be in-tuned with the intrapersonal emotional intelligence to make sure that his/her reaction is appropriate and effective.

Motivation is important in understanding emotional intelligence as it relates to basic skills studies. Adult learners are traditionally characterized as self-directed learners. These learners control what they learn, how they learn, and when they learn. Like all learners intrinsic and extrinsic motivators are important in the decisions that are made. Emotional intelligence helps the student understand the motivating factors that are present for them. Emotional intelligence leads us to the understanding of the intrinsic and extrinsic motivators for the students.

Basic skills students in the community college setting face many challenges. The direction and holistic well-being of these learners is where the lines between traditional

college students and non-college bound students exist. Emotional intelligence is where the differences are often. When the basics of Maslow's Hierarchy of needs is not obtained for these learners how will they ever conquer emotional intelligence?

Maslow's Hierarchy of Needs identifies the physiological needs of a person as the basics of human needs. Many adult basic skills learners enter a classroom from situations that are not able to meet their basic physiological needs. In these cases emotional intelligence for this student is extremely difficult to conquer. Some students have conquered physiological, safety, and love/belonging, if the self-esteem is not reached this student will not come into self-actualization. Self-actualization is necessary in order to lead a student into emotional intelligence. This same idea is true for all of the staff members that maybe in place to serve this set of learners.

This concept can be used for Educators as well. If the educator has not conquered self-actualization then intrapersonal emotional intelligence can be difficult. Interpersonal emotional intelligence can be difficult for the educator as well. In essence, both the learner and the educator should be in the self-actualization stage of Maslow's Hierarchy of needs in order to conquer the factors that involve emotional intelligence.

Understanding emotional intelligence is a key factor in making sure that people are the right fit for their role in an educational setting. The issues that non-traditional students face within the learning environment are very important. Many students in the basic education classes have emotional, behavioral, and learning issues that have never been addressed. Adult learners can suffer when the proper focus is not placed on the importance of emotional intelligence.

According to Huy (1999), “Emotional intelligence facilitates individual adaptation and change, and emotional capability increases the likelihood for organizations to realize radical change.” (Huy 1999). Huy discusses the importance of emotional intelligence and radical change. Accepting change and understanding change includes emotional aspects. For many students successfully starting an educational pursuit is a radical change in behavior and lifestyles.

Leadership and emotional intelligence go hand in hand. Leaders must be able to understand, evoke, and engage the emotions of those that they serve and/or lead. Many successful leaders understand the importance of the emotional wellbeing of the organization and people that they are involved with. Staff members that are not aware of emotional intelligence can create many unnecessary barriers for the people that they serve. Many times the term “ineffective” can be used to describe these employees.

Intrapersonal intelligence allows an individual to become self-aware emotionally. People must understand their own emotions and thoughts before they will be able to effectively lead others into emotional intelligence or become aware of the true nature of other individuals. Intrapersonal intelligence leads individuals to interpersonal emotional intelligence.

Emotional intelligence can be organized into interpersonal intelligence and intrapersonal intelligence (Srivastava 2013). Interpersonal intelligence allows a person to be knowledgeable of their own emotions, thoughts, and feelings. Intrapersonal intelligence is the knowledge of emotions, thoughts, and feelings of others. If interpersonal and intrapersonal had to be put in order, the interpersonal intelligence would need to be conquered first.

Educators are faced with issues of priorities and value in an adult basic skills learning environment. The educator has dedicated years of his/her life to education and the completion of degrees. As an educator learning is a life style. Education is a priority by choice and is highly valued to the Educator. Education has been a priority and important value for a major part of the educator's life. The adult basic skills learner has a different situation. Most adult basic skills learners do have a value on education and it is a priority of some sort. The problem is that for the learner education is a new priority and has a newfound sense of value. For whatever reason these learners failed to complete a basic education and their progress in life has been hindered.

“The theory of emotional intelligence suggested the opposite: emotions make cognitive processes adaptive and individuals can think rationally about emotions.” (Brackett, Rivers, and Salovey 2011). Authors Brackett, Rivers, and Salovey believe that emotional intelligence can lead to better decision making and a better quality of life. They also believe that emotionally intelligent people adapt better in a changing environment than others.

