

San Diego Community  
College District

# Career Education Advisory Committee Handbook

Revised August 2020

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# SAN DIEGO COMMUNITY COLLEGE DISTRICT

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CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • CONTINUING EDUCATION

## SAN DIEGO COMMUNITY COLLEGE DISTRICT CAREER EDUCATION ADVISORY COMMITTEE HANDBOOK

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## **Handbook Purpose and Maintenance**

### **Purpose**

The SDCCD Career Education Industry Advisory Committee Handbook provides baseline requirements for advisory committee development, maintenance, and record-keeping. The primary audience of this handbook is SDCCD faculty and staff.

SDCCD Institutions are encouraged to supplement this material with professional development opportunities for faculty and staff regarding employer engagement, advisory committees, and career education course and program alignment to employer need.

### **Handbook Maintenance**

Every-two years the handbook will undergo a comprehensive review. Updates will be submitted and distributed upon approval of each institution's Office of Instruction.

This handbook, districtwide templates, handouts, and guides are available within the [SDCCD Career Education Advisory Committee Resource web page](#).

## Career Education Industry Advisory Committees

Community College Career education programs provide hands-on training while building the comprehensive skillsets needed for success in the jobs of today and well into the future. The purpose of career education instruction, in all of its various subject fields and delivery systems, is to prepare students for employment and to ensure that, when they leave the institutional setting, they are prepared and competent with the technical and 21st Century skills and knowledge necessary to meet the needs of employers, industry, and labor. Career Education Programs are designed to be informed by and closely tied to industry.

Career Education Advisory Committees play an essential role in ensuring program content, materials, and equipment are aligned with industry needs. The Industry Advisory Committee is meant to ensure the bridge from curriculum and student success to industry and employment is strong.

Industry advisory committee members advise on and inform career education curriculum development, including new program development and modifications to existing programs.

Committee meetings and activities provide an opportunity for increased alignment and discussion between educators, business, and industry, focused on career education program improvement, developing talent pipelines, and getting students jobs.

San Diego City, Mesa, and Miramar colleges and San Diego Continuing Education utilize advisory committees to ensure quality and relevance in career education programs. Over the years, advisory committees have helped shape, implement, and reshape programs to meet the ever-changing job market and economy.

## Purpose of Career Education Industry Advisory Committees

Industry Advisory Committees are needed to:

1. ensure students are trained with the knowledge, skills, and abilities needed by employers
2. ensure curriculum design and improvements are industry informed and aligned to current industry standards and needs
3. maintain a continuous connection with industry for the benefit of students and the growth of a diversified student pipeline from education and training to employment

Committees are maintained for the purpose of continuous exchange between professional educators and those in the private and public industry sectors (Education Code §8070, Article 3). San Diego City, Mesa, and Miramar College and San Diego Continuing Education rely on faculty expertise and the assistance of advisory committees to identify competency levels and measurable student learning outcomes for courses, certificates, and programs (ACCJC Standard II.A.2.b).

## **SDCCD Industry Advisory Committees**

All SDCCD Career Education Certificate or Degree Programs are required to have an advisory committee with industry representation and meet with this committee no less than once per year.

If a certificate or degree program is coded as career education, then there must be an active industry advisory committee associated with the program. Advisory committees may oversee one or more certificate or degree programs, be organized by subject area, discipline, or by industry at the institution level, the district level, or regionally.

It is the responsibility of each institution's Office of Instruction to ensure current advisory committee lists and meeting minutes are maintained for all career education programs.

Each institution must identify the following:

- Location and process for electronic and/or hard copy maintenance of committee membership lists. Lists must be updated no less than once every two years.
- Location and process for electronic and/or hard copy storage of meeting agendas
- Location and process electronic and/or hard copy storage of meeting minutes

## **Advisory Committee Functions**

The primary functions of Career Education Advisory Committees are:

1. To study the educational needs of a specific occupational program and to make recommendations to the College program faculty and administration relating to these needs. Such recommendations may be included in the program's academic program review.
2. To interpret the program to the communities served and the communities' needs to the College.
3. To furnish specialized information and advice on technical requirements for the effective operation of the program.
4. To provide channels of communication between the College and the various organizations and agencies of the community interested in the program.
5. To further a cooperative relationship between the College and the resource agencies of the community in support of the program.
6. To monitor, document, and discuss how students are progressing toward the competencies, objectives, and student learning outcomes identified for the particular program(s).
7. To support a diverse workforce through the development and maintenance of a strong student pipeline from education and training to employment.

## Authority

Advisory Committees make recommendations only.

The Board of Trustees carries the legal responsibility and liability for all career education programs operating in the District. It is within this framework that the advisory committees are responsible to the Chancellor and the Board of Trustees of the San Diego Community College District, through the manager assigned to the particular program. The Chancellor provides overall administration of the District and reports to the Board of Trustees.

The President is assigned the responsibility for operating all phases of the instructional program at a particular site. The ultimate decision as to how a career education program operates rests with the President of that particular site. Institution specific guidance regarding coordination of advisory committees may be delegated to the Vice President of Instruction.

## Committee Structure

The majority of the committee members must be industry and/or employer representatives.

