



## ADVISORY COMMITTEE MEETING Minutes October 22, 2013

**Location:** Pierce College, International House, Room 103

**Present:** Martin Best, Brian Felczak, Steve Finley, Patrick Massey, Jeff Parsons, Carl Rebstock

**Staff/faculty:** Diana Arbuckle, Mary Blythe, Linda Crerar, Bill Engler, Kellie Hale, Judy Harmon, David Hodgeboom, Robert Lord, Ron May

### **Welcome, Introductions, Announcements,**

Martin Best called the meeting to order.

### **Motion #1:** Approval of May 14, 2013 minutes

- New Committee Member were introduced: Pat Massy, FEMA Region 10; Steve Finely, Director of Emergency Services for the Red Cross; Brian Felczak Kent OEM; Jeff Parsons, EMD
- Robert Lord, the new Program Coordinator for the Homeland Security Emergency Management (HSEM) degree program introduced himself:
  - Came from the Fire Service – 35 years of experience
  - Became interested and active with EM
  - When he retired, started with a reservist with FEMA and did some training for them
  - Worked with Bellevue CC
  - Bachelor's degree in education
  - Master's in Organizational Leadership
- Update from Pate Massey for FEMA and DHS
  - Just gotten back up to speed after the government shutdown
  - New Director in the hopper for HLS
- Linda provided an overview of what other programs community colleges have that may support FEMA/HLS

### **Center of Excellence Program**

As the two programs (COE and HSEM) begin to develop their own directions; COE is a state-wide function and a real partner with the HSEM program. The Advisory Committee is helping to manage both.

### **Advisory Committee – Overview roles/responsibilities**

Vocational – Technical Committee

## Appointed to work and help improve our HSEM Certificate and AA Degree Program

- Robert went over the duties and purpose of the Advisory Committee such as, what the role members have and how they can contribute.
- Ron May, Dean of Applied Technology and Allied Health, shared which type of people can be on an Advisory Committee i.e. Prospective employees (this is the kind of employees we want) prior students (they know the program, etc.); SME who know the trends of where the program needs to go.
- For any new curriculum, changes to the curriculum, etc. will have to go through an approval process (3-4 readings for a chance to say how it integrates into other disciplines). That process has to start with the Advisory Committee.
- For the COE, the Committee is vital in helping to build the annual work plan; the annual work plan gets reviewed and approved by the State Board (who provides the funding for all of the COEs across WA State).

## Responsibilities

- Identify and validate academic and occupational competencies.
- Develop study performance standards and measures.
- Increase community awareness of vocational – technical education.
- Provide back-to-industry opportunities for instructors.
- Provide feedback and support citizen preparedness.
- Determine effectiveness of program.
- Support state and federal legislation impacting vocational – technical education.

## Center Of Excellence Program

- All ten centers (Aerospace & Advanced Materials Manufacturing, Agriculture, Allied Health, Construction, Education, Homeland Security Emergency Management, Information & Computing Technology, Global Trade Transportation & Logistics, and Marine Manufacturing & Technology) meet quarterly.
- An overview of each Center was provided by Linda.
- Each Center had a review done of the mission and vision of the centers.
- Core expectations of the COEs were discussed:

<p><b>Core Expectations of Every Center</b></p>	<p><b>Economic Development Focus:</b> Serve as partners with various state and local agencies, regional, national, and global organizations to support economic vitality and competitiveness in Washington’s driver industries.</p> <p><b>Industry Sector Strategy Focus:</b> Collaboratively build, expand and leverage industry, labor and community and technical college partnerships to support and promote responsive, rigorous, and relevant workforce education and training.</p> <p><b>Education, innovation and Efficiency Focus:</b> Leverage resources and educational partnerships to create efficiencies and support development of curriculum and innovative delivery of educational strategies to build a diverse and competitive workforce.</p> <p><b>Workforce Supply/demand Focus:</b> Research, analyze and disseminate information related to training capacity, skill gaps, trends, and best practices within each industry sector to support a viable new and incumbent workforce.</p>
<p><b>Basic Functions</b></p>	<p><b>Every center will:</b></p> <ol style="list-style-type: none"> <li>1. Establish a primarily industry-based Advisory Board with appropriate labor representations.</li> </ol> <p>See more information on handouts.</p>

**COE Self-Assessment Feedback**

- The letter from the State Board (handout from May 21, 2013) is a review for commendations about where the Center’s focus needs to be (military). Workforce development partners...focusing on economic councils – local emergency management has a challenge in recovery so some integration between the community colleges and local EM offices in order to look at recovery might be a consideration.
- Questions in regard to the challenge of developing “clear career pathways.”
- Need to understand the links among private sector to help with specializations (for example, transportation. Have an intern work with Safeway transportation).
- Perhaps look at a core curriculum for 5-7 classes and then pull in the internships.
- Most of our students are looking at the HSEM as a second career – so they might really be interested in the specialization program and then move into an entrepreneur role or partner with other students who will become a consulting group to work with small businesses.