Emotional intelligence is believed to help individuals control and manage emotions in stressful or anxiety causing situations and events (Brackett, Rivers, and Salovey 2011). Examples of stressful and/or anxiety causing events can be standardized test taking. Emotionally intelligent students perform better while taking tests, functioning in a new or unfamiliar environment, and handling change. Many basic skills adult learners have a difficult time understanding the priority of education. Many times learners will quit during the middle of an academic semester to take a temporary/seasonal job. This is the case for the community classes at Lenoir Community College. The

attendance normally trends down during the months of October thru December. Kinston, North Carolina is an economically depressed area and the job opportunities, of substance, or very few and far between. The lack of emotional intelligence leads to the lack of prioritizing for education. As stated before, education is not a major priority or highly valued during the high employment season for the learners in Kinston. Emotional intelligence plays a huge factor in the focus of this population.

### **Past & present organizational impact**

LCC has staff members that lack emotional intelligence. These staff members are often seen as ineffective and distant to the students. Working with this population of learners takes patience, emotional control, and emotional knowledge. These populations of students often enter the learning environments at LCC with major barriers and disadvantages. Many students have lived with undiagnosed learning disabilities as well as emotional and psychological issues.

When these issues are present and not controlled the leaders and staff members must be able to handle the stresses and emotionally provoking situations and issues that are always present. For a staff member, being knowledgeable of the intrapersonal emotional intelligence allows for the effective and appropriate handling of issues and emotionally distraught or distracted students.

In contrast the Instructors, directors, coordinators, and advisors that are emotionally intelligent have a great reputation with students, hold and maintain standards, and are catalyst for change within the organization. These individuals are seen as the major supporters and difference makers for the students. Many times these individuals have more control of their classrooms and more positive student interactions.

In the near future basic skills education will be funded based on how successful the students that are enrolled are transitioned into the workforce or in to a curriculum program. With this major change on the horizon, it is imperative that current and future employees are indeed emotionally intelligent. It can no longer be acceptable to have employees that are seemingly burned out, disconnected, or distant in this environment. Risks have to be taken in order to be innovated and competitive in the community college business. Students that suffer from the lack of emotional intelligence need support systems that lead them to this element of life. The College has the potential to earn money from one student multiple times if the student remains challenged, supported, and encouraged. The college will earn very little funding and lose even more funding if this student's needs, emotional and educational, are not meet or neglected.

Staff members cannot run the risk of not keeping emotional intelligence a priority in this environment. It is too easy to respond inappropriately to negative behavior. It is too easy and much too dangerous to not respond appropriately with the learners involved. When behaviors are not appropriate it can result in financial issues for the organizations. For example, some community location instructors are allowed to wear pepper spray around their neck. This is done because patrons interested in the community programs can walk in to the learning environment at any time. Kinston is a high poverty and high crime area. Many dangerous repercussions can follow if this protective device is used inappropriately. In order to handle the high stress and emotional working environment EI is a necessity.

The organization suffers holistically if EI is not in the forefront of professional development, training, hiring, and retention. Leadership has to have a sense of where the



staff stands emotionally. Organizational relationships can become tensed and strained if the proper focus and attention is not paid to EI and the staff. The quality of work life for the staff members will decline. The quality of service and work provided by the staff members will suffer. This will lead to inadequacies and ineffectiveness on all levels.

This population of learners are easily distracted and sometimes not focused. For example, a simple wrong answer on a worksheet has the potential to make a student quit and withdraw from school. Discouragement and failure has been weaved in to the experience of education for this student. The lack of emotional intelligence has been and will be a part of the make-up of this population. The job of the staff members is to help these students find their way to emotional intelligence while they pursue a basic education.

In order to effectively help students succeed with emotional intelligence the leadership team must be emotionally intelligent. It is only through the understanding of one's own emotional and social intelligence that the perception of emotions and understanding of another's emotions is possible. In this sense, emotional intelligence works inward and then goes outward. This takes patience, determination, and will power. It can be extremely challenging to convince a student that school should be a number one priority when they are having difficulty feeding their families. Because of the intense and heart wrenching situations that many of the basic skills adult learners have EI has to be a major priority for the set leaders and staff involved.

The goal of the learning environment is to help students reach their maximum potential. The factors of Emotional intelligence, when addressed and accomplished, can create a much more self-directed student. This self-directed student will be able to apply

skills such as critical thinking and problem solving, more appropriately in the learning environment and in their personal lives. The process of transitioning our students to be life-long learners, responsible adults, value education, and self-directed learners will be much more successful with the elements of emotional intelligence are present.