Each advisory committee should strive to reflect the composition of the community's business, industry, or government sectors in the following categories:

- Company size - large, medium, and small companies.
- Various employment levels - executive management, middle management, supervisory, technicians, and labor representatives
- Ethnicity and gender - reflective of the diverse student body

## Required Representation

SDCCD Career Education Advisory Committees must maintain representation from the following required groups:

- Industry (may include industry associations, regional directors (formerly known as deputy sector navigators, or other experts on or within a field)
- Employers
- Career Education Faculty
- Student and/or Alumni (*required for Perkins V*)

## Additional Representation (*strongly recommended*):

- Career Education Administrator
- Professional Associations or Chambers
- Institution Counseling
- Institution Work-Based Learning and/or Job Placement Coordinator
- Regional Director for Employer Engagement for relevant industry sector (this role counts as an industry representative)
- Four-year institutions
- K12 representatives
- Noncredit or college faculty members

### Connecting Students to Employers and Employers to Students

Institutions are encouraged to engage employers and industry with current students and recent alums. Identify opportunities to bring your students and employers together for networking, awareness building, and information sharing.

## Informing and Assessing Membership Representation

SDCCD Career Education Advisory Committees are asked to consider:

- Are employer/industry representatives diverse, including size, scope, location, and type of company, as well as gender and ethnicity, minority-owned, etc.?
- Is the diversity of all committee representatives reflective of the diversity of the student population?

## Roles

Each Industry Advisory Committee must include:

- An industry or employer chair
- A faculty member

The following essential tasks should be assigned to one or more individuals. Assignments should be made known to all committee members:

- Agenda Development
- Note-taking/preparation of meeting minutes
- Meeting minute distribution
- Committee member list management

### BENEFITS OF PARTICIPATION

Utilize the [Employer Benefits resource](#) to communicate the benefits of participation

## Responsibilities

### Industry and Employer

Industry and employer representatives are expected to:

- Attend meetings, participate in committee discussions, and serve on subcommittees as appropriate.
- Carefully study any problem which comes before the committee prior to committing to a final decision.
- Be available for consultation.

Industry and employer representatives on advisory committees have the following primary responsibilities:

1. Curriculum Content Advisement
  - a. Provide insight regarding curriculum and training needed from potential employers of our students
    - i. Do graduates possess the entry-level job skills needed by employers?
  - b. Advising on content (not teaching method)
  - c. Forecast trends in the field so that curriculum can be created to reflect these trends.
  - d. Provide insight to be utilized within the local program review process
2. Career Guidance
  - a. Engage in Work-Based Learning activities within the curriculum and outside the classroom. Help design opportunities for students to gain career experience while enrolled. .
  - b. Sponsor or assist with Career events and activities
  - c. Serve as guest speakers regarding job opportunities and expectations of employers



- d. Conducting mock interviews
  - e. Provide insights regarding internships and other work experience opportunities (mentoring, job shadowing, externships, apprenticeships)
3. Other
- a. Provide insights and help establish standards regarding equipment and software purchases
  - b. Contribute to community/public relations for College and the career education program – boost enrollment
  - c. Enhancing professional development for career education faculty
  - d. May also provide financial, legislative, and moral support for the career education program.

*Consider sharing the [SDCCD Industry Member Responsibilities Handout](#) with your committee members. See the resources section on page 15 for additional handouts.*

### **Management and Discipline Faculty**

It is the District's expectation that management and faculty in the discipline(s) covered by the career education advisory committee will:

- Submit items for advisory committee meeting agendas.
- Attend advisory committee meetings, participate in discussions, complete committee assignments, and serve on subcommittees as appropriate.
- Review curriculum changes recommended by the advisory committee.
- Assist in the development/revision of curriculum.

## **Member Selection**

### **Qualification of Advisory Committee Members**

- The majority of employer/industry representatives must be currently working within the field they represent.
- Members must have an interest in improving the quality of the program.

### **Chairperson**

- Each advisory committee shall select a Chairperson to conduct the business of the committee.
- The committee chair shall be an employer or industry representative.
- The Chairperson may be reelected every two years.

### **Procedures**

Recommendations for members may be made by members of the Board of Trustees, managers, department chairs, faculty, or other advisory committee members.

### **Title 5 §55601**

As mandated by Title V, Section 55601, the governing board of each community college district shall appoint industry advisory committee members. The SDCCD has established the following process to ensure compliance:

- Career education advisory committee employer member lists will be compiled for submission, as one agenda item, to the Board of Trustees biennially in conjunction with the CTE Biennial Review.
- The board Agenda item will include employer member lists for all Career Education programs by institution; employer name and company (at minimum) will be included.
- Compilation of advisory committee membership lists coordinated by the SDCCD Instructional Services Office.

## Subcommittees

Ad hoc subcommittees may be established as needed and disbanded upon completion of the subcommittee's responsibilities. Subcommittees shall report to the advisory committee.

## Committee Management

### Meeting Frequency and Format

SDCCD Industry Advisory Committees will meet no less than once per year unless required to meet more often as specified by accrediting agencies or by statute.

All committees are strongly encouraged to convene at least once per semester.

