00:00:00.000 --> 00:00:05.100
[Sherry] Let's go ahead and get started. I'm just gonna kinda sift
through this PowerPoint

00:00:05.100 --> 00:00:12.000
a little bit and then I can open it up
for questions, discussion. One of the

00:00:12.000 --> 00:00:19.199
things on this WebEx today you all, well I really like to hear some
of what colleges

00:00:19.199 --> 00:00:25.320
are doing and how you're handling
behavioral skills into workforce

00:00:25.320 --> 00:00:31.399
programs. So I'm sure most of you know
this was a Perkins Leadership Grant

00:00:31.399 --> 00:00:37.770
and that was actually a continuation from
the grant last year. So it's our second

00:00:37.770 --> 00:00:44.360
year to have to grant. We had actually
worked on it two years before that

00:00:44.360 --> 00:00:49.860
but then you remember Harvey hit Houston,
then everybody sorta had to take a year off.

00:00:49.860 --> 00:00:55.800
So this is our third year to work on
the grant and for Lone Star College we have about (inaudible)

00:00:55.800 --> 00:01:04.380
total programs finished. And now
we've trained eight outside colleges as well.

00:01:04.380 --> 00:01:10.760
So it's been a tremendous project, I think.
And most workforce programs in the

00:01:10.770 --> 00:01:14.939
state of Texas are doing behaviors skills
when they used to call them

00:01:14.939 --> 00:01:21.600
workplace skills or soft skills. Whatever

it just depends. And employers are now

00:01:21.600 --> 00:01:29.700
demanding these skills. But the project got started because we

00:01:29.700 --> 00:01:36.210
needed a way to prove we were teaching
behavioral skills. We were doing, but we

00:01:36.210 --> 00:01:41.880
needed to document. So that's kind of
a short version of behind the scenes of

00:01:41.880 --> 00:01:45.820
how, what, and why. Okay.

00:01:53.380 --> 00:02:03.160
Okay Paige I can't move my slide and I'm thinking. Okay.

00:02:03.170 --> 00:02:10.649
Sorry I'm technologically challenged. So
here are our completed programs from

00:02:10.649 --> 00:02:17.010
past years. You can see we've had a wide
variety. A couple of questions about how

00:02:17.010 --> 00:02:23.400
did you decide which programs to actually do. Well

00:02:23.400 --> 00:02:28.200
we didn't. It so far has been all
volunteers.

00:02:28.200 --> 00:02:34.170
Now my program was administrative
services. So of course If I were going to do

00:02:34.170 --> 00:02:39.400
this project, I may be Administrative Services to it first

00:02:39.400 --> 00:02:45.280
Because I thought if I know how to
do it then I can help everybody else.

00:02:45.900 --> 00:02:53.000
So you can see from that those are the
programs that are complete now in Lone Star College.

00:03:04.160 --> 00:03:10.620
My thing keeps going away. Alright so this year we these are the

00:03:10.620 --> 00:03:16.200
programs that we did. And I know most of

colleges in Texas has Computer

00:03:16.200 --> 00:03:21.930
Information Technology CIP, they have
done every single degree and they have

00:03:21.930 --> 00:03:28.530
six degrees within that department.
So they've worked on it for two years

00:03:28.530 --> 00:03:36.380
and they have done a great job in getting the full program done.

00:03:38.700 --> 00:03:42.920
Alright and these are outside
colleges. The last year we had Kilgore

00:03:42.930 --> 00:03:49.520
College, Austin Community College, Lamar
State Port-Arthur, Clarendon. This year

00:03:49.530 --> 00:03:53.790
we've had Southwest Texas Junior College,
Midland,

00:03:53.790 --> 00:03:56.680
Angelina College and Tarrant County.

00:03:56.680 --> 00:03:59.519
And I can tell you the pleasure of this

00:03:59.519 --> 00:04:05.010
project for me has been working with
all of those faculty members from

00:04:05.010 --> 00:04:09.870
different colleges around the state. Kind of learning,

00:04:09.870 --> 00:04:17.269
meeting people, knowing what you all are
doing. So if anybody from these colleges

00:04:17.269 --> 00:04:24.830
is participating, thank you so much and what a pleasure extends will work
with you.

00:04:26.090 --> 00:04:30.090
Alight now kind of what I wanted to
talk a little bit today

00:04:30.090 --> 00:04:37.199
was our step process. So if you're
going to do this, how do you do it.

00:04:37.199 --> 00:04:42.750
And so we've had what we call kind if
start-up preliminaries and the curriculum

00:04:42.750 --> 00:04:50.070
design piece, the approvals. And so
I always want to put out a disclaimer. Our

00:04:50.070 --> 00:04:58.320
College is huge. We have literally now
eight campuses, 85,000 students.

00:04:58.320 --> 00:05:05.370
So that approval process as you could well
imagine is a little cumbersome. And to

00:05:05.370 --> 00:05:11.190
work anything through our system just
takes a little bit of time. Certainly for

00:05:11.190 --> 00:05:17.639
you if you have a smaller college
that'll be an easier process. This year

00:05:17.639 --> 00:05:23.310
we actually shortened it, probably
because I kept complaining last year but

00:05:23.310 --> 00:05:28.949
that has to go through our HR department.
But the faculty member could sign the

00:05:28.949 --> 00:05:36.240
contract, then I as their supervisor to
sign their contracts. And I forgot

00:05:36.240 --> 00:05:41.789
to tell you who I am. I am Sherry Young at Lone Star College and if you
want to

00:05:41.789 --> 00:05:48.330
know a little bit about me, I've been a
faculty member for one star college for

00:05:48.330 --> 00:05:54.810
now I think it's 36 or 37 years. And I started when we open the

00:05:54.810 --> 00:06:03.870
second campus in 1984. So officially I
retired right before Harvey and then 18

00:06:03.870 --> 00:06:07.889
months, a flooded house and workers in
my house, I'm coming back in to go back to work.

00:06:07.889 --> 00:06:14.130
So I've been very happy to be back
But once we got our approvals we were good.

00:06:14.130 --> 00:06:18.570
Then what we call process completion and

00:06:18.570 --> 00:06:30.760
documentation then implemented, evaluated, and updated for the future. So
start-up, we

00:06:30.760 --> 00:06:35.860
identified the workforce program and you
can do that any way you want to do it.

00:06:35.860 --> 00:06:39.150
Again we've done it. So far faculty have

00:06:39.150 --> 00:06:44.770
volunteered to do it. And even for the
outside colleges I sent a message

00:06:44.770 --> 00:06:50.840
through the coordinating board to the
state. And that's all been volunteer faculty.

00:06:50.840 --> 00:07:00.000
So within each department has to
identify their faculty member, fill out the

00:07:00.010 --> 00:07:05.760
paperwork and we have to do the paper
trail for us to get paid. And then

00:07:05.760 --> 00:07:11.160
work with the grant director. And I've been the grant director for all
three years.