Overall the impact of EI on the organization will be positive and create the much needed changes for the outcomes of the programs and the stakeholders. Emotions in the work place in the past have been a topic that creates some negative discussions. Traditionally, people feel that emotions should not interfere with completing one's job duties or assigned task. In the same light, it has been expected of the student to not let emotions interfere with their earning of an education. This non-emotional acceptance in work and school has led to very tragic and disastrous outcomes. Ignoring emotions in these situations can be the root of school tyranny and violence. Emotions are a major part of life, behavior, and decision making. To ignore this very essential element in our daily interactions and during our daily roles is extremely dangerous. In some situations this same attitude of not letting emotions control decisions and behaviors, has been engrained in everyday life. This attitude or belief concerning the place for our emotions is no longer acceptable. Research concerning EI shows that emotions play a huge role in how successful or effective we are in our lives, both personal and professional, when emotional and stressful situations are present.

### **Future Organizational Impact**

In the future LCC should organize and offer professional development opportunities that will aid in making EI a focus for the Transitional studies and Careers program. EI is truly the core of how the work will be done and the set goals and wanted

outcomes will be reached for the program. This inclusion of EI in the professional development and training initiatives will also help identify burn-out and discontentedness within the staff. This will give the Director the opportunity to identify staff members that may not be the right fit or ineffective for the highly emotional and stressful roles that they have.

It will be a necessity for employees to be aware of emotional intelligence. EI is not a brand new concept, but the implementation and focus of EI is new to organizations. In this case, EI will be an essential element in facilitating success of the Transitional Studies program's learners. The elements of EI will help to ensure that employees are indeed the right fit for an organization's needs and for the people that are being served. Leading adult students to EI will aid in the success and transitions of those students. Turnover rates will decrease and retention will increase as EI is developed and embedded in an organization.

Emotional Intelligence should be a framework that is embedded in to all of the entry level adult learning programs. Emotional intelligence includes self -pacing, self -assessments, and goal setting, and constant reflection. All of the aforementioned aspects are essential in being a successful learner and employee. The job of the Transitional skills department employees will remain highly stressful and challenging. Because LCC has as huge focus on learner-oriented instruction and goal setting, emotional intelligence has to be understood and addressed by all staff members. Furthermore, EI must be encouraged and facilitated for the learners that LCC serves. Proper coping mechanisms for stress and other highly emotional situations will benefit and improve with the involvement of emotional intelligence based advising. Emotions can be a major barrier

for learning. It is difficult to learn when a student is sad or extremely mad. These emotions can make it difficult and dangerous for the teacher and all of the participants within a learning environment.

The future of EI is going to be unpredictable. People change radically and often. Expectations change and modes of educating change. Online learning is very popular and this leads to a more secluded and introverted learner. Online learning in most cases lack social engagement. With so many Educators seeking out online learning opportunities the social interaction and the lack of social intelligence follows them in to their personal and professional roles. This issue has to be considered in the hiring future and professional development for LCC.

Competition is important when considering the future of any educational program. Community college systems have the same competition. This is a time where people do not mind commuting for education if the process is cheaper, quicker, and more accessible. With more and more colleges offering online and hybrid based instruction, it is important to understand the social and emotional aspects present in response to the rapidly changing education world. It takes EI to understand the desire for learners to get what they need quickly, efficiently, and effectively. In this case both the learners and staff need to be sure that EI is a part of that process from beginning to end. It is no longer appealing to be in a program for three to six years. With different types of learning students will have different social climates and what is expected socially and emotionally are not present for some of these learning environments.

Within an organization it is important to understand individual differences. EI is the key in perceiving and understanding differences. People that work in service oriented

fields need to learn how to accept personal differences. Dealing with at risk learners is a situation in which differences are present. It is the job of the leaders in place and instructors to understand individual differences and still create a healthy, safe, and effective learning environment. EI in the future will be the way people are measured on how well they accept differences in their lives and throughout their personal interactions.

As learning environments and methodologies change, EI measures and tools can be used to access the climate of an organization's employees. Research shows that emotionally intelligent people have a better experience with radical change and disruptions. Research also shows that EI tools can be efficient in predicting success for employees in highly emotional and stressful jobs and roles.

### **Historical Perspective**

E.L. Thorndike, the father of social intelligence, originally stated that intelligence is comprised of three different elements which are: abstract, social, and mechanical (Landy 2005). The idea that these elements make up intelligence for an individual did not create the positive wave in social intelligence as one might have hoped for. On the contrary, researchers wanted to discredit this information. Thorndike's original description of intelligence is now used to basically convey the idea that intelligence should not be only determined by cognition and personality. According to Thorndike intelligence should not be determined by confined models and constructs, because there are abstract elements involved.