## **2013-2014 COE's Work Plan**

- 2014 – The 10<sup>th</sup> anniversary for the COE.
- Economic Development
  - Maritime Piracy Summit – May 8, 2014
  - Resource Guide
  - Skills Gap – DACUM – February 2014
  - Allied Health Review EM – Preparedness/Response Core Competencies
- Basic Functions
  - Website Redesign/Redevelopment
- Industry Sector Strategy
  - Employer Engagement/Dialogue – Global Trade
  - Building SBCTC System Resilience
- Education, Innovation, & Efficiency
  - COEs Awareness/Outreach
  - Summit Earthquake Workshop
  - Grid Security TTT Program
  - K-12 – Higher Education Pathway
- Colleges with current or in process of MOU to deliver Pierce's HSEM degree program:
  - Peninsula College
  - Lower Columbia College
  - Renton Technical College
  - Skagit Valley College
  - Big Bend Community College

## **Industry Sector Collaborations**

- Agriculture: Linda and Dave Hodgeboom developed curriculum and delivered training for Precision Agriculture Conference.
- Global Trade: Engaging private sector employers to identify relevant workforce education and training needs in HSEM.
- Energy: Develop and deliver a Grid Security train-the-trainers program for professional-technical faculty.
- BAC & SSEM: Assisting in development and delivery of training for SBCTC colleges.

## **Important Dates for 2014**

- Skills Gap – DACUM – February 11, location to be announced.
- Piracy Summit – May 8, 2014 – Maritime Center Tacoma – COE's Marine & Global Trade

## **Applied Technology & Allied Health Division – HSEM Degree**

### **Homeland Security Emergency Management Degree**

Three focus areas: (1) the program, (2) the faculty, and (3) the students

#### **1.) The Program:**

- a. Program outcomes – (need to include “tribal” verbiage)
  - i. Apply effective interpersonal communication, critical thinking and decision-making skills commensurate with a defined level of responsibility.
  - ii. Students need to be able to make decisions. Some ways to do that would be to include exercises with authentic role players, simulations, create a video file with making decisions as the next step as a consequential evolution.
    1. What direction is FEMA going? A sense of community based issues. Do these outcomes affect FEMA's future priorities? Patrick Massey mentioned that FEMA does not focus too much on that. The core of EM has not really changed in 20-30 years from exercises, trainings, mass care, public assistance, logistics, mitigation, etc.
  - iii. This program was designed as an AA/Certificate program to give general information to help individuals to go on to other EM degrees. Here are the basics to problem solve, under the basics of how the systems works, and then you could go on to entry-level positions to get your foot in the door and work your way up into specialized areas. This is to give the general, generic basics.
  - iv. Our question is if this person walked through your door, would they have the skills to get a job and support the organization?
  - v. We're preparing the students for a world that doesn't exist yet.
- b. Develop agency/organization specific tools to evaluate specific domestic security challenges for the 21<sup>st</sup> Century that face the United States and other industrialized nations.
  - i. Need to be able to select tools they may need to accomplish their efforts.
- c. Design and modify plans and programs at federal, state, and/or local levels to reflect the evolving strategic policy issues associated with a statutory and presidential direction for homeland security.