00:07:11.160 --> 00:07:16.720
So then the curriculum design parts. Our
list of behavioral skills. And if you

00:07:16.720 --> 00:07:22.150
haven't seen it, we're working on a
training manual and as soon as that's

00:07:22.150 --> 00:07:28.330
finished we'll get everything out to
everybody. But we do have 30 skills that

00:07:28.330 --> 00:07:37.090
were compiled by industry leaders.
So each curriculum area for us has a

00:07:37.090 --> 00:07:42.850
curriculum council. And we even have the
Chancellor's advisory committee. So our

00:07:42.850 --> 00:07:49.240
skills came straight from industry, but
we quickly learn you cannot evaluate

00:07:49.240 --> 00:07:54.610
these skills on every student from every
faculty member in a system as large as

00:07:54.610 --> 00:08:02.200
we are. So we decided to you know each
program could hit 10-15 skills that are

00:08:02.200 --> 00:08:09.040
appropriate for their programs. And then
embed them in the courses so it can be

00:08:09.040 --> 00:08:13.210
one course, or several, courses one
project. However each faculty member

00:08:13.210 --> 00:08:21.240
wanted to do that, we left that up to
them. And then the approvals again

00:08:21.240 --> 00:08:27.430
that'll vary from college to college. Whatever you design and

00:08:27.430 --> 00:08:33.820
whoever has to approve. This says request
approval from the Dean and the Vice President.

00:08:33.820 --> 00:08:39.370
I don't even think that vice president got involved it this year.

00:08:39.370 --> 00:08:45.760
But I just send them all an email.

00:08:45.760 --> 00:08:50.380
So again that kind of varies how you
want to handle that.

00:08:50.380 --> 00:08:55.080
Again the paper trail which is so people can get paid.

00:08:56.020 --> 00:08:57.520
So process completion

00:08:57.520 --> 00:09:04.740
and documentation. And it says to make a

presentation to the necessary stakeholders.

00:09:04.740 --> 00:09:10.750
Well no one plans on a virus
and a pandemic and everyone working

00:09:10.750 --> 00:09:16.209
from home and so for my outside colleges I had to say this year forget the

00:09:16.209 --> 00:09:22.950
presentation and email it to your Dean to
your curriculum counsel. Whoever your

00:09:22.950 --> 00:09:30.850
stakeholders are just keep them
informed, get them involved in our

00:09:30.850 --> 00:09:37.240
college system we even send it to all of
our advisory committee members. So that's how

00:09:37.240 --> 00:09:43.320
we work that. But because we had a grant
Lone Star College the very first year

00:09:43.320 --> 00:09:51.070
designed three spreadsheets kind of is a
crosswalk. And all of this for faculty is

00:09:51.070 --> 00:09:56.830
a checkbox. So one spreadsheet is for
program learning outcomes for you tie

00:09:56.830 --> 00:10:04.209
those once to each course you tie it to.
And we have a sample rubric and you can

00:10:04.209 --> 00:10:11.350
use our sample rubrics or you could use
one you have of your own. And we did a

00:10:11.350 --> 00:10:19.510
training session mainly just to get
faculty started. Then we Compliance Assist

00:10:19.510 --> 00:10:25.420
is a software package where we have all
of our evaluation.

00:10:25.420 --> 00:10:30.490
So basically what that is, and other colleges have different software

00:10:30.490 --> 00:10:36.430

whatever you use the (inaudible). This
was a way to prove to SACS they had done

00:10:36.430 --> 00:10:45.160
what we had said we will do. So that's
what Compliance Assist is for. So then those three

00:10:45.160 --> 00:10:49.810
spreadsheets come to me. Everybody has to do a time and effort for each
month.

00:10:49.810 --> 00:10:57.310
Again it's a grant, and you have to track all that. And our timeframe is
for one

00:10:57.310 --> 00:11:01.750
academic year. So basically what we do is
work on it for an academic year and

00:11:01.750 --> 00:11:08.740
actually implement it the second year.
Putting a program last year that she was

00:11:08.740 --> 00:11:13.900
a real go-getter person and in one
semester she did all the work and

00:11:13.900 --> 00:11:20.829
implement it and by the second semester
she had statistics to give me. But it was a

00:11:20.829 --> 00:11:26.560
clear-cut case of they've had one skill
that once they did everything in

00:11:26.560 --> 00:11:33.670
evaluated the students, they could see
that the students weren't doing well.

00:11:33.670 --> 00:11:37.329
So they really looked at how they were
teaching that skill and completely

00:11:37.329 --> 00:11:42.560
re-did it. So that was a great benefit.

00:11:42.560 --> 00:11:46.120
Then just the implementation the evaluation and updates.

00:11:46.120 --> 00:11:52.560
So what we had told people,
you put your 10 - 15 skills and

00:11:52.560 --> 00:11:58.690

you wake up next year and you want to
add one you want to delete one.

00:11:58.690 --> 00:12:03.400
I've already decided for our list of skills,
because I think the world has changed

00:12:03.400 --> 00:12:10.959
forever and for next year we need to
re-look at skills and what do we need

00:12:10.959 --> 00:12:19.449
if people are still working from home.
And then I think I have one little skill

00:12:19.449 --> 00:12:27.820
that one word kind of. But I now so like
we a whole section for social media.

00:12:27.820 --> 00:12:32.529
And when everybody comes back and talks
I want to hear what you all think

00:12:32.529 --> 00:12:37.709
about that one. So here's just the example of the spreadsheet.

00:12:37.709 --> 00:12:43.089
Each program and the state of Texas
requires it, so you all have it. You have

00:12:43.089 --> 00:12:48.220
program learning outcomes. So just how are you going to tie the

00:12:48.220 --> 00:12:52.100
skills you choose to your program
learning outcomes.

00:12:52.100 --> 00:13:01.340
And you can see that it's just a text box. And this is again, the same
skills that you

00:13:01.340 --> 00:13:09.560
choose what course or courses are you
going to teach those skills in. And then

00:13:09.560 --> 00:13:17.650
again it's just a checkbox. Then this was
our sample rubric. We did a 1- 4

00:13:17.650 --> 00:13:24.440
scale, nothing magic about that. We just
thought three wasn't enough, and five might be a

00:13:24.440 --> 00:13:32.300

little too much. However nursing did a
five-point scale, they have such

00:13:32.300 --> 00:13:38.630
stringent requirements from the state of
Texas that they already have theirs set

00:13:38.630 --> 00:13:46.120
up in five points for that degree. You
can handle that however, and each

00:13:46.120 --> 00:13:51.650
program can be different because we
know all of our workforce programs are

00:13:51.650 --> 00:13:56.150
vastly different. So each program could choose how they

00:13:56.150 --> 00:14:02.900
did that. So again if you see the column
on the left, that's different skills that

00:14:02.900 --> 00:14:10.190
you want the students to learn and then 4 is expert that first one is
novice. The other

00:14:10.190 --> 00:14:13.910
thing we got a lot of questions on:
is this a one time shot?