Emotional intelligence was discovered as the missing component in explaining social behavior and social intelligence. The field of EI is ever developing. Originally social behavior and responses was predicted and measured according to cognitive or

intellectual abilities and personality traits. The idea of emotions being a valid indicator of social behaviors is fairly new topic and has gone through major research and discoveries in the past twenty years. Maslow's Hierarchy of Needs provides the original ideals and elements of emotional intelligence.

Historically EI has been seen in two lights. The first being, the idea that EI is a set of mental abilities (Salovey, Caruso, Mayer 2008). The second belief is that EI is made up of traits like happiness, confidence, and security; EI is a set of traits (Mayer, Salovey, and Caruso 2008). Examining EI in these two different lenses has created much inconsistency in the research. Some experts believe that EI is a skill set while others believe that it involves traits that an individual either has or does not have.

According to researchers Salovey, Mayer, and Caruso, "EI--conceptualized as ability--is an important variable both conceptually and empirically, and it shows incremental validity for predicting socially relevant outcomes. (2008)". According to this research EI is based on social relevance. Social relevance changes often and rapidly. The validity of EI and how it is perceived and measured changes often as well. For example in the 1950s it was socially acceptable to have Black and White people segregated. In 2015, segregation, although still present, is no longer socially acceptable. EI seems to be the driving force behind reinforcing the new and present social norms or socially acceptable emotions and behaviors.

"In the past decade, the concept of emotional intelligence (EI) has emerged as a potential new construct for explaining behavioral variance not accounted for by traditional measures of general academic intelligence or personality. EI researchers credit E. L. Thorndike as the first to propose such a construct when he suggested that social

intelligence is independent of abstract or academic intelligence. (Landy 2005). Fank J. Landy shares that EI is the missing factor in behavior. Traditionally behavior was based on intelligence and innate traits like personality. Since the acceptance of EI, individuals are able to incorporate a third component that will bridge the gap between the intelligence of a person and the personality traits that create specific behaviors and social interactions.

Early on EI was seen as one concept. Recently EI researchers and theorists are investigating and focusing on the many different aspects and lenses associated with it. Social intelligence as its own aspect of behavior is extremely relevant and will take much more research. What is socially acceptable is highly variable and at times completely unmeasurable. Socially acceptable behaviors and emotions not only are different per individual, but for communities and social environments. It all comes down to how an individual responds to what is social accepted or tolerated.

It is believed that EI is very hard to test, report, and standardize. The factors of EI are very inconsistent and rely heavily on social behaviors and norms. Although research has identified the components of EI and how they affect people and organizations, there is not a set frame work used to measure it or how effective EI is. It is one of those concepts that people either accept or they do not. The presence of EI is relative and important on all levels and it must be acknowledged, but there very few specifics associated with a measurable framework.

### **Contrarian Views**

Daus and Ashkanasy refute the research of Landy and few other researchers that have tackled EI. Daus and Ashkanasy feel that all of the researched EI models lack validity. Even though some of the models and measures can be useful in some situations,

the constant and proven validity is not present. Daus and Ashkanasy also challenge and refute three claims. “We specifically refute the following three claims from our critics with the most recent empirically based evidence: (1) emotional intelligence is dominated by opportunistic ‘academics-turned-consultants’ who have amassed much fame and fortune based on a concept that is shabby science at best; (2) the measurement of emotional intelligence is grounded in unstable, psychometrically flawed instruments, which have not demonstrated appropriate discriminant and predictive validity to warrant/justify their use; and (3) there is weak empirical evidence that emotional intelligence is related to anything of importance in organizations. (Daus and Ashkanasy 2005)” Daus and Ashkanasy, express great disdain for the claims made by other researchers. They do acknowledge that EI exists and has a place in intelligence for the individual, but they feel that there is not enough measurable data available to create a model or even determine the effects of EI on an organization.

Although Daus and Ashkanasy have great points and extensive research in support of their stance, EI affects people and people make up organizations. If this contrarian view is believed because of lack of tangible evidence and data then it means that research is necessary and not that the claims have no life or value.

