



Business Technology/Business Intelligence and Data Analytics Advisory Committee

Tuesday May 18, 2021

11:30 a.m. - 1 p.m.

Via Zoom

Advisors Present:

- Guy Cope, Computer Services, Inc.
- Sara Lane, City of Shoreline
- Tammy Lessley, City of Shoreline
- Randal Root, University of Washington
- Eric Saltzer, PEMCO
- Joe Sperry

Staff Present:

Tim Wright, Acting Executive Dean
Business, Communication Studies and Social Sciences
Brigid Nulty, Acting Associate Dean
Business, Communication Studies and Social Sciences
Lisa Smith, Secretary Senior
Substitute Minutes Taker

Welcome and Introductions – Tammy facilitated the meeting and welcomed the attendees to introduce themselves.

Approval of Minutes – The minutes from February 16, 2021 meeting were approved.

General Education Requirements - Shoreline is engaged in revising its General Education Requirements and Outcomes and is seeking input from professional technical advisory committees.

The ask/task

- What do you want students to know and be able to do outside of the technical skills they learn in the program?
- Can you provide specific examples or scenarios in which employees live up to expectations related to that outcome and when they do not?

Feedback included:

- Identifying if the degree is well rounded, and how to measure this.
- It seems a bit overkill to take these requirements for a certificate program, vs. a 4-year degree that require the General Ed requirements.
- We're trying to help students to see outside of their cocoon, and to learn emotional intelligence aside of being so hyper focused on the mechanics of their data science stuff.
- Co-workers who exhibit these (emotional intelligence) skills with the best collaboration are willing to put in the effort with a little bit of struggle and a level of maturity to work effectively.
- The outcomes presented, especially critical thinking, and the ability to do your own research, and communicate that out, is one of the key skill sets. The communication skills are critically important so, when working with a team of engineers, everyone know what others are talking about. Can the professor incorporate elements of that into problems or projects that may be assigned?
- These are great goals, but how do we identify what's to be built, bedded and quantified into the curriculum? How are we going to request of the instructors to build for the new curriculum? We need to find the right people, but the implementation may not be quick. What keeps coming up is the lack or ability to qualify and quantify exactly what's being asked.
- Maybe we should scrap communication and go with emotional intelligence. This seems to be a consensus.
- Six statements are there, but are they all necessary?
- Emotional intelligence components may fall in the category of Psychology, but do we want to go there?
- Looking at the General intellectual abilities page, it seems that there is an emotional quotient in there as well.
- Having to be aware of your surroundings and who's around you and how to interact with them is important. So it seems the emotional piece is sprinkled throughout.
- Inclusion statements in the communication section on target.
- Calling out the emotional intelligence, or outcomes and goals of your General Education is the key. The major gap is someone not understanding our viewpoint or putting themselves in someone else's position.
- Question asked: Will there be a strategy to map these courses to certain classes? Answer: The committee is moving toward a less fluid approach. The President is set with 3 out of the six, Multicultural Understanding, Quantum skills, and Communications. The committee is moving toward navigating and doing the same with the other 3.
- The discussion earlier leaned toward guiding the design of curriculum and lesson planning. Ex: Statistics class doing Data Science working with Team members to put together the analysis of the results, and share those results with the entire class. Now in English class, working with the team to analyze something that was written and break it down, then presented the analysis with the group. The driver is there is a need for that in communication and general skills, so those lesson skills were built into those 2 classes.
- Do we need these six at all? There is nothing to measure now, so are all of them needed?
- Answer – Brigid: English, Math and Human Relations are required by the State Board. The accrediting body, which is broader has those 2, plus Human relations which each college interprets in a different way.

Updates from the College –

- When talking about Certificates (15 – 29 credits), the college can run its own process. Certificates with 30 credits or more require involving the State Board Community and Technical Colleges.
- Two Possible New Committee Members – They work in Data Analytics, Josef Skokin and Emily Inkpen, and are strong Advisory Committee candidates. The names were passed on to Lauren, and Tammy Lessley offered to reach out to them as well.
- Receiving a second Reading from the Board of Trustees, the Board has approved the BIDA Degree. Next, we need program approval from the State Board of Community and Technical Colleges which takes around six weeks to approve.
- As looking ahead to recruit program faculty, the college needs help from the committee identifying and reaching out to teach these courses. Instructors are needed to teach *Advanced Excel* courses for Data Analytics, but there was difficulty finding instructors qualified to teach the course. A Master's Degree is preferred, but not required.
- Biggest news: Cheryl Roberts is leaving the College on June 30. The College is now preparing for a National Search for a new college President and planning interim administrative rolls.
- The 2500 Building will be torn down June or July.
- Looking forward, SCC is mostly remote in the summer. During Fall 100 courses will come to campus, but mostly in remote mode. Winter is also being planned and similarly.
- **Next meeting** – Tuesday, October 19, 2021., 11:30 am – 1 pm.

Adjourn