00:14:13.910 --> 00:14:22.280
So if they fail, they fail. No, we know and
workforce and from learning repetition.

00:14:22.280 --> 00:14:31.310
So my theory give the students as many
chances to succeed on a skill as they

00:14:31.310 --> 00:14:39.080
need, because we want to turn out good
graduates that industry will hire.

00:14:39.080 --> 00:14:47.030
Again that's all up to you, each individual
programs can choose. Then Angelina

00:14:47.030 --> 00:14:55.370
College this year (inaudible) worked on and
so she took our spreadsheet but then put

00:14:55.370 --> 00:15:00.530
her take on it and it's a little bit
different. I thought it was just

```
00:15:00.530 --> 00:15:07.660
great in how she handeled that. So if you
see a little bit more detail she

00:15:07.660 --> 00:15:13.330
actually did it for students. So on the
right she has a column for what their

00:15:13.330 --> 00:15:22.780
score was and I thought a great example to
use with her permission of how they were

00:15:22.780 --> 00:15:28.180
handling. And you can see she's even
added a little bit more to the skills.

00:15:28.180 --> 00:15:34.060
So you could be a little bit more
detailed. And then here it's the second

00:15:34.060 --> 00:15:41.980
page of (inaudible)'s rubric, but again and
look at the bottom she shows the score

00:15:41.980 --> 00:15:48.610
and the average scores of this student
was really perfect. And wouldn't we all

00:15:48.610 --> 00:15:54.730
like to have those students in class. So Vicki thank you for agreeing to
share with us,

00:15:54.730 --> 00:16:08.010
and left what you did on them. And that's
it for me. A thank you. And I am going to

00:16:08.010 --> 00:16:19.500
stop sharing this screen. And we will
then you will be able to see me.

00:16:25.559 --> 00:16:34.569
Okay, hi everybody so I can see your name. A few of you I can see your
faces.

00:16:34.569 --> 00:16:38.940
So yeah we have lots of people on here. At
some point we're going to unmute all of you.

00:16:40.100 --> 00:16:46.119
And really and truly from this
point forwards, I would just like to open

00:16:46.119 --> 00:16:54.759
up if you have questions for me. If you
```

want to share anything you have done.

00:16:54.759 --> 00:17:02.379
If you have any people I have over here.
Oh we have a whole bunch of people join us. Thank you all.

00:17:02.379 --> 00:17:10.179
Thank you, thank you, thank you. For being with us today. So I ccan
unmute everybody.

00:17:10.179 --> 00:17:17.169
(background noise) Alright, now
we're going to get here background noise

00:17:17.169 --> 00:17:27.600
for everybody. (loud background noise)

00:17:27.600 --> 00:17:41.720
(background conversation loud) Okay there's somebody talking in the
background if you're in your office.

00:17:44.400 --> 00:17:48.399
Okay now the noise gone. Alright,

00:17:48.399 --> 00:17:58.270
so if you want to send a message to ask
a question, or if you want I can see

00:17:58.270 --> 00:18:05.830
your picture. If you want to raise your
hand, however you did this I do want to

00:18:05.830 --> 00:18:13.809
hear from you all. And let's try this
unmuting everybody again to see if that works.

00:18:16.920 --> 00:18:31.620
Maybe? Okay that's pretty good. Who wants to ask for question? Just go.

00:18:31.620 --> 00:18:37.760
[Yvette] Are these behavioral skills to tied to the marketable skill
effort? [Sherry] Yes, absolutely.

00:18:37.760 --> 00:18:45.150
[Yvette] Okay and this feedback that you received was coming from
industry leaders?

00:18:45.150 --> 00:18:46.700
[Sherry] Yes, that is correct.

00:18:46.700 --> 00:18:49.410
[Yvette] An advisory committee then maybe (inaudible).

00:18:49.410 --> 00:19:01.230

[Sherry] Yes, all of that. The Advisory Committee, I think

00:19:01.230 --> 00:19:10.770
we're trying to pull up the skills. Oh
she's giving me names (laughs). Because Exxon moved their head

00:19:10.770 --> 00:19:20.870
corporate office to Houston. On the Chancellor's advisory committee we
even had the president of Exxon.

00:19:20.870 --> 00:19:29.640
Because industry leaders in the Greater
Houston area in all of this and advisory

00:19:29.640 --> 00:19:37.590
committees and at every aspect
of industry that you can think that for sure.

00:19:37.590 --> 00:19:46.920
We have legal, medical you know
uses heavy oil and gas. So we had all of

00:19:46.920 --> 00:19:54.900
that and all of those people were involved. And if you have a seen the
list of fields, we

00:19:54.900 --> 00:20:04.260
have them added in the category field.
The second one to which is (inaudible background noise) the always

00:20:04.260 --> 00:20:12.820
been the number one things that the industry partners say they want
people who can communicate.

00:20:12.820 --> 00:20:17.370
Which I think we learned in this, I like to call it the virus mess.

00:20:17.370 --> 00:20:26.670
How important that has become and what you say on social media and so

00:20:26.670 --> 00:20:30.780
then our other categories are customer
service, interpersonal skills

00:20:30.780 --> 00:20:37.500
professionalism and dress, (inaudible)
products and services and time management.

00:20:38.320 --> 00:20:46.320
Where I want to extend for next year is
probably computation and social media.

00:20:47.580 --> 00:20:54.740

And I kind of want to develop clubs of what I call a firestrom on social media.

00:20:55.320 --> 00:21:00.380
So let's see. Does that answer your question?

00:21:01.980 --> 00:21:03.100
[Yvette] Yes, thank you because

00:21:03.100 --> 00:21:07.510
we're getting ready to develop our very
own marketable skills, and we were

00:21:07.510 --> 00:21:15.880
wondering how about how exactly to go about outside of advisory committee
from (inaudible) and maybe

00:21:15.880 --> 00:21:23.080
conducting like an informal or possibly formal survey. We really
appreciate

00:21:23.080 --> 00:21:26.741
you giving the presentation today Sheryl. Thank you so much.

00:21:26.741 --> 00:21:28.450
[Sherry] Oh, you're so welcome.