- d. Interpret ethical and legal issues that impact emergency management and homeland security.
  - e. Recognize how to access and disseminate information through multiple agencies in order to forecast the risks, types, and orders or magnitude of terrorist threats most likely to confront the nation/state.
  - f. Define the interdisciplinary nature of Homeland Security/Emergency Management functions and be able to assess and integrate various functional areas.
  - g. Develop policies, procedures, and protocols to allow seamless agency integration from prevention to incident response scenarios.
  - h. Apply a solid foundation of knowledge and skills to assume leadership roles in emergency management, homeland security, and/or public policy.
  - i. Participate in employer-directed training for performance enhancement and career advancement.
- Collaborative Agreements with 5 other colleges
    - College has its own students but they provide general education and graduate the students
    - Allows them to take courses through our program approval
    - Working on operating guidelines; starting and stopping quarters
    - Colleges may take on specializations (HLS, TSA, Continuity Planning, etc.)
    - All colleges are going to Canvas which will help promote this
    - Canvas much more user friendly to integrate the students into
- Quality Matters Reviews (QM)
    - “A continuous improvement model for assuring the quality of online course through a faculty review process.”
    - A national organization, non-profit, look for how you are interacting with the students, consistency, etc.
    - Programs can get certification on individual courses (\$1,000 per course – with HSEM our budget is so low, it’s unlikely we’ll go for formal certification, but we will be working on the review process)
    - Focuses on course design
    - Reviewed against 41 standards
    - Reviewers take the student’s perspective
    - Paul McNeil is a peer reviewer
    - All faculty is part-time –put in personal volunteer time because of our commitment to the profession
- HSEM / Combine Fire Command Program  
Consolidate courses that are common to the Fire Command Program:
    - Public Information Officer
    - Incident Command
    - Terrorism
    - Occupational Safety & Health

Students need to understand that in the world ahead, EM may be an additional duty to another position (in risk mgmt., business, etc.)

- In program development, we're looking at:
  - Pathways to advanced degrees
  - Specialty area certificates (cybersecurity, COOP, - these programs may become a focus area)
  - Outreach – Military and international students
  - Marketing – need to get our numbers up; we graduated about 13 last fall and we're now about 32-33 students.
  - Look at marketing at the CERT programs because those folk have a real interest in the profession.

### **The Faculty**

- Instructor Pool
  
- Faculty Qualification program
  - Online instructor certification
  - Canvas Essentials
  - HSEM Program Standards Orientation
  - Quality Matters Training
  - (missed a couple other bullets)

### **The Students**

- Website updated
- Prospective Student Packet
- Individual Education Plan
- Quarterly Program Plan – A plan for next quarter to serve as a nudge
- Textbooks & Reference Plan – offering some alternatives as e-books instead of costly textbooks
  
- Professional Experience
  - Internship Program (120 hrs.)
    - We've had 15 student interns since 2011
    - 30 hrs. online to spend time working on their resume, skills, interview information, etc.
    - Journaling
    - Evaluation from Employers, Program Office, and Student
    - Critical component of applying what they've learned

- We currently have 7 approved sites
  - Have to be in their second year and will only be AA students
  - Workforce Experience Program
    - Certificate students want some kind of volunteer experience to get application (hopefully to get 1-2 credits for their volunteer time)
  - Networking Activities
  
- Jeff Parson's Experience
  - Linda sends someone over and they check within their organization
  - Try to align a dept. in their organization with the student's skills
  - Encourage them to attend any classes the organization might offer
  - If they have exercises or EOC activation, they are involved
  - HR department sometimes might want something different than the paperwork from Pierce College
  - Get credentialed with a badge
  - May be able to move them around to different sections
  - Haven't had any problems with any ethics, activities, inappropriate dress, language, etc.
  - Not supplanting any positions
  - Time sheet is required; signed up for L&I
  - No indemnifying issues
  - 120 hrs. depends on the student's schedule - -usually 2-3 days a week for a few hours; very flexible with the employer. May have to do over 2 quarters.
  - If it's a stand-alone project, they can work offsite.
  - Will usually get access to a computer
  - Expected to work as any other employee in the building
  - They learn quickly and are as much a benefit to the employer as they are to them
  - May take about 20 hrs. out of your schedule to help supervise/mentor the 120 hrs. for an intern
  - But the return on the investment is good; even their information from another set of eyes adds value.
  - Has worked with some interns from other organizations
  - Some need to help organizations know what an intern can do
  - From Linda – 60% of our students who have done an internship has gone on to get some remuneration either on a project or such.



- Dates for 2014.
  - DACUM Workshop – Feb 11, 2014 (Curriculum workshop)
    - DACUM (Developing A CurricULUM) is one method of occupational analysis that has proven to be a very effective way to quickly determine, at relatively low cost, the competencies or tasks that must be performed by persons in a given job or occupational area
  - Advisory Committee Meetings: Feb 25, May 20, Sept 11
    - Feb 25 will be the annual meeting to select a new Chair, Vice Chair, etc.
    - Need some consistency for attending
  - Piracy & Security Summit: May 7-8, 2014 at the Maritime Center
  - Summit – June 17-19, 2014
  - Focus Area Workgroups (smaller subcommittees)

Adjourned at 3:26 p.m.