CCN University Meeting
November 13, 2015

Attendees: Ann Beheler, Mark Dempsey, John Nguyen, David Keathly, Chris Kadlec, Dan Tuuri, Xin Tao Liu, TJ Teoh, Jimmie Joseph and Travis Mitchell

Mark: This is our first CCN University Meeting. We are going to discuss various topics that affect universities that do not necessarily affect community colleges. The reason for convening is that it was brought to our attention that some of the points that CCN members are required to earn do not fit what you are able to do at the university level. There are a lot of differences between universities and community colleges from an administration process such as changing curriculum. The CCN points system might not be relevant to you right now. Should we look at changing the points system for universities to make it more relevant? Working Connections will earn you a point. We also ask that colleges update their program based on KSAs; I do not know if that works for you guys. We also have a yearly report; I do not know if that applies to you guys either. Do you guys feel that these things work for you or are there things that you would like to change?

Dan: The only problem that we have is getting the numbers on graduation. It takes us about a year to get the numbers on that.

Ann: After that year, could you get those numbers?

Dan: Yes. It is just the reporting that is required for the CCN.

David: There are a few that need an adjustment. We do not update our program every year, as you guys do, we update every 3-4 years. It takes two years to get something into the catalog. We are not tied into vendor specific programs.

Ann: How do you know that students will have skills that will help them find jobs once they graduate?

David: We base it on _____ determination in what is relevant in the industry around us.

Ann:

David: It is not at the level of KSAs that the CCN is at.

Chris: Because of our late time in changing the degree program, we do a lot of work before we make changes to the program. We do talk to our BILT leaders and we do some research in the market. We do not change our material as often as you do.

Ann: What do you do? We do what Glenn Wintrich terms "workforce ready." What would work for universities?

David: What we are having to do is change our classes on a regular basis, but we do not update the program that regularly. I change my course work every semester to reflect changes in the market.

Ann: If you are going to teach security, what are the things that should be included in security. A lot of the things that we teach are in align with the certifications. We have dropped it down to 35-40 items in our KSA. We would like to know what you are changing if you are not changing the program.

Chris: The way we do it is almost by hall room meeting.

Ann: It might be better to get together with businesses instead of having hall room meetings. Maybe you could do BILT anyways and then have your meetings after.

Chris: What you are asking is that . It is not necessarily with .

Ann: I do not think that any of your faculty would completely ignore businesses. I think it should be changed to _____.

David:

Ann: It doesn't have to, I do not think.

David: Maybe look at what businesses are putting into the curriculum.

Xin: I think as a university mentor we can look at two year program and compare to our four year program. So which curriculum should they be teaching at.

Ann: Why don't we draft something on that and send that out to you.

Articulations

David: Are you developing articulations to help students go beyond the two year degree to the four year degree?

Ann: We need to find a way to disseminate your program strategy.

David: As of this week twice.

Mark: Do you know about the

David:

Xin: I feel strongly that when you look at our curriculum, students are getting the skills that they need at the four year degree. What I realize that people can get a professional .

Ann: What are you talking about teaching Windows? Server based or application?

Xin: I am talking about teaching Windows 7 at the two year level, and then teaching Windows 10 at the four year level, because we receive students who do not have the tools necessary to work with Windows 10.

Ann: Does Herzing University offer the option to teach courses in eight-week blocks?

Xin: Yes we can. I strongly suggest teaching Windows 10. Windows have a lot of issues with security. I do not know if other universities teach Windows 10 or not.

Ann: Our business people have been telling us to teach the most up-to-date versions of software.

David: We started this program a few years ago and we talked to local community colleges and businesses and tried to develop a curriculum that would require the minimum. IT programs and So another thing that we wanted to do was _____. If students went to _____. There is a 21 hour block that students can go through to get certified. There are things that they can do outside of help desk and things like that. It could be medical administration. They could use this alongside there

math classes. Instead of being able to use 2 credits, 60 hours could be transferred. We are looking at putting most of those courses on _____. We might partner with some of those courses. We could not have a single person look at _____. We would look at having a mentor for them as well. That is the nutshell version.

Mark: Dan, could you tell us a little more about what your program is offering in the way of articulations?