00:21:28.450 --> 00:21:34.600
If you look online for whatever you
name them, behavior skills, soft skills

00:21:34.600 --> 00:21:40.950
work skills. 100% with what's online and

00:21:40.950 --> 00:21:49.240
there's a group in Houston and it's the
Greater Houston Partnerships of Businesses

00:21:49.240 --> 00:21:56.440
just put out a statement two
weeks ago that said with all the

00:21:56.440 --> 00:22:04.150
virus the number one skill its
adaptability. And haven't as we all learned

00:22:04.150 --> 00:22:12.280
that skill. Is adaptability so as you
go forward and that you might consider

00:22:12.280 --> 00:22:15.860
that and see what's affected.

00:22:15.860 --> 00:22:16.960

[Yvette] Thank you.

00:22:17.900 --> 00:22:23.940
[Sherry] Alright, next question. Don't be shy please.

00:22:29.700 --> 00:22:36.980
So somebody tell me how are you all
handling workplace skills at your college?

00:22:44.200 --> 00:22:48.340
Okay, I have another question. When you
incorporate social media will the focus

00:22:48.350 --> 00:22:56.779
be to teach? And then my questions are
always gone. So I don't know that I

00:22:56.780 --> 00:22:59.340
have an answer to that.

00:23:01.940 --> 00:23:04.099
Will the focus be to teach students how to maintain a

00:23:04.099 --> 00:23:09.799
professional social media presence and
help them develop an understanding of

00:23:09.800 --> 00:23:14.760
how their social media presence to date impacts employment opportunities?

00:23:15.560 --> 00:23:20.820
[Sherry] Yes, I think for all of us that has got to be the focus.

00:23:21.460 --> 00:23:26.239
That if you're going to have a job for a

00:23:26.240 --> 00:23:32.200
company and social media is a part of it
it must be professional.

00:23:32.780 --> 00:23:39.460
And we know for a fact some companies have stringent guidlines on social
media.

00:23:40.220 --> 00:23:46.099
And either don't allow it, my husband works for Shell and they

00:23:46.099 --> 00:23:47.700
flat out didn't allow it.

00:23:47.700 --> 00:23:54.109
And so depending on I think how large a

00:23:54.109 --> 00:24:00.820

town you're in, companies may have
guidelines. But I think it's our duty as

00:24:00.820 --> 00:24:07.820
instructors to teach students what I call,what my mother taught me right
from wrong.

00:24:07.820 --> 00:24:18.139
And you should be careful with what
you say and a bit guarded.

00:24:18.139 --> 00:24:24.679
But maintaining that professionalism for me would be the number one
priority. I also

00:24:24.679 --> 00:24:33.139
teach English, so I will also focus on
on I'm not heavy into abbreviating

00:24:33.140 --> 00:24:39.980
things and not knowing what to say. And
some of that people do.

00:24:39.980 --> 00:24:46.520
So yes, I think all of that is incredibly
important.

00:24:50.240 --> 00:24:58.260
Okay. Was there a prevalent group of skills, say a top 10, across all the
programs and schools that participated?

00:24:58.600 --> 00:25:04.720
Yes, and I think I would tell you
this number one without a shadow of

00:25:04.730 --> 00:25:11.420
a doubt for all the skills in communication. If you're not looking at

00:25:11.420 --> 00:25:17.450
that list, let me just read you a couple.
Demonstrate the ability to communicate

00:25:17.450 --> 00:25:20.880
and apply what you learned in a course.

00:25:20.880 --> 00:25:23.450
Demonstrate the ability to ask for help

00:25:23.450 --> 00:25:31.490
and seek out clarification. Prepare well
written documents as appropriate to your

00:25:31.490 --> 00:25:33.220
set of standards.

00:25:33.220 --> 00:25:37.130
Now we know not every
single program needs well written

00:25:37.130 --> 00:25:42.770
documents. Because the very first program
I did was welding and the wonderful

00:25:42.770 --> 00:25:48.950
young man taking welding for us one day
and said oh Mrs. Sherry Bergen welders don't need to

00:25:48.950 --> 00:25:50.720
write a well-written email.

00:25:50.720 --> 00:25:57.559
And so but I think for the most part most programs

00:25:57.559 --> 00:26:03.650
are going to have to do some good
writing. One of the things I teach my

00:26:03.650 --> 00:26:08.750
students and I find a lot of people
don't know, every single emails that use

00:26:08.750 --> 00:26:16.880
send for a company can be upheld in court.
So it's a legal document. So again I feel

00:26:16.880 --> 00:26:25.200
like it's our job to teach those skills
to keep people out of trouble.

00:26:27.200 --> 00:26:32.480
So let me read a couple more. Email
etiquette. Oh isn't that a very good one.

00:26:32.480 --> 00:26:38.110
Don't hit send when you're mad. Speech use it appropriately.

00:26:38.110 --> 00:26:45.240
iIdentify elements to communicate
effectively, ethically, and legally.

00:26:45.240 --> 00:26:51.740
So those set of skills I still think the
number one were all the communication skills.

00:26:51.740 --> 00:26:54.040
Number two though is time management.

00:26:55.160 --> 00:27:01.940

So I hope that helps a little bit in what people chose.

00:27:02.720 --> 00:27:05.960
The other for several of our programs is

00:27:05.960 --> 00:27:13.480
because we've done fire science and nursing, safety is the number one
issue on those types of programs.

00:27:14.860 --> 00:27:23.840
So from Victoria I have a question: that is there a portal to access this
information?

00:27:25.500 --> 00:27:29.040
And there will be is my answer. We are working

00:27:29.050 --> 00:27:36.500
right now as part of the grant on a
training manual. Once we have that and we

00:27:36.500 --> 00:27:42.400
will actually post that on the website.

00:27:43.180 --> 00:27:45.920
Also because we'll have a record that

00:27:45.920 --> 00:27:54.580
you joined us today, we can email that
training manual to you as well.

00:27:55.040 --> 00:28:00.380
And the coordinating board will also send it out.

00:28:00.380 --> 00:28:06.060
So if you called in I just need your email address.

00:28:07.120 --> 00:28:29.460
So if you're a call-in send me your
email address and my email is sherry.young@lonestar.edu

00:28:29.460 --> 00:28:36.180
So you can always just send me your email

00:28:36.180 --> 00:28:42.140
and we will make sure that these
materials get distributed throughout the state.

00:28:43.580 --> 00:28:49.760
Okay: are your materials (orientation the doc you are reading availible?

00:28:49.760 --> 00:28:54.600
Yes, I hope to have all of this in our training manual.

00:28:54.600 --> 00:28:58.420

So in one place you will have everything I have.

00:28:58.420 --> 00:29:03.260
So that's should be (loud background noise).

00:29:03.260 --> 00:29:05.140
every member that has worked on it has had to sign a contract.

00:29:05.140 --> 00:29:09.680
The contract should be in there, the spreadsheets will

00:29:09.680 --> 00:29:15.530
be in there. Every document we've used.
Even the presentations I've done,

00:29:15.530 --> 00:29:22.810
WebEx's, any of that will be in the
training manual as well. So hopefully

00:29:22.810 --> 00:29:26.360
you'll have everything that we've done.

