TAACCCT Voluntary Subject Matter Expert and Industry Partner Summary Template

To support grantees in documenting the fulfillment of the SGA requirements for using subject matter experts and industry partners for assuring the quality of materials developed and used for the grant, SkillsCommons has created a guide for grant project directors or designated project staff to complete and post within SkillsCommons that would aid in the documentation process. **The use of this template is voluntary.** The template the basic elements for describing the methodologies your project used to assure their compliance with subject matter expert and industry partner requirements. The SGA TAACCCT requirements for each round are provided at the end of this document.

SME: Describe the name, title, and type/amount of experience the subject matter expert(s) have in conducting reliable evaluations of the quality assurance of the materials content.

Ben Doyle is an instructor who teaches customized, non-credit classes in maintenance, electrical continuing education and safety, as well as credit based classes for maintenance and electrical programs.

Ben has an AAS degree in Agriculture Resources Technology, an AAT in Electrical Construction and an AA in Liberal Arts.

Ben's experience in the electrical industry began in the 90's in the state of Washington, where he held an Administrators and Journeyman License and worked in commercial, residential and industrial industries. His additional work experiences in the industry include drafting, design, estimation, heavy equipment operation, and commercial driving. After moving to Minnesota, he continued to work in similar industries with an additional focus in agriculture. He continues to maintain his Minnesota Electrical Journeyman License.

Ben's extensive field experience and training with safety, benefits him as an OSHA Outreach trainer for General Industry and Construction. His areas of focus include Confined Space, Lock-out Tag-out and Electrical Safety, in addition to being a certified competent person trainer for Fall Protection and Scaffolding.

Recent Trainings:
OSHA 500 & 501 – NSEC, MN Safety Council, St Paul, MN (2013)
Fall Protection Competent Person Trainer – Capital Safety, Redwing, MN (2016)
Scaffold Trainer Course (competent person) – Scaffold Training Institute, Houston, TX (2015)
Qualified Rigger and Signalperson & Forklift TTT – CICB, Orlando, FL (2018)
OSHA 503 – NSEC, Richland CC, Decatur, IL (2018)

Certification/License:
MN Journeyman's License
Class A CDL with Airbrake Endorsement
Qualified Rigger & Signalperson Certification
Boom and Scissors Lift Certification
Forklift Operator Trainer
Previously held WA Journeyman and Administrator License

SME: Describe the quality assurance rubrics used to conduct the evaluation of the quality of the content produced by the grant.

IHS.453

1. Course Overview and Objectives	Exceptional	Satisfactory	Ineffective
The goals and purpose of the course is clearly stated.	X		
Learning objectives are specific and well-defined	X		
Outcomes align to occupational focus (Industry skills and standards.)	X		
2. Materials and Resources	Exceptional	Satisfactory	Ineffective
The instructional materials contribute to the achievement of the course learning objectives.	X		
The materials and resources meet/reflect current industry practices and standards.	X		
3. Learning Activities	Exceptional	Satisfactory	Ineffective
Provide opportunities for interaction and active learning.		X	
Activities are linked to current industry practices and standards.	X		
4. Assessment Tools/Criteria for Evaluation	Exceptional	Satisfactory	Ineffective
Measure stated learning objectives and link to industry standards.		X	
Include specific criteria for evaluation of student work and participation.	X		
5. Equipment/Technology	Exceptional	Satisfactory	Ineffective
Meets industry standards and needs.	X		
Supports the course learning objectives	X		

Curriculum is aligned with OSHA 29 CFR 1926 subpart M and industry/manufacturer best practices.
While this course promotes active learning and hands-on opportunities, effectiveness of instruction could be improved with additional time and activities. Additional time would also allow for specific practical assessment of objectives.

Industry Partner: Describe the employer(s) (name, industry area, # of employees, employment opportunities, workforce development priorities) and describe how it was actively engaged in the project in one or more of the following ways: defining the program strategy and goals, identifying necessary skills and competencies, providing resources to support education/training (such as equipment, instructors, funding, internships, or other work-based learning activities), providing assistance with program design, and where appropriate, hiring qualified participants who complete grant-funded education and training programs.

The organizations Cass County Electrical Coop and Engineered Pump Service have been active and engaged partners for Minnesota State Community and Technical College. The organizations helped the College define the program strategies and goals, serve on advisory committees, and provided resources to support the training and education. They also provided recruitment, course input, evaluation, funding, and enhanced opportunities for the employees who advanced their workplace skills. Combined, these organizations have 142 total employees, 36 of whom were trained in Fall Protection Training (4 hours).

The College's career and technical programs, courses, and workforce training options are relevant because of the partnership we have with business and industry.

Caw Bimlal	09/27/2018
Signature of Principal Investigator	Date
Dr. Carrie Brimhall	CU Succeed
Print/Type Name of Principal Investigator	TAACCCT Project Name