Dan: To create additional opportunities for our students too. Similar to what we just discussed at UNT, we do offer, on our business side, a business professional track. We have the well-defined curriculum, and then we have the option for people to go with their occupational specialty. Then on our business side it allows us to take someone with a degree in automotive service and combine the business knowledge component. So we do have the opportunity to do something similar on the IT side as well.

Mark: Chris, do you have any questions or comments?

Chris: The only thing that I would like to add is something that David pointed out to me: the articulation agreement can help universities not just increase the number of students coming through our doors, but to also help the students get out of the doors. What I am working on with articulation agreements now is making sure that when students are not here on campus during the summer they can take classes at community colleges or technical schools in their hometowns and have those transfer back in and count for something.

Dan: I would agree with that. I am lucky that I am at an institution where the administration supports students taking courses over the summer. I think there are a lot of universities that do not embrace the approach the way that we do.

University BILT

Mark: The next thing we want to talk about is the BILT. How do you engage with employers? How do you evaluate KSAs? Would anybody like to add to that?

Ann: How many people are on your BILT? By that I mean how many business professionals are on your BILT, not educators?

David: There are about 15 on the roll, but only about 6 people show up for any given meeting. One of the things I have talked about is having you [Ann] come out and talk about how a BILT should work. I know that our BILT does not work anything like the way that the CTC one does. Ours is more like we have a presentation about what we think and we hope that you agree with us; not so much of what should we be doing as much as here is what we are doing and we hope that you like it. I do not think that as many of the university faculty members are as skilled at working with businesses as some of the community college faculty members are.

Ann: Well, it is catching on nationally; this is coming up in all sorts of circles. I found out that the OG Tech Center's new renewal has me helping them setup a BILT.

David: I know that it would be beneficial. And I know that I managed to get it written into our 5-year plan—that you would help us with our BILT—as part of our strategic plan. Now, it is just getting it scheduled. More of how we deal with businesses.

Ann: It [having a BILT] is not about giving up any faculty powers. It is listening to the businesses' input into what is happening in the market.

Dan: This year, we had 9 members active. I developed a series of questions that were rapid response—from 1–5—based on where we should have our efforts. We incorporated clickers. As a result, the amount of information that we received was immense. Our meeting was a mix of active participation and some chat here and there. I was satisfied with the way that the clickers led to greater discussion.

Ann: Chris, could you tell us about how your BILT is going?

Chris: We just had a BILT meeting. In that meeting we had six people on campus and 2 people in the meeting remotely. Our BILT meetings will fluctuate from 6–8 to 10–15 attendees; this is dependent on what is going on, and how well we schedule the meeting. The meetings are fairly interactive; not so much of the sage on the stage idea.

Ann: That is very good.

Mark: Xin, could you give us an update on Herzing's BILT?

Xin: We consult with our BILT twice every year with 7 industry professionals who attend.

Ann: In working with folks on this BILT process, you need to build it to 25–30 people you think are going to be active, so that you can have 10–15 be actively involved. Because the business will take over and they will not always be able to come. Also, I think that we have touched on something that will draw more people to your meetings: go with remote meetings. This will keep costs down and it allows them to be at the meeting without having to travel. In general, I never expect more than half of the BILT members to attend a meeting, because even if they want to be there for all of the meetings, they will not be able to be there for all of them. That is something that you might want to consider as you try to make new business contacts and I have lots of ways to make new contacts.

Going Forward

Mark: How often would you all like to meet going forward? Would you like to meet every quarter like the CCN or twice a year like the CCN Administrators or just play it by ear?

David: I would like for us to meet virtually at least a couple of times a year. Maybe we could have some different initiatives that we work on in these meetings. I think the first one could be updating the points system for CCN universities. Another initiative might be to help schools work on transferability like we did today. We could just discuss different initiatives that are unique to universities.

Ann: It has also been suggested that we should have a high school version of the CCN, especially for those who are part of a dual credit program. What is your initial feedback on that?

Dan: I think we need to constantly give every effort to grow the pipeline. We are seeing 100+ careers at our job fair and only have 15 students. So, promoting events for high school students is wonderful.

David: That was pretty much what I was going to say. The farther down that we can reach the better. If we could go all the way down to middle school, that would be even better. We could do

that and promote the summer camps that people are hosting and things like that. It would also be good to speak with some of the seniors who are trying to figure out what to do with their life.