00:29:27.420 --> 00:29:35.940
(background conversation noise)

00:29:37.780 --> 00:29:42.480
Alright. What has been the most difficult
challenge in documenting these skills?

00:29:43.340 --> 00:29:46.280
Well Francis thank you, that's a good one.

00:29:46.280 --> 00:29:51.540
This all started, so politely put

00:29:51.540 --> 00:29:58.370
the last time we had a SAC's visit we got a
big dig, because we were doing the

00:29:58.370 --> 00:30:03.440
skills, we were evaluating, and we were
measuring, but certainly that was

00:30:03.440 --> 00:30:11.450
going nowhere. So it looked like no one
was doing anything. So for us in such a

00:30:11.450 --> 00:30:19.970
large system the most difficult thing
was once we bought the software package,

00:30:19.970 --> 00:30:26.160
called Compliance Assist that was
training every faculty member to get

00:30:26.160 --> 00:30:30.700
everything in there so that every time
we evaluate program learning outcomes

00:30:30.700 --> 00:30:42.260
and course outcomes that we had a
repository that everybody can see and it is recorded.

00:30:42.260 --> 00:30:48.500
And for us that's been the difficult challenge, because we are so large.

00:30:48.500 --> 00:30:54.710
The Chandler said on a conference
call 7,000 employees

00:30:54.710 --> 00:31:03.500
that there are 2,500 full-time faculty
and probably 3,000 or more adjunct faculty.

00:31:03.500 --> 00:31:11.610
So this touches everyone in our system.
And that was the challenge.

00:31:11.610 --> 00:31:17.880
So next question that's anything
if you still want to ask more great

00:31:17.880 --> 00:31:21.320
go for it. Do we have have a time frame for
the manual?

00:31:21.320 --> 00:31:22.830
Yes ma'am.

00:31:22.830 --> 00:31:28.950
The grant ends August 30th we're hoping to have the manual finished by
August 1st

00:31:28.950 --> 00:31:36.260
and distribute it to everyone so you
should have it before school starts in the fall.

00:31:36.260 --> 00:31:42.760
We're working diligently and have a
great star and you should have that soon.

00:31:44.100 --> 00:31:50.100
Alright how responsive are non-volunteer faculty is participating inthe
process?

00:31:50.100 --> 00:31:55.970
Well so far so good, we've been lucky it's been voluntary.

00:31:55.970 --> 00:32:06.180
Within our system we've had no push back, because it's been a
requirement. But even as

00:32:06.180 --> 00:32:12.440
a requirement no pushback because the
faculty see the value of these skills.

00:32:12.440 --> 00:32:18.840
And if we can prove to employers we're
doing this and adequately train these

00:32:18.840 --> 00:32:28.650
students, we've really gotten no pushback
no negative feedback and again I think it's

00:32:28.650 --> 00:32:35.850
a process of we're such a large system
that at some point we're about

00:32:35.850 --> 00:32:42.810
halfway through our programs that
everyone has to do it. So it's just a

00:32:42.810 --> 00:32:49.530
requirement, that I think makes it a
little bit easier, but then it's how you pick and

00:32:49.530 --> 00:32:55.940
choose your programs be it from 57 or 58 workforce programs which is a
lot.

00:32:56.540 --> 00:33:03.520
Those colleges don't have that
many so we've been pretty good.

00:33:04.640 --> 00:33:09.620
So I'd say if you have trouble with those non-volunteers you have to
sweet talk them by

00:33:09.620 --> 00:33:17.620
some lunch and chocolates and whatever.
If I needed to talk them into doing it.

00:33:18.620 --> 00:33:23.360
It has also helped because we're third year
on a grant. You've been able to pay faculty

00:33:23.370 --> 00:33:29.670
$1,000 but going forward I don't think that will happen. So even

00:33:29.670 --> 00:33:34.340
though a $1,000 in today's terms is not a huge amount of money.

```
00:33:34.680 --> 00:33:41.480
it certainly will pay for a lot and
faculty are still going to do that.

00:33:42.460 --> 00:33:49.580
Alright. So how or are any of these skills
beng taught in your freshman orientation courses?

00:33:54.220 --> 00:33:57.320
So here's how we have it
divided (inaudible) that is kind of a

00:33:57.330 --> 00:34:02.700
hard one to say. Yes we are teaching some
of the skills. We're not tracking them as

00:34:02.700 --> 00:34:09.600
much because these specifically dealt
with workforce programs. Our freshman

00:34:09.600 --> 00:34:18.210
orientation course is an academic course.
And so we put the behavioral skills into

00:34:18.210 --> 00:34:25.710
the actual workforce program. However in
our freshman orientation course, some of

00:34:25.710 --> 00:34:30.180
those skills are included as is be on time.

00:34:31.980 --> 00:34:38.360
So both places since both places get them evaluated. There's been a push
from the

00:34:38.360 --> 00:34:45.380
Gates Foundation, Melida Gates.  She wants these soft skills in all
academic courses.

00:34:45.380 --> 00:34:50.340
And a couple of years ago I
actually thought that was gonna happen

00:34:50.340 --> 00:34:56.429
quickly, but I think there's been so many
other things now happening in this country

00:34:56.429 --> 00:35:01.920
that this is a back burner. But I
do think eventually we'll see those

00:35:01.920 --> 00:35:09.620
skills even in our academic courses. And
again I teach English, so all of those
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00:35:10.000 --> 00:35:17.020
communication skills are in an English
class. You know that be on time for any class that's taught.

00:35:17.020 --> 00:35:26.260
So I think all faculty can include them in any course.

00:35:26.260 --> 00:35:34.840
Alright so I hope that answered that. A
little, little yes on academics and orientation course.

00:35:35.940 --> 00:35:41.220
Alright. Just confirming that I heard correctly. Faculty were paid
$1,000.

00:35:41.220 --> 00:35:42.340
Yes ma'am.

00:35:43.220 --> 00:35:48.900
So this year we did nine programs and

00:35:49.050 --> 00:35:55.359
internally with Lone Star College and we did four outside colleges. Last
year I think

00:35:55.359 --> 00:36:00.940
we did six programs and four outside colleges. And that very first year I

00:36:00.940 --> 00:36:09.200
included six more. The money all came
from a grant. So that is how we funded it.

00:36:09.200 --> 00:36:11.920
Now we're not applying for grant again

00:36:11.920 --> 00:36:20.070
this next year with everybody working from
home and picking and choosing which and

00:36:20.070 --> 00:36:25.980
what grants and where you put your
effort.

00:36:25.980 --> 00:36:34.340
So how many programs? I think 20 or 21
for Lone Star College and 8 outside colleges to date.

00:36:36.080 --> 00:36:42.260
So second, these workforce behavioral were only developed for CTE
programs not Academic, right?

00:36:42.260 --> 00:36:46.119
That is correct. And that was our original start.
```

00:36:46.120 --> 00:36:55.830
Our original intent. We did do that and
we're going to stand by that.

00:36:56.520 --> 00:37:02.560
However thirdly because, first of all at Lone Star College system, I'm
the only faculty

00:37:02.560 --> 00:37:08.980
member that has taught both on an
academic side and the workforce side.

00:37:08.980 --> 00:37:12.580
So my workforce side program is
administrative services or what the

00:37:12.580 --> 00:37:18.790
state called office technology. On the
academic side I'm English. I'm part-time

00:37:18.790 --> 00:37:24.100
now officially I retired and came back
and I'm part-time. I'm still teaching

00:37:24.100 --> 00:37:30.660
English and I'm still doing as grant is
working with all the workforce programs.

00:37:30.660 --> 00:37:36.549
But I teach these skills in my English
class. Another other academic course I'll

00:37:36.549 --> 00:37:43.179
be teaching these workplace skills as
well. I think the more we can do it the

00:37:43.179 --> 00:37:49.599
more we can convince people to do it, the
better we are. Because the ultimate goal

00:37:49.599 --> 00:37:58.059
of a college degree is a job. And with
every course you take, you need to learn

00:37:58.059 --> 00:38:07.520
something that applies to a job skill. So
yes on that.

00:38:07.520 --> 00:38:13.120
Alright, what else up on my listof questions you all?

00:38:16.220 --> 00:38:19.020
What else could I answer for you?

00:38:19.020 --> 00:38:22.119
So you all as soon as the training manual is

00:38:22.119 --> 00:38:29.019
ready to be distributed through the state.
But again if you log in today and or

00:38:29.019 --> 00:38:34.539
if you send me your email address. We'll send that direct way to you If there's

00:38:34.539 --> 00:38:40.179
anyone else in your college that's wants
the training manua, pleasel all you have to

00:38:40.179 --> 00:38:46.340
do is email me and we'll make sure
everybody gets the training manual.

00:38:46.340 --> 00:38:52.479
Because this was a Perkins Leadership
Grant for the state, part of that grant

00:38:52.479 --> 00:39:02.829
is we are to help train other colleges.
And so we are happy to do that and

00:39:02.829 --> 00:39:09.369
certainly hope a training manual will help.
But again you could contact me at

00:39:09.369 --> 00:39:19.380
any time with any questions, any concerns
what you're doing, how you're doing it.

00:39:19.380 --> 00:39:27.279
I hope that somehow in the future we can
still figure out how to pay faculty to

00:39:27.279 --> 00:39:34.170
continue this work, but as of right now
we're not applying for the grant for next year.

00:39:34.170 --> 00:39:41.080
So we'll see what happen and how we
handle that internally.

00:39:41.960 --> 00:39:47.700
My guess is at some point somebody's
going to call for me and say, "okay Sherry

00:39:47.700 --> 00:39:54.420

will you do this?" My answer will probably be yes. I thoroughly enjoyed working with faculty,

00:39:54.420 --> 00:40:01.290
the workforce program, colleges around the state It's fun to see how everybody to developd

00:40:01.290 --> 00:40:07.560
the 3 spreadsheets specific to the needs
of their programs. And again every

00:40:07.560 --> 00:40:14.040
program is so vastly different. One of
the programs we did was live

00:40:14.040 --> 00:40:19.050
entertainment technology that's the only
program in the state of Texas, but it was

00:40:19.050 --> 00:40:24.180
fascinating to see what they do in that
program, how they do it, and how they

00:40:24.180 --> 00:40:29.849
embedded all skills. The other one that
was so interesting to me is fire science,

00:40:29.849 --> 00:40:37.380
when we actually have a burn building.
That yes, we send students well equipped

00:40:37.380 --> 00:40:43.530
that into a burning building. And so as you can imagine them

00:40:43.530 --> 00:40:50.070
as safety skills were their number one
priority. It was fun for me to see

00:40:50.070 --> 00:40:56.670
house fire science developed all those
skills in that program because it's very

00:40:56.670 --> 00:41:02.460
different than any other program.
Nursing was the easiest to do if

00:41:02.460 --> 00:41:06.599
anybody wants to know that because they
have such stringent guidelines from

00:41:06.599 --> 00:41:16.140
escape the state. Everything theywere doing was literally mandated by some medical

00:41:16.140 --> 00:41:24.940
agency or the state. So clearly they were
easy to do as some of the other medical programs are.

00:41:24.940 --> 00:41:34.720
Ok. I am confused. I understand identifying the skills that are needed

00:41:34.720 --> 00:41:38.700
but how are you measuring student success on a skill?

00:41:38.700 --> 00:41:41.760
Okay, well that's a great question and every

00:41:41.760 --> 00:41:49.020
programs done it a little bit differently.
So right now and Charity is on here,

00:41:49.020 --> 00:41:54.920
she's with one of my outside colleges from
this year and she has a paralegal program.

00:41:54.920 --> 00:42:01.720
And so they have a class and one of the assignments she is doing

00:42:01.720 --> 00:42:06.820
and how she's gonna measure those
skills is they are actually going to do

00:42:06.820 --> 00:42:14.590
a job interview. So they will have a
real, life job to apply for, Charity will

00:42:14.590 --> 00:42:21.880
actually do each interview, but because
it's paralegal then some of those skills

00:42:21.880 --> 00:42:30.280
she is including in that project. What CIP did was their internship
course.

00:42:30.280 --> 00:42:40.680
What nursing did everything was evaluated in lab practicum. So every
program has been a

00:42:40.680 --> 00:42:49.300
little different on how they're measuring that student success for each
field they choose.

00:42:50.180 --> 00:42:55.120
So I hope that answers that question.

00:42:55.120 --> 00:43:01.260
If not, let me know. So that's been a fun
one for me too.

00:43:01.260 --> 00:43:09.020
How has each program adapted where they evaluate the skills and how they
evaluate the skills?

00:43:09.340 --> 00:43:16.740
So when you look at our rubric is a scale of one to four it didn't ever
have to be per grade.

00:43:17.420 --> 00:43:23.080
So it was a one to four scale then you
pass or fail then you can convert

00:43:23.080 --> 00:43:30.580
that to a grade. So most everybody chose
to do it in some sort of project and

00:43:30.580 --> 00:43:36.100
that's how they evaluated the skill.

00:43:36.100 --> 00:43:38.720
Okay who else? What else?

00:43:40.580 --> 00:43:45.140
You all have had great questions. Thank you so much.

00:43:45.480 --> 00:43:53.220
There has been a great deal of interest in this project from the
beginning from folks around the state.

00:43:53.230 --> 00:43:59.230
I'm thrilled with how many people are on
call today. I know it's difficult

00:43:59.230 --> 00:44:04.200
everybody's working from home and
strange things and again you can see my

00:44:04.200 --> 00:44:15.099
column out my right ear, but I appreciate
in this whole process and what we've done

00:44:15.100 --> 00:44:24.420
and how we've done it. And I just thank those 8 colleges that have
participated so much.

00:44:24.420 --> 00:44:29.100
And then all of the faculty within Lone Star. I think we're all seeing
the

00:44:29.109 --> 00:44:36.039
of value of what this project has done.
One other thing I wanted to tell you it's

00:44:36.040 --> 00:44:40.880
been a great check and balance to CIT.

00:44:41.840 --> 00:44:43.359
So what happened to Lone Star College

00:44:43.360 --> 00:44:50.680
over the last 10 years is at some point
in an eight-year period we grew 67%.

00:44:50.680 --> 00:44:54.660
Okay now that sounds good and great, your
budget increases, but I can tell you as a

00:44:54.660 --> 00:45:01.980
full-time faculty member at the time
growing 67% nearly killed us all.

00:45:01.980 --> 00:45:09.440
So then how do you look at a program, how do you evaluate, how do you
move forward?

00:45:09.450 --> 00:45:15.400
And really and truly that's where we
started, but in sort of the midst of all

00:45:15.400 --> 00:45:23.940
that then remember we had Rick Perry as the governor and we could only
then have 60 hour programs.

00:45:24.380 --> 00:45:31.200
So we couldn't do 61 and we couldn't do 59. And make some exceptions like
nursing but

00:45:31.209 --> 00:45:39.609
one of the things for CIT, when they did it
the first year. They discovered that they

00:45:39.609 --> 00:45:46.640
hadn't dropped one of their courses and
they were violating the 60 course rule.

00:45:47.440 --> 00:45:53.820
So quickly they got that changed and made a state change. So some things
out

00:45:53.829 --> 00:46:01.420
of doing this project kind of that we
never thought would happen and again

00:46:01.420 --> 00:46:09.400
this year CIT found another mistake that
they got corrected. So funny as kind of the

00:46:09.400 --> 00:46:16.989
sidebar what came about from putting
behavioral skills and courses were so

00:46:16.989 --> 00:46:21.880
large we worked through a curriculum
council. The curriculum council

00:46:21.880 --> 00:46:28.520
really gives the people a chance to meet and talk. The curriculum council
decides the 10 or 15 skills.

00:46:29.260 --> 00:46:34.680
So that's how we're doing that. Alright and then my

00:46:34.680 --> 00:46:41.760
next question is how is any of this
coverage of a marketable skill done freshmen orientation courses?

00:46:41.760 --> 00:46:45.490
You know I have not taught the freshman

00:46:45.490 --> 00:46:53.650
orientation course. So to tell you
exactly, I'm not sure. But I know

00:46:53.650 --> 00:46:59.760
they're including the communication
skills and the time management skills.

00:46:59.760 --> 00:47:05.800
Just in different things they're
teaching and how they're teaching.

00:47:06.020 --> 00:47:14.820
Victoria if you really want to know an answer to that, I ave plenty of
faculty I could ask

00:47:14.830 --> 00:47:24.820
and get back to you on that question. And
so that you know exactly. Just to know

00:47:24.820 --> 00:47:30.240
how they're actually doing it. I'm not sure.

00:47:30.240 --> 00:47:35.880
[Victoria] Okay, thank you, I really appreciate that. We're just we have
a some faculty and we're looking at

00:47:35.890 --> 00:47:40.270
changing the structure being able to
offer that learning frameworks class

00:47:40.270 --> 00:47:45.160

that might have a slight corrector for a
technical student. So we had a lot

00:47:45.160 --> 00:47:50.290
of just real interest in seeing how
these different markable skills were

00:47:50.290 --> 00:47:54.730
embedded in different areas. And since
you did them in so many different

00:47:54.730 --> 00:48:00.640
various CTE programs, did you see that
there was really much variance in what

00:48:00.640 --> 00:48:04.400
one program they consider the top five
versus another area?

00:48:04.400 --> 00:48:06.090
[Sherry] Yes we did and

00:48:06.090 --> 00:48:13.630
honestly a little bit more than I would
have anticipated. I'm the person who had

00:48:13.630 --> 00:48:22.000
run our curriculum council for office
technologies for 30 years and so I accepting-

00:48:22.000 --> 00:48:24.460
(phone rings) sorry about that- that the number one skill

00:48:24.460 --> 00:48:31.210
would be communication. But and what it
forced me to do is think about every

00:48:31.210 --> 00:48:35.890
single workforce program that we
have differently. Because of course

00:48:35.890 --> 00:48:41.549
fire science is different than all of
the rest. And so I have seen a huge

00:48:41.549 --> 00:48:48.400
variance in the different set of skills.
Nursing is vastly different than

00:48:48.400 --> 00:48:54.730
everybody else because nursing can't
even do one to four scales. So if you're

00:48:54.730 --> 00:48:59.559

going to learn how to take blood, you
have to learn how to take blood.

00:48:59.559 --> 00:49:06.369
You can't fail that skill. So there's became more clinical even though
the behavioral

00:49:06.369 --> 00:49:14.319
skills were in there. So welding was
vastly different you know the young

00:49:14.319 --> 00:49:19.270
gentleman said to me, "Mrs. Sherry, Mrs. Sherry, we don't ned those
communication skills

00:49:19.270 --> 00:49:24.400
we just weld your things back together." I
said well okay great. What do you want?

00:49:24.400 --> 00:49:31.960
And so his focus was on the section of
customer service, because they are

00:49:31.960 --> 00:49:37.270
providing customer service in welding and he said time management was
critical

00:49:38.520 --> 00:49:45.780
So yes I would have to say I see a huge
difference in the programs and what they

00:49:45.789 --> 00:49:52.510
have focused on. Now, I will tell you
that we can lump everything in groups.

00:49:52.510 --> 00:49:58.560
All the medical programs are similar all
kind of that business accounting office technology

00:49:58.560 --> 00:50:06.240
are all similar and so you can work some of those programs together and
they

00:50:06.250 --> 00:50:13.059
will have very similar skills. But when
you're like us and have such a wide variety

00:50:13.060 --> 00:50:20.020
of programs then it does become what I
consider vastly different.

00:50:21.180 --> 00:50:25.760
And how people handle that. So Victoria do I have your email?

00:50:26.940 --> 00:50:31.460
[Victoria] Yeah, you said that I could send it to you in a message. I did register.

00:50:31.460 --> 00:50:34.420
[Sherry] Okay, yes send it to me.

00:50:34.420 --> 00:50:41.200
And then I'll check on how we're exactly how we're handeling that in those freshmen orientation courses.

00:50:41.200 --> 00:50:47.200
In fact, I can send out out to everybody if you're interested in that.

00:50:49.220 --> 00:50:56.260
So thanks for that question. It makes me think and I do think in the next few years will be a

00:50:56.260 --> 00:51:02.160
very academic program. I would really like to see that happen.

00:51:02.170 --> 00:51:06.960
We'll see if it indeed happens (laughs).

00:51:06.960 --> 00:51:08.750
[Victoria] Well I think also it was interesting a

00:51:08.750 --> 00:51:13.040
librarian brought it to our attention that as they have had students with career

00:51:13.040 --> 00:51:17.600
project papers. So they're not only seeing it at our EDUC class, but then they're seeing

00:51:17.600 --> 00:51:21.560
like the same students doing it in their English. So we're trying

00:51:21.560 --> 00:51:26.480
to also just kind of assess how much duplication there is of like the same type of project.

00:51:26.480 --> 00:51:33.660
[Sherry] Right. One of the things that I know they do in our freshman EDUC 1300

00:51:33.660 --> 00:51:36.170
that we probably all have now is write a resume.

00:51:37.460 --> 00:51:44.540
And how to do that. And so yeah that crosses over just about every workforce

00:51:44.540 --> 00:51:51.700
program teaches that as a skill. And
then how you handle that as well.

00:51:52.820 --> 00:51:56.220
[Victoria] Who is exempt at Lone Star from taking the EDUC class?

00:52:00.980 --> 00:52:08.460
[Sherry] At one point the answer was nobody. (inaudible)

00:52:09.300 --> 00:52:16.000
It's intended to be what you called first time in

00:52:16.010 --> 00:52:22.310
college students or families where you're   the first student.

00:52:22.310 --> 00:52:28.940
There was iterally one point no one is exempt. And I just have to laugh

00:52:28.940 --> 00:52:35.840
so you can only how the fire sounds around that. We're going to make

00:52:35.840 --> 00:52:41.840
every single student in the world
take this orientation. And so I tell you

00:52:41.840 --> 00:52:49.130
a quick funny story on that. My tson
went to the University of Mississippi and he was

00:52:49.130 --> 00:52:55.970
completely undone that they require
a freshman orientation. By the time

00:52:55.970 --> 00:53:02.420
he finished imagine that he had learned something. (laughs)

00:53:02.680 --> 00:53:10.060
I just had to laugh, but at the four-year University it is mandatory.

00:53:11.500 --> 00:53:16.180
One of the things Ole Miss has done which I love because (inaudible) used
to have an office

00:53:16.190 --> 00:53:21.590
in Oxford, Mississippi that the freshmen
orientation course there has to read books.

00:53:21.590 --> 00:53:26.870
And Grisham has been donating the books
so they've already, John Grisham wrote.

00:53:26.870 --> 00:53:33.350

So I think that's also great that it forced
every single freshman to take an

00:53:33.350 --> 00:53:38.300
orientation course, to read and write and to
do some of these behavioral skills.

00:53:39.700 --> 00:53:42.360
So such a great point.

00:53:44.380 --> 00:53:50.440
And I'll look for information on how we're handling that. And again, I
see somebody else says yes

00:53:50.440 --> 00:53:57.020
I'd like to receive that. I'll just email that out to everybody next week
in this WebEx.

00:53:57.020 --> 00:53:58.260
How's that?

00:53:58.260 --> 00:54:00.840
[Participant] Sounds great. Thank you so much.

00:54:01.850 --> 00:54:07.640
Yes, alright. we have like six minutes left you all because at four
o'clock I think our

00:54:07.640 --> 00:54:12.260
WebEx is just gonna end, because we
haven't had on go this long

00:54:12.260 --> 00:54:18.260
because you guys have had the best
questions in the world. We will be doing

00:54:18.260 --> 00:54:24.650
another one in mid-August, I think it's August 12th tenatively.

00:54:24.650 --> 00:54:29.950
You'll get an invitation, but at that point we
will talk about the training manual.

00:54:29.950 --> 00:54:35.000
We'll be able to see it and then I can
email it to you. So hopefully you will

00:54:35.000 --> 00:54:43.820
join us in August. Please invite anybody in
your college that might be interested in viewing.

00:54:43.820 --> 00:54:50.360
Wether faculty, staff we've had a lot of interest from advisers.

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00:54:50.720 --> 00:54:59.340
So definitely when you do the next WebEx
which will again be from home for me.

00:54:59.350 --> 00:55:05.000
But if we're not seeing anybody
back to work anytime soon. I know Houston's on

00:55:05.000 --> 00:55:09.660
the rise for the Coronavirus so everybody's a little nervous still.

00:55:10.380 --> 00:55:17.839
But at that point then you can look at every
single material that we have used,

00:55:17.839 --> 00:55:27.500
I hope. And it will be done by then. So
if anybody has any questions and if I

00:55:27.500 --> 00:55:31.524
missed any questions today please, please, please email me.

00:55:31.524 --> 00:55:42.560
Again it's sherry.young@lonestar.edu

00:55:42.800 --> 00:55:48.480
I know it says Sheryl Young, that's my real name. But my mom always
called me Sheryl when she was mad at me.

00:55:48.490 --> 00:55:56.569
So I go by Sherry and I can't thank you
all enough for joining us today

00:55:56.569 --> 00:56:03.950
Again if you phoned in, make sure you
send me your email address and again you

00:56:03.950 --> 00:56:11.040
will get an invitation to the WebEx in
August. I'm going to kind of take part of July off.

00:56:11.040 --> 00:56:17.690
I have a daughter I now haven't seen since
February. So thank you all for

00:56:17.690 --> 00:56:22.880
joining, for having an interest. Happy to
answer any questions if you share

00:56:22.880 --> 00:56:30.369
anything you all have done I'm so happy
to hear that. If you say there's anything

00:56:30.369 --> 00:56:39.559
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you need for us to change. If you
have any other suggestions I would love

00:56:39.559 --> 00:56:45.559
to hear that as well. I have to say
it's works pretty well but it doesn't

00:56:45.559 --> 00:56:53.690
mean it can't always continue to improve.
So with that I think we'll close and

00:56:53.690 --> 00:57:00.410
okay wait, a minute before we close. And write this one email

00:57:00.410 --> 00:57:11.839
address down in case what if I close out
my screen it's gone. Okay.

00:57:11.840 --> 00:57:17.600
Thank you everybody. It's been a pleasure
to have you on the conference today.

00:57:17.600 --> 00:57:25.560
I've seen a few faces, that's so much
fun versus seeing a blank screen.

00:57:25.560 --> 00:57:30.180
Hopefully, I'll see everybody again in August. Thank you for
participating.