According to Dana and Newman (2010), “Research and valid practice in emotional intelligence (EI) have been impeded by lack of theoretical clarity regarding (a) the relative roles of emotion perception, emotion understanding, and emotion regulation facets in explaining job performance; (b) conceptual redundancy of EI with cognitive intelligence and Big Five personality; and (c) application of the EI label to 2 distinct sets of constructs (i.e., ability-based EI and mixed-based EI).” (2010 pg. 1). Dana and



Newman report that the development of EI resembles a cascading model. They believe that emotional perception has to be acknowledged before emotions can be understood. They believe that the models that are present, such as the ability-model, have too many gaps and missing links. These two researchers, like Daus and Ashkanasy, believe that the research is just not there to support the generally accepted claims of other EI researchers. They also cannot link job performance to the elements of EI. The question still remains of how EI affects, directly or indirectly, job performance or organizational success.

The mixed-based models represent EI as the third component apart from cognition and personality (Dana, Newman 2010). The cascading model of EI presented by Dana and Newman, gives proof that in a highly emotional organization or job role, that EI does predict job performance positively. Likewise in a highly emotional and stressful learning environment EI measures and test could possibly predict student success.

According to researchers Law, Song, and Wong (2004), “Proponents of the EI constructs have argued that is distinct from traditional personality traits, and a general mental ability and that it is a meaningful construct that can be used to explain various psychological and managerial phenomena. These proponents have developed various EI-related scales to measure the construct. However, some scholars have voiced strong reservation concerning the reliability and validity of these scales (Law, Song, and Wong 2004)”. Several measures of EI have been created. These include the Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT), Bar-On Emotion Quotient Inventory (EQ-I), and Self-Rated Emotional Intelligence Scale (SREIS), (Schwab, Weber, DelDonno, Kipman, Weiner, Killgore, 2013).

In the article, “Converted and divergent validity of integrative versus mixed model measures of emotional intelligence”, researchers found significant issues regarding the validity of the SREIS measure. The questions concerning the usefulness and validity in comparison to the other aforementioned EI measures were raised. It seems that research for EI is diverse and widespread. The problem with the available research and the proposed measures is that there is a lack of cohesion. Cohesion is needed in order to show validity and improve the future implementations of EI. As time progresses more research that will create overlay and close the existing gaps for EI will be necessary and of great importance. When this is done then EI can and will be acknowledged as a huge factor, identifier, and determiner of human differences.

## **Conclusion**

Working with adult basic skills learners can be highly emotional and extremely challenging. Being an adult basic skills learner can be highly emotional and extremely challenging. EI is the connecting force between the learners being served and the staff of the Transitional Studies and Careers program at LCC.

EI starts with the staff members for the program. They need to be aware of the constant emotional presence in the roles that they have. They need to have a firm understanding of the constant changing of socially accepted behaviors and emotions. The staff members need opportunities to make sure that EI is always in the forefront and the basis of their interaction with this population of learners. The role of the instructor in this department is that of a friend, confidant, teacher, guide, and catalyst for change. It is a part of the job to be aware of intrapersonal EI and interpersonal EI. In this situation the

instructor must facilitate the opportunity for the student to become or engage in emotionally intelligent behaviors and thoughts.

The ability model, mixed model, and cascading model are all useful frameworks when addressing emotional intelligence. It seems that each framework can be used depending on a specific situation. Research regarding these models are not extensive presently. As the field grows and EI is made more of a focus point this will change.

EI will be in the future a major predictor of success for organizations and those that are involved with the organization. Finding the right fit for a role within an organization is a challenge. Maintaining the right fit for a role or job is an even greater challenge. EI will be another model, assessment, or framework that can be used to make sure the proper people are in the right roles in order to gain the most success for an organization.

New research concerning EI is on the horizon. Experts are trying to create useful measurement tools and assessments in an effort to make EI more applicable for organizations. Because of the increase in interest and validity, in some respects, the topic will become more and more necessary to consider and address. Society has a heightened sensitivity to emotional issues. In situations concerning police brutality, classroom management, and terrorism it is important to understand how emotions affect behaviors and decisions. It is important to also understand that as an individual strives to become more emotionally intelligent the expectations of that individual will change. Emotionally intelligent people are often put in place to help create a positive emotional change for other people.

**Reflection**

EI is a hot and new topic for many reasons. Emotional intelligence includes knowledge of self. It is my belief that people that are emotionally intelligent have a clear understanding of their value, roles, and responsibilities. These individuals have found their place in life and in their personal society. The cliché “when in Rome do as the Romans” come to mind. It is believed that people will develop emotions and behaviors based on their environments. For example, if you grew up in a household where it was acceptable to curse and yell, in your own home you will curse and yell unless you make the conscious decision to change your emotions and behaviors.

As I purpose my life to become a catalyst for change for the learners that I serve, I find myself becoming more and more in-tuned with my personal emotions and those of others. In a situation in which you are a leader for people that do not think like you or value what you value EI is essential to progress. EI helps a person understand the emotions of another person and accept them. People have a right to respond emotionally, but the individual should have the ability to understand the emotion and use appropriate behaviors and emotions to accept another person’s emotional reaction.

In a learning environment people often feel vulnerable. It is not easy to show your weakness or to ask for help at times. Adult learners in basic skills have in many cases hid their learning inadequacies from their loved ones and their society. Uncovering years of not knowing how to read or add properly can be a very scary feeling. In this situation students need to trust their instructors and their instructors need to understand how to create trust for their students. This starts with the acknowledgement that these emotions and behaviors are embedded in the adult basic skills learner.

I love the cascading model presented by Dana and Newman. Emotional intelligence begins with emotional perception. People emote differently. In the differences there are many opportunities for misunderstanding and gaps in communication. When EI is viewed in this model it is easier to see how the presence of EI is embedded in our everyday lives. This model also gives room for the idea that EI does not affect job performance for every job. At first glance, this idea contradicts all of my research but it is much deeper than that. EI affects all people because all people are emotional in some way. However, according to research EI does not affect all job performance. On a humanistic level EI rules our interactions with other people. We need to understand our own emotions in order to perceive, understand, and react to the emotions of other people.

I am excited about the incorporation of EI in my life. Every day I find myself coping better with the emotions and behaviors of the learners that I serve at LCC. I am seeking out ways to intertwine EI in to my daily instruction. I truly believe that EI is a key factor in creating a balanced and healthy work and student life.

EI is also essential in leading my students to success, confidence, and achievement inside the class and outside of the class. Understanding individual differences are important in my success as an educator, this is also important for the learners that I serve daily. I realize that through my own knowledge of personal differences, behaviors, and emotional climate is the foundation of emotional intelligence. By understanding my personal social and emotional behaviors I will be able to better accept, understand, and deal with others that do not share my beliefs, values, and lifestyles.

Educators in all sectors should challenge themselves to accept the factors of emotional intelligence and seek ways to improve their intrapersonal emotional intelligence. In education changes are made often and many times un-timely. Demands are high in the field of education and there is constant pressure to perform and reform. EI is the way to combat and handle these radical changes and re-organization efforts. Dealing with students and their situations can be tough and emotionally draining. To prevent burn-out and becoming disconnected one must always be aware of the emotional side of behaviors and decision making.

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## Appendix L

### SWOT Analysis

PRIMO-F	Strengths	Weaknesses
<b>People</b>	<ul style="list-style-type: none"> <li>Adequate Staff numbers</li> </ul>	<ul style="list-style-type: none"> <li>Poor attendance and performance</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>Director and coordinators work hard to make sure that the class rooms are adequately supplied</li> </ul>	<ul style="list-style-type: none"> <li>Materials are not readily available outside of class</li> </ul>
<b>Innovation</b>	<ul style="list-style-type: none"> <li>Director is passionate about Professional Development</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Marketing</b>	<ul style="list-style-type: none"> <li>Information about the Transitional Skills department is displayed throughout the community properly</li> </ul>	<ul style="list-style-type: none"> <li>Specific resources are not made available</li> </ul>
<b>Operations</b>	<ul style="list-style-type: none"> <li>Effective coordinators and Directors</li> </ul>	<ul style="list-style-type: none"> <li>Often times there is a communication gap between the instructor and the Director</li> </ul>
<b>Finance</b>	<ul style="list-style-type: none"> <li>Schools pays high rates for Master Degree Educators</li> </ul>	<ul style="list-style-type: none"> <li>Limited funding</li> </ul>

PEST	Opportunities	Threats
<b>Political</b>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Concerns are present about the locations</li> </ul>

<b>Economic</b>	<ul style="list-style-type: none"><li>• Serve underprivileged population in Kinston</li></ul>	<ul style="list-style-type: none"><li>• Students do not have money to</li></ul>
<b>Social</b>	<ul style="list-style-type: none"><li>• ON campus and Off campus classes do collaborate</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Transitional Skills students are students on the campus</li><li>•</li></ul>
<b>Technological</b>	<ul style="list-style-type: none"><li>• Computers are in every class rooms</li><li>• Students have access</li></ul>	<ul style="list-style-type: none"><li>• Some instructors are reluctant use during class</li><li>•</li><li>•</li></ul>