Ann: The NSF would have to re-write the ATE program for us to go under high school. I do not think that would happen, but we could at least reach out to high schools. I do not agree with that, but NSF is the only ATE program that is mandated by law. It has regulations behind it that probably will not be changed.

David: I know. I think the middle school was just wishful thinking.

Ann: I would like to talk to some of those people teaching grade school who think that math, science, and technology is too hard; I guess more of the fact that they do not think that there is anything behind technology.

Other

Ann: Do you want a tighter relationship with the community colleges that are part of the CCN? If you do want a tighter relationship, why and what do you suggest that we do?

Chris: Do I want a tighter relationship? Yes. As to why I would like a tighter relationship, it relates somewhat back to the KSAs. We need to have a better feeling for how the students are coming out of the community colleges. We also need to make sure that students have a good understanding of the material when they leave our universities, respectively. It also provides us with things that we need to change with our curriculum to make sure that we are staying up to date.

Ann: What do you suggest we do to cause that integration to be tighter?

Chris: For me, I have only been involved with the CCN since April. Every time I meet with you guys and the way that Working Connections was, networking with the people finding out what is going on—I found out stuff that was going on in my own state that I did not know about.

David: I have a couple of reasons I would like to be more involved with community colleges. As we move online to bait (BA IT?) thing, it would help students who might not have access to Bachelor's Degrees be able to work on them. We could use the preeminence of the CTC to start addressing some of the problems that arise when students come from community colleges to universities; some courses do not transfer. For example, I know that most community colleges will not accept Technical Writing as the second writing course for an Associate's Degree. There are other things like that, that I think we could help resolve. Maybe we could write White Papers on those and disseminate them to community colleges? It raises understanding of stumbling blocks that can prevent articulation agreements from being accept, and that can be easily fixed.

Ann: What about points for interaction with community colleges?

David: I think that would be good. We could have points for working on things like White Papers, transfer issues, or other things like that.

Chris: One of the opportunities that I think that we are really missing out on is that I do not think we are as collaborative between schools as we could be. The Working Connections are great and we have the conversations there. I wonder if incentivizing collaborative white papers versus writing white papers alone could help those relationships? Schools could earn 5 points for working on white papers together; whereas developing white papers on your own is only 1 point.

Ann: I think that is a great idea. We have come a long way. When I went to college, students were rewarded as single contributors; this made the first years in business really tough. I knew how to make an "A," but I did not necessarily know how to work with others to make an "A" on our projects. You are exactly right though, we should incentivize collaborative efforts.

David: Maybe we could also do something like what the BILT has done and develop Tiger Teams. These Tiger teams could have a couple of university people and a couple of community college people, and we could look at a particular issue or sets of issues with the intended outcome being: producing something that could be published or doing conference presentations on the subject.

Ann: What about a combined BILT between some community colleges and universities in your areas?

David: I think that would be awesome too. Our BILT could meet with your BILT and learn how to do it right.

Ann: I do not know what you might run into doing that, but, to me, if you have a key resource and they can provide influence for a whole group of colleges and universities—maybe on the whoel pathway thing—it could be beneficial. Part of that would be educating them on what can and cannot happen. One time we had a BILT telling us that we had to do what they want. No. No we do not have to do that because there are all kinds of rules that we have to go by. Maybe we could incentivize regional meetings?

Dan: I would be onboard with that. I am active on Lansing Community College's BILT. It is sometimes awkward because they are asking me to send my people too. Maybe we could formalize that process a little more, and find ways for other people to be involved would be a win.

Chris: I am on an advisory board here, too. Maybe the cross pollination could be incentivized.

Ann: We could look at that, too. On the other hand, we do not want to make this so crazy that no one wants to do this. However, these are all things that we should probably already be doing. It is just that there are only 24 hours in a day. You guys are forging the trail. I appreciate you guys a lot for participating and being involved with the community colleges in your area. It is all good for your students, because ultimately, the idea of community college degrees being terminal is silly. There is just too much information that people need to learn. I think that each of you can benefit, and ultimately the students will benefit. That is all that I have. Have a great weekend everyone.

Mark: Thank you for joining us.