Additional meetings may be called when needed.

Meetings may be held in person, via phone, or through video conferencing platforms.

The schedule and length of meetings should be made in consideration of employer/industry schedules and time constraints. Meetings may need to take place outside of regular business hours, held off-campus, or online.

### Quorum

A quorum will be required in order to transact committee business and shall consist of a minimum of four voting members present. In the event that there are fewer than four members present, the vote of absent members may be obtained in writing.

### Voting

The voting members of the committee shall consist of individuals from business, industry, or government who are currently employed in the occupational field or service.

All full-time and part-time instructors, counselors, administrators, staff or current students shall serve as non-voting consultants to the committee.

The following are typical items a committee might vote on throughout the year: recommendations for new courses and programs, recommendations for course and program changes, recommendations for the deactivation of courses and programs, recommendations for the purchase of equipment, supplies, or materials, recommendations for grant funded activities and proposals.

Votes are for recommendations only (see *authority* section on page 7).

## Agenda Development

Agendas should be made in consultation with or directed by the committee chair. Committee members should receive the agenda at least one week in advance and have an opportunity to provide additions and feedback prior to the meeting. Meeting materials should be distributed in advance to encourage review and consideration prior to the meeting.

Agenda items may include, but not be limited to, the following:

- Changing occupational competencies
- Retraining/upgrading competencies
- Trends in the specific occupational and labor market areas
- New direction for the curriculum/program
- Legislation affecting workforce preparation and development
- Equipment needs
- Feedback on the number of program completers and those who have been employed
- Follow-up or status reports covering suggestions, recommendations, and/or assignments made at the previous meeting(s)

## Conduct of Meetings

- Each meeting of the advisory committee will follow the announced agenda.
- Each action of the advisory committee shall be placed in the form of a motion, seconded, and voted upon.
- Written minutes shall be recorded at each meeting. Written minutes should follow the suggested format included in the resource section of this handbook. Distribution of meeting minutes to all committee members is required.
- Suggestions, recommendations, and motions offered by the committee will be forwarded for serious consideration and implementation and implementation if possible.
- All action items shall be followed up on in future agenda and or via email in between committee meetings.
- Providing a summary of action items directly following a meeting is strongly encouraged.

### Districtwide Templates

Utilize the Districtwide Template for [Advisory Committee Agendas and Minutes](#).

### EFFECTIVE MEETING PRACTICES

Effective meeting practices include:

- Logistics
- Meeting facilitation
- Expectation management
- And more

See the [Advisory Committee Effective Meeting Practices Guide](#) for details

Utilize the [Employer Inquiry Guide](#) to support improved engagement

## BUILD TRUST

Faculty Recommendation:

*Be open with committee members regarding the strengths and weaknesses of your program. It is important to share the good data and the bad data and ask for help. Be honest with advisors about what is working and where you need advice to strengthen your program. This will build trust and create space for critical constructive feedback.*

## Essential Topics and Committee Resources

Committee meeting agendas and minutes shall reflect the following essential topics and areas of discussion:

- Industry Updates and Employer Needs
- Labor Market Information - Advisory committee must review recent labor market information (The Program and Course Approval Handbook, 7<sup>th</sup> Edition, requires labor market information to be no older than two years). Labor market information (LMI) should be provided by the region's Centers of Excellence. LMI requests are made through each institution's officially designated lead career education dean. *See the regional resources section for details.*
- Essential Knowledge, Skills, and Abilities for employment
- Work-Based Learning opportunities and programming
- Student Success, as indicated by program completion and employment. Review of student success and retention, course sequencing, and program goals on an annual basis is recommended.
- Committee Assessment – regular assessment of committee accomplishments, action items, recommendations, and achievements should be made as a committee.

### PATHWAYS:

#### *On and off-ramps in and out of career education programs*

Institutions are encouraged to engage industry and employers in discussions of essential on and off-ramps into and out of career education programs. At what point can students leave a program and find employment, re-enter a program to seek additional training for advancement in the field, etc. Explore each college credit and credit for prior learning opportunities for returning adult learners, incumbent workers, and recent high school graduates.

## Required Committee Materials

- Membership lists – to be updated no less than every two years; must include first and last names, organization. Additional information recommended to be maintained and included on membership lists: preferred contact email and phone, business address.
- Meeting Agendas
- Meeting Minutes
- Attendance/evidence of participation
- Degrees and Certificates – Including course and program descriptions and learning outcomes. These should be made accessible to all committee members.
- Degree and Certificate student data – including but not limited to completions, success, and retention, demographics.
- SDCCD Industry Advisory Committee Employer/Industry Representative Responsibilities – must be provided to all members.

*Districtwide Templates, Guides, and Handouts are available – see page 15 for details*

## Required Evidence

The California Community College Program and Course Approval Handbook 7<sup>th</sup> Edition requires:

- All new and modified career education programs must provide evidence of advisory committee recommendation including committee membership, minutes, and summary of recommendations (page 84 and 94).

Federal Perkins program requires:

- Advisory committee recommendation for funding proposals and requests. Preferred evidence: meeting minutes.
- Evidence of annual meetings. Required evidence: agendas and meeting minