

Stay Relevant  
During Changing  
Community College  
Leadership  
Page 3

Enriching the  
Community Through  
Strong Internal  
Partnerships  
Page 4

Streamlining the  
Catalog Production  
Process  
Page 6



2016 Annual  
Conference  
Call for Presentations  
Page 9

Joining Forces to  
Help Recent Boot  
Camp Graduates  
Page 11



## What's Next for Amazon?

### WORKFORCE DEVELOPMENT

Thanks to a strategic partnership with the Maricopa Corporate College (MCO), hundreds of associates working in Arizona's Amazon fulfillment centers are gaining access to a litany of courses to help them advance their careers—both within and outside of Amazon. Page 12

# TABLE OF CONTENTS

PRESIDENT'S PAGE STAY RELEVANT DURING CHANGING COMMUNITY COLLEGE LEADERSHIP	3
KIRKWOOD CONTINUING EDUCATION & TRAINING SERVICE ENRICHES THE COMMUNITY THROUGH STRONG INTERNAL PARTNERSHIPS	4
STREAMLINING THE CATALOG PRODUCTION PROCESS	6
PROFESSIONAL DEVELOPMENT	7
2016 ANNUAL CONFERENCE CALL FOR PRESENTATIONS	9
MARICOPO CORPORATE COLLEGE AND LOCAL EMPLOYERS HELP RECENT BOOT CAMP GRADUATES	11
WHAT'S NEXT FOR AMAZON? WORKFORCE DEVELOPMENT	12
ABOUT NCCET	13

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# PRESIDENT'S PAGE

by Linda Head  
Lone Star College System



## STAY RELEVANT DURING CHANGING COMMUNITY COLLEGE LEADERSHIP

Your president has been there for many years and has announced his retirement. Are you nervous about the state of continuing education or are you poised to help the new president with your business plan for success? The president has been announced. Is this their first time serving as a college president? Have they come to you from another city in your state or perhaps from another state? How will you help them be successful in their new position? What can you do to help your new president understand the purpose, scope, and value that your continuing education and contract training divisions bring to your college and community?

Continuing education (CE) and contract training professionals often consider their relevance to the organization only in terms of "covering costs"; but their role is so much more. If your role includes workforce education for both credit and non-credit, your role is even more important to your president. After representing you and NCCET in Washington, DC and with the American Association of Community Colleges (AACC) I wanted to share my perceptions with you. Perhaps it will help you reflect upon how to be sure your college leadership realizes how you can help them in ways beyond running a part of a continuing education unit or even leading it.

**1. Student Job Placement.** You should be THE connection with major employers. And the first thing they want to talk to you about is their need for a trained workforce. They do not want to buy anything from the college. They need employees. And you have students graduating from your AAS, AA, AS, credit and not-for-credit workforce certificates. You should include your credit deans, VPs and of course faculty with you on sales calls, especially the first time you meet with a new employer. It is even easier if you are formally responsible for student job placement at your college.

**2. Donations to Your Foundation.** You are at the table discussing equipment involved in their business. You know the equipment they manufacture. You are in a position to describe how your faculty could use their equipment in the classroom – credit and not-for-credit. And if you bring your faculty or president into those discussions, it is even more powerful. What business does not want to fund a scholarship if asked by someone who is engaged in education? You should always be asking. Bring in the head of your foundation of course, but you have the relationship already, don't you?

**3. Grants.** Funders today are looking for workforce education, curriculum pathways, and industry recognized certifications. You have the piece of education on the way to an associate degree whether it is ABE, GED, ESL or a fast track workforce certificate. If you have contract training, then you are already developing on-boarding of new skilled trades workers in a company. Isn't that work-based learning, coop in a sense? Apprenticeship? Every continuing education department offers courses to receive an industry recognized credential. It might be a state credential such as law enforcement or certified nurse aid, or globally recognized certification such as Cisco, Microsoft, CompTia, NIMS, AWS, WorkKeys and many others. Your department has to be part of the grant application. And who has been offering competency based education for 50 years? ... continuing education and workforce education has!

**4. Marketing to Students.** Many colleges still offer summer youth camps and programs for seniors. Not only can this help you meet your bottom line but more importantly you bring taxpayers and potential students to your campus. These programs are a huge recruitment and public relations opportunity. Aligned correctly with the college's workforce programs, the summer youth camps can also be a feeder into your continuing education and credit workforce programs.

You are instrumental to your college's success and reputation. When your new president begins, be the first to let them know how you can help them because most of them have never done what you do. Our presidents have extremely complex jobs with multiple competing interests. They will appreciate your support, your efforts to educate them on what you do and the value your division brings to the institution, and in turn will support you and your team.

The NCCET board members have designed a new certification program for continuing education, contract training and workforce education professionals moving up in their career. Watch for more information coming soon with all the details as it will be offered as a pre-conference workshop again this year. Following the conference we will hold an update meeting for NCCET members who already hold the certification. This is the 2nd year we will be offering this program and we are continuously improving the content. Primary areas include:

1. Organizational structures and selecting the right team players
2. Program and course design for both workforce and community education
3. Profit Center Budget development and management
4. Setting up a contract training arm
5. Maintaining relevance and unique opportunities such as internal education
6. Training your trainers
7. And more

# KIRKWOOD CONTINUING EDUCATION & TRAINING SERVICES ENRICHES THE COMMUNITY THROUGH STRONG INTERNAL PARTNERSHIPS

by Kim Becicka and Kathryn Lynch-Morin



Kim Becicka

Continuing Education and Contracted Training leaders operate in a forward thinking, strategic and collaborative way. These economic and workforce functions are integral and strategic divisions of the institution.



Kathryn Lynch-Morin

At Kirkwood Community College President Mick Starcevich puts it, if other community colleges aren't saving a seat for continuing education at the table "they are really missing the boat." At Kirkwood, the Continuing Education and Training Services (CETS) division

is looked at as a valuable asset, and is structured in a way that allows for its success and growing partnerships. The division is led by Vice President Kim Becicka who also serves on the President's Cabinet where the division is positioned as a solutions provider and collaborative partner, not just in terms of non-credit offerings, but for the college and the region as a whole.

Many lifelong learning programs struggle to gain institutional support and resources for CETS. For programs looking to strengthen relationships with central administration, Becicka recommends that education leadership get involved in other areas of the college, such as the college foundation, cross-functional college committees or community-facing boards, councils or groups. CETS' impact at the college and in the community is significant. CETS demonstrates this unique relationship in the way the Division interacts with the credit side of the college – in partnerships, planning, resources and meeting community needs such as workforce development and jobs training.

Bill Lamb, Vice President of Academic Affairs at Kirkwood Community College, said CETS leadership is instrumental in the way the college forms relationships and partnerships within the community, especially in the business and industry sector.

## CETS at A Glance

- Location: Cedar Rapids, Iowa
- Community: Serves a population of about 460,000 from seven counties
- Offers: Contracted Training and Open Enrollment
- Enrollments: 65,000+
- Revenue: \$9 million
- Staff: 70

"The kind of external partnership development they are known for is key to supporting the quality of programming we want to offer on the credit side," Lamb said.

The Kirkwood Community College mission, principles and values support CETS as each statement has lifelong learning as a core focus. In line with the college, CETS' mission centers on identifying community needs, providing accessible, quality education and training, and promoting opportunities for lifelong learning. Kathy Hall is Vice President, Development at Kirkwood and leads the initiatives to secure philanthropic resources for the college. Hall said her team always sits down with CETS when they are in campaign mode, and CETS' reputation serves as a new avenue for which to attract potential donors.

"It [CETS] is a way to demonstrate Kirkwood's value to the community at large," Hall said. "It's easy to show anyone how their services touch them."

To further enhance and grow internal relationships and access to resources, the following approaches have proven successful for Kirkwood's Continuing Education and Training Services Division.

## DO'S AND DON'TS FOR FORMING STRONG INTERNAL PARTNERSHIPS WITH COLLEGE LEADERS

### Do

- When you promise information, deliver it; when you are asked for support, provide it.
- Over deliver.
- Thank academic affairs and central administration for their support on a consistent basis.
- Create and implement a strategic communication plan to keep leadership and the institution aware of what's happening and being accomplished in continuing education and contracted training (new programs, enrollments, revenue, client partners, leveraged resources).
- Invite the President to staff meetings, retreats, program graduations, and events to talk with staff and students.
- Schedule semi-annual joint meetings of the continuing education leadership team and the academic affairs leadership team. Discuss initiatives and opportunities to work together.

Continued on page 5



- Share information you learn about institution goals, direction, events, discussions with the continuing education team; help the team connect to the institution.
- When new leadership staff at the institution are hired, reach out, create a connection, share information on continuing education.
- Always think about linkages, connections, ways to support the academic programs and build stronger programs and relationships.
- Support involvement of continuing education staff in college-wide committees and initiatives.
- Educate and create awareness within the institution about the diversity of the continuing education and contracted training division.

### Don't

- Do everything on your own and risk duplicating resources that are available elsewhere in the institution.
- Forge ahead and ask for forgiveness later--before embarking on an initiative or community partnership, ask this question "is there anyone from the academic side or leadership that needs communication or involvement?" If the answer is yes, provide a heads-up and get input before forging ahead.
- Become separated from the institution and isolated on your own island; you never know when you will need services/support from the institution; engage and work within institution processes and procedures.
- Toot your own horn and not acknowledge the support provided by the institution; communicate successes in a way that gives credit to the institution as well as continuing education.

*This piece is part of a larger case study on Kirkwood Continuing Education & Training Services (CETS) and how the program continues to grow and improve. CETS will host a LERN Best Practices Summit, June 14-17, 2016, to share tips, techniques and real-life examples for success. For more information, visit [www.lern.org/bestpractices/](http://www.lern.org/bestpractices/)*

*Dr. Kim Becicka is Vice President for Continuing Education and Training Services at Kirkwood Community College with twenty-three years of experience in workforce and economic development within the Iowa community college system. She holds a Doctorate Degree from Iowa State University in Educational Leadership and Policy (ELPS). She serves on the Boards for the LERN Organization, National Council for Workforce Education, and has served as Chair for the Continuing Education Deans and Economic Developer community college groups.*



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# STREAMLINING THE CATALOG PRODUCTION PROCESS

by Don Weiss, PhD.



The production of a continuing education course catalog is not an easy task.

At the Center for Business (CBIZ) at Southeastern Community College in Burlington, Iowa, the

process, until recently, required manually copying and pasting all course descriptions, prices, and instructor information from a variety of disparate sources into a hand-crafted Microsoft Word document, which was then sent to our Marketing Department for production into a printable catalog. We needed an automated system for creating the content for the catalog.

A big problem was the lack of a centralized repository for information going into the catalog. For example, there was no single place to store the latest course description, so the Fall catalog may or may not include a reworded course description and may or may not include all the corrected typos from the Summer catalog. Similarly, an instructor name might be spelled one way in Fall catalog, but differently in the Spring catalog because there was no way to carry forward corrections from one catalog to the next. The same lack of consistency existed for class location names, and occasionally simple things such as the number of contact hours, or whether the class met on “Mon – Tue” or “Mon & Tue.”

While there was a sophisticated pricing model in place and a well-honed spreadsheet template for passing information from a program developer to administrative staff for data entry into the Datatel student information system, each section of each class was represented by a different Microsoft Excel spreadsheet file. Hence the lack of a centralized repository. When a program developer would schedule an open-enrollment word processing class, for example, the course description, instructor name, and location might be copied from any one of a dozen or so spreadsheets representing sections from the previous catalog or from a catalog a year ago.

From a course planning point of view, it was impossible to list all our instructors who taught xyz class in the last year, list all the classes that were scheduled at such-and-such location last

Spring, or even create a master list of all the active course descriptions.

From the catalog production point of view, the manually-created Word document had no style sheets defined for course titles, descriptions, days & times, or course section numbers. After importing the Word document into Adobe InDesign, the Marketing Department had to manually touch virtually every line in the catalog in order to produce the final catalog.

While the CBIZ staff and the college’s Marketing Department did a remarkable job of turning out a catalog forming the foundation for both our open-enrollment and contract training marketing efforts, clearly there was room for increased efficiency in the process.

Over approximately a nine-month period, a Microsoft Access database was created in-house to provide a centralized repository for all information related to open-enrollment and contract training classes. As a result, there is a standardized description for each course, and any changes to the course description, included fixed typos, is automatically carried forward to future catalogs. Instructor names and rates are kept in the database and selected from dropdowns, as are location names, days of the week, and times. Course section costing information is stored along with all accounting information that must be transferred to the student information system for state reporting. When a course section is created for inclusion in the next catalog, we can be assured the most current information regarding that course will appear in the catalog.

Now that all course section information is entered into a centralized database instead of being entered on individual spreadsheets, the task of creating a word document for catalog production is a matter of clicking a few buttons on the screen and spending a few minutes hand-massaging the final word document to account for some information that is non-standard, such as a class meeting on different times each day, before sending it over to Marketing for production.

More specifically, the database exports a Microsoft Excel spreadsheet of all course information for the catalog. This spreadsheet includes the headers for each section of the catalog, for instance, Arts, Leisure, or Office Productivity. It includes the course description

and all information regarding each section of each course. Not only that, but the courses are also sequenced according to the grouping of the table of contents and the order in which each course should appear within each section of the catalog. The export spreadsheet is then fed into a plain, ordinary word processing mail merge document which defines the appearance of the course information through style sheets for the course title, course description, how and where the dates and times appear, and so on. As a nice feature, the style of the printed information in the catalog can be modified by changing the mail merge document – not by reprogramming the database.

The database will also export a catalog index based on pre-defined index terms for each course. The database is not aware of the final page numbers for each course which are determined by several production layout issues including artwork, advertisements, and white space. Therefore, page numbers must be manually entered in index.

With the appropriate style sheets defined in the final mail merge document, it is a breeze to import into Adobe InDesign for production compared to the labor-intensive method used earlier. As a result, we have cut many hours off the time required to produce the catalog three times each year while creating a higher-quality catalog with less errors.

There is still much to be done with the database to increase its usefulness. We currently have no automated connectivity between the database and the Datatel student information system, and the database does not allow us to centrally store supplemental information in the catalog, such as block advertisements, instructor biographies, promotions, and so forth. Additionally, the Microsoft Access database is not as robust a solution as a centralized SQL Server or Oracle database would provide, and thus subject to occasional performance issues. Nonetheless, we now have a good foundation for centralizing our open-enrollment catalog production, and will be using it to track and bid contract training opportunities, and analyze historical performance.

*Dr. Don Weiss is the Executive Director at the Center for Business for Southeastern Community College in Burlington, Iowa. He can be reached at [dweiss@scciova.edu](mailto:dweiss@scciova.edu).*



## UPCOMING PROFESSIONAL DEVELOPMENT OPPORTUNITIES



A blend of stylish sophistication and rich history awaits you in BOSTON, MA during the 2016 NCCET Conference. This vibrant city is renowned for its cultural facilities, world-class educational institutions, champion sports franchises, as well as its place at the very forefront of American history.

Fast forward to 2017 and experience the southern hospitality that awaits you in beautiful SAVANNAH, GA. Quaint cobblestone streets and majestic architecture are sure to please.

So mark your calendars now to join us in BOSTON and SAVANNAH!



APRIL 9-12, 2016 - CHICAGO, IL

### 96th AACC Annual Convention

#### Our Camelot Moment: A New Day for Community Colleges

The AACC annual meeting is among the largest and most dynamic gatherings of educational leaders, attracting over 2,000 community college presidents and senior administrators, as well as international educators, representatives of business/industry, and federal agencies.

The 96th AACC Annual Convention will take place April 9-12, 2016, in Chicago, IL.

[Review the convention agenda here.](#)

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Doctorate in Community College Leadership

# NCCET SEEKS CONTRIBUTORS TO CATALYST

## Article Submission Deadlines

- June 2016 Issue  
Article Submission Deadline -  
May 1, 2016
- October 2016 Issue  
Article Submission Deadline -  
September 3, 2016

## NCCET Writers

The National Council of Continuing Education & Training (NCCET) seeks creative articles for NCCET's *Catalyst*. The Council's newsletter is published three times a year with a circulation of more than 1000 copies. Not only does every member of NCCET receive a copy, but each issue is archived and accessible via the members-only section of the NCCET website.

## Guidelines

NCCET encourages all current NCCET members who are interested to submit an article for publication in *Catalyst*. In order to assist with your submission, please follow these guidelines.

All manuscripts should be sent via email in Microsoft Word (.doc) to Ruth Handelman, Communications Director, at [ruth@executive-office.org](mailto:ruth@executive-office.org)

Do not use any headers or footers.

This publication generally conforms to the Chicago Manual of Style for spelling,

capitalization, etc.

Keep hard returns to a minimum.

Use 10 point, Arial font.

While manuscripts can vary in length, approximately 1–3 pages is the standard for this publication.

Accompanying images should be in JPG or Tiff format, 300 dpi. By sending images, you certify that you have the right to distribute those images.

Include a short biographical statement at the end of the manuscript (two or three sentences).

Include a professional photograph that we can publish with the article. We prefer an electronic image file in JPG or TIFF format, 300 dpi, approximately 1"W x 1.5"H.

Articles must be related to non-credit education in one of the following areas:

- Contract and Customized Training
- Workforce Development and Continuing Education
- Community Enrichment
- Marketing, Funding, Profit Center Operations, Staff Personal Development

Articles may be co-written by a community college member and an industry partner;

however it must be submitted by the community college member.

Once all of the manuscripts are received, they are distributed to the editor for review and some revisions may be made. The Executive Office may make other minor revisions and then send the document on for layout and print.

Please note that submission of an article does not guarantee publication.

If the article you submit has been previously published, you must certify that you have the right to republish. Documentation of the right to republished must be included with your article submission. Contents of the *Catalyst* may not be reprinted (by authors or otherwise) without written consent from NCCET. The author of the article(s) published retains copyright.

Once the issue is distributed, we will send you a complimentary issue for your records (please note that issues are distributed in an electronic PDF only).

## Compensation

Although NCCET cannot pay professionals for articles, there are other benefits the NCCET Board of Directors will award to writers. Authors accepted for publishing in the *Catalyst* receive a 10% discount on a full registration for the next NCCET Annual Conference. One discount per person per year.

## SHOWCASE YOUR BUSINESS OR ORGANIZATION!

*Catalyst* is the official publication of NCCET. It is published tri-annually and distributed to members, participating institutions, and others in the field of continuing education and training. There are currently 1500+ member and non-member subscribers, both national and international. Each issue is archived and accessible via the members-only section of [nccet.org](http://nccet.org).



[Click for details](#)

Contact MarCee at the Executive Office at (888) 771-0179, or [marcee@executive-office.org](mailto:marcee@executive-office.org)





**2016** NCCET Annual Conference  
Westin Boston Waterfront  
Boston, MA  
**October 3-5**



## 2016 ANNUAL CONFERENCE - CALL FOR PRESENTATIONS

### “The Innovation Revolution”

**Deadline March 15, 2016**

The National Council for Continuing Education and Training (NCCET) and the New England Workforce Network (NEWN) invite you to submit a proposal for a concurrent session presentation at the 2016 Annual Conference – *The Innovation Revolution*, to be held October 3-5 in Boston, MA. A concurrent session is a podium presentation offered to participants simultaneously. Proposals may be submitted for individual presentations, co-presenter presentations, and panelist presentations (with a guideline of no more than 3 panelists). Proposals including co-presenters from your successful business or community partnerships are also acceptable.

#### About NCCET

The National Council for Continuing Education and Training (NCCET) is committed to providing its members with benefits that keep them up-to-date on new trends, help maintain a personal and professional network, and give access to the latest leading-edge programs throughout the country.

NCCET is the national organization for leaders in workforce, community, and economic development.

Our constituents are workforce development professionals, continuing education leaders, and innovators in community and junior colleges and technical schools. Other important stakeholders include our corporate partners and our parent organization, the American Association of Community Colleges.



#### About NEWN

The New England Workforce Network (NEWN) evolved in response to the desire of workforce development providers who wanted to expand their network reach beyond individual states. By involving the entire New England Region, participants will share best practices with a larger, more diverse group of Workforce Development professionals. Through this network of workforce practitioners, the organization strives to be a resource for program/curricular development, the exploration and implementation of grant opportunities, and networking contacts on a regional/national basis.



#### About the Annual Conference

The NCCET Conference is held each fall, rotating its host city within the United States. Typically, the annual conference participants number in the range of 250 to 300. New and seasoned professionals are encouraged to attend. Participants come from throughout the United States and represent a full spectrum of positions within their institutions. This dynamic event encourages individuals to learn, share, expand their networks, and embrace the exciting and dynamic field of workforce and continuing education. Participants are sure to gain valuable information that can be put to use in their current and prospective roles.

While the conference is designed to enhance and support your professional development, we also hope you will plan to stay an extra day

or so, to enjoy the many cultural opportunities our host location, Boston provides.

Additional conference details can be found online at [www.nccet.org](http://www.nccet.org).

#### Presentation Criteria

The call for presentations is a competitive process. A maximum of 6 presentations in each category will be accepted.

Only presentations from a community college with the primary presenter being from that college will be accepted. Industry may participate as a co-presenter if the college so chooses.

The concurrent sessions are 45 minutes in length which allows 35 minutes for presentations and 10 minutes for Q&A and discussion.

#### The criteria for selection include the following:

- Consistency with one of the conference tracks and conference theme
- Clarity in describing purpose, objectives, outcomes, content and strategies for involvement and learning
- Adherence to proposal guidelines and requirements
- Clearly defined value to the audience and the profession
- Best practices and ready-to-use participant take-a-ways

*Continued on page 10*

Continued from page 9

- Replicability of projects/programs
- Effective and engaging presentation style, and audience engagement
- Qualifications of the presenter(s)

### **Conference tracks and recommended topics**

- Contract and customized training
- Workforce development, career/technical education
- Continuing education, community enrichment
- Marketing, funding, profit center operations, staff personal development

### **Recommended topics within each track include:**

#### *Contract and Customized Training*

- Effective sales strategies
- Monthly sales agendas
- Staffing and organization
- Internal metrics and accountability
- Certifications
- Unique approaches
- Effective needs assessment techniques
- Innovative approaches to reaching new clients
- Successful new revenue streams
- Samples of contracts

#### *Workforce Development, Career/Technical Education*

- Apprenticeship
- Workforce in collaboration with credit - successful combined credit/non-credit programing
- Career pathways: articulating certificates and degrees
- Credentials and certifications
- Effective grants and partnerships
- Best/most successful new programs

- Energy and manufacturing programs
- Healthcare and emergency services programs
- Unique approaches/successful new revenue streams
- Continuing education for workforce development of working professionals
- Best practices in self-sustainability for workforce development programs

#### *Continuing Education, Community Enrichment*

- The completion agenda
- Best practices in faculty recruitment and development
- Successful funding models
- Distance education – online course development – challenges and benefits
- Accelerated learning
- Curriculum development models and methods
- GED prep
- Academic planning and financial aid
- ESL communities
- Language institutes
- Alternative teaching methodologies
- Grant opportunities and partnerships
- Unique approaches
- Summer youth camps
- Teen initiatives
- Senior citizen and/or AARP initiatives
- Building a community education network with local non-profits
- Measuring your value to the community

#### *Marketing, Funding, Profit Center Operations, Staff Personal Development*

- Marketing and recruiting
- Catalog mix for best results
- Grants and funding opportunities – how to write and implement an effective grant
- Organizational structure
- Running a profit center, business plans

- Mentoring tomorrows leaders, management/leadership models
- Advising and registration models
- Accountability measures, reporting samples

### **Presenter Discount**

Accepted presenters will receive a \$50 per person discount on registration fees or \$75 for 3 or more from the same college. Neither honoraria nor expenses will be paid to breakout session presenters. All presenters are required to register and pay the conference registration fee.

### **To Submit**

[CLICK HERE](#) to complete the online form.

### **Submission Deadline**

Deadline for submissions is March 15, 2016. Primary contacts will be notified of proposal status by May 15, 2016.

### **Questions**

Contact the NCCET Executive Office at [nccet@nccet.org](mailto:nccet@nccet.org) or (888) 771-0179 with questions.



# MARICOPA CORPORATE COLLEGE AND LOCAL EMPLOYERS HELP RECENT BOOT CAMP GRADUATES

by Alexandria Coleman



Five local employers from a wide range of industries came together on Wednesday, Sept. 30, to provide valuable resources and interview opportunities for Maricopa Corporate College's recent Web Developer Boot Camp graduates.

The panel included representatives from trendy, technology companies Axosoft and meltmedia, from government entities Arizona State Department of Administration and Paradise Valley Community College, as well as from State Farm. The event consisted of an hour-long panel discussion followed by one-on-one interview sessions at the Center for Entrepreneurial Innovation(CEI).

Throughout the panel discussion, students learned more about each organization and how they would fit into their company culture. Some students were concerned about topics such as tuition reimbursement, while others asked about their ability to be creative and work on side projects. With each answer, the recent graduates began to see which type of organization would be the best fit for them.

Following the discussion, each student was interviewed by three of the panelists. Some of these interviews were mock interviews purely for the students' benefit; however, many of the panel participants were interviewing with the intent of finding qualified candidates to fill open web developer positions within their companies.

Data Specialist Jason Johnson, Web Developer Stephanie Saur, and their employer State Farm, for example, participated in the panel in hopes of matching qualified candidates to job opportunities within their organization.

"State Farm believes in assisting programs to empower communities by providing them with the resources and education that they need," Johnson said.

In the one-on-one interviews, Johnson and Saur assessed each candidate and recommended the open positions at State



Career Panel

Farm for which the student would be most competitive. Once they apply online, Johnson and his team intend to route qualified students he met at the event to first- or second-round interviews.

Katie Matysik from the Arizona State Department of Administration offered similar opportunities to the recent graduates on behalf of the State of Arizona. Matysik, who recruits IT professionals on behalf of 130 state agencies, boards, and commissions, hopes to continue communicating with the boot camp graduates to help them find positions within the State.

"With so many job boards and applicant tracking systems, folks often feel like they are just sending resumes into a black hole," Matysik said. "I am always looking for ways to meet with folks on a personal level and give them a contact person on the inside."

Cooperative efforts such as this one that bring educational providers and employers together also benefit employers, as it works to address the critical shortage of skilled technology professionals throughout the state. It is this shortage that led Matysik to the MCOR Interview Event.

"I think it is a good way to meet folks that are interested in these roles and want to learn

more about the opportunities that are out there," Matysik said. "At the same time it is a great way for me to show why we would be the employer of choice for them when they are ready to take on this new career change."

Local technology company, meltmedia, informed the recent boot camp graduates of open positions within their organization as well. The company, which boasts a workspace that features office scooters for employees to get around and office dogs to keep a light-hearted environment, is always looking for ways to enhance its community both within and outside of the company itself. Participating in the MCOR Interview Event is one such way in which meltmedia hopes to enhance the Arizona technology community.

"We are committed to our community, and to helping develop folks in our industry into mature professionals who are skilled enough to work at the top tech companies in the country," Matthew Rausch, director of human resources at meltmedia, said.

*Alexandria Coleman is the PR and Social Media Specialist at Maricopa Corporate College. A student of the Walter Cronkite School of Journalism at Arizona State University, Alexandria will be graduating with a bachelor's degree in journalism and a master's in mass communication in May 2016.*

# WHAT'S NEXT FOR AMAZON? WORKFORCE DEVELOPMENT

by Eugene Giovannini, EdD



When you think of Amazon, a few things probably come to mind: online shopping, drone delivery, and possibly even the New York Times. But one other thing should come to mind that often gets overlooked: workforce development.

Thanks to a strategic partnership with the Maricopa Corporate College (MCOR), hundreds of associates working in Arizona's Amazon fulfillment centers are gaining access to a litany of courses to help them advance their careers—both within and outside of Amazon.

MCOR, created in 2013 as part of the Maricopa Community College system, works differently than a traditional academic model based on seat-time and credit hours. Our college works directly with local businesses to quickly develop and implement training solutions based on specifically identified needs. In addition, the corporate college provides consultative services to businesses, and continuing education to individuals.

The partnership was started to provide new educational opportunities for associates inspiring them to pursue long-term careers while encouraging them to stay longer at Amazon. It is through this unique structure that MCOR was able to build a partnership with Amazon, available to employees who had been with the company for more than a year, to take on-site classes at its fulfillment centers as a benefit of their employment.

Our courses span a wide range of subjects, offering varying opportunities in high-demand careers. For example, employees looking to enter the business or technology fields can take classes that result in transfer credits to any one of the 10 colleges in the Maricopa Community College system.

What's more, many of the courses are competency-based, and work on an accelerated timeframe. For example, students interested in healthcare can complete a pharmacy technician course in an average of



Amazon T-Shirt

about 12 weeks while still working at Amazon and finish the course prepared to take the certification exam. MCOR is also working with Amazon now to develop a career planning system where associates can evaluate their current knowledge, skills, and interests to help decide which courses to take.

By offering students on-site opportunities while maintaining employment, employers are able to develop engaged workers and students are able to have the wraparound services needed to help get their careers off the ground. It's the best of both worlds: loyal employees for Amazon who feel challenged and inspired on a weekly basis, and student-employees that have career direction to pursue their passions once they leave the doors of Amazon.

Amazon is a trendsetter in every sense of the word and I think we'll see more businesses following suit, possibly on a much broader scale over the next 10 years. By allowing businesses to partner with education, MCOR is creating better outcomes for both students and employers. With the nation's skills gap



Dr. Giovannini

reaching unprecedented heights, we must begin to embrace these nontraditional education pathways if we are to build the skills today that our workforce will need to succeed tomorrow.

*Dr. Eugene Giovannini was appointed president of Maricopa Corporate College in 2013 by Maricopa Community Colleges Chancellor Rufus Glasper. Prior to this position, Dr. Giovannini was president of Gateway Community College. Dr. Giovannini also serves on numerous boards, including the American Association of Community Colleges, and has authored more than 40 referred publications.*



# ABOUT NCCET

## “SOLUTIONS THROUGH NETWORKING”

### OVERVIEW

The National Council for Continuing Education & Training (NCCET) is committed to providing its members with benefits that keep them current on new trends, help maintain a personal and professional network, and give access to the latest leading-edge programs throughout the country. The NCCET leadership is active on the national scene, working with American Association of Community Colleges (AACC) Commissions, including the Commission on Economic and Workforce Development. NCCET actively contributes to national policy development through our sponsorship of national colloquia on certification and credentialing (2001) and transcribing (2003), as well as authorship of white papers on these important topics. Our constituents are continuing education leaders, professionals, and innovators in community and junior colleges and technical schools. Other important stakeholders are our corporate partners and our parent organization, the AACC.

### Contact Us

NCCET  
PO Box 2916  
Columbus, OH 43216-2916

(888) 771-0179  
Fax: (877) 835-5798

[nccet@nccet.org](mailto:nccet@nccet.org)  
[www.nccet.org](http://www.nccet.org)

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Learn more about the NCCET leadership team at [nccet.org](http://nccet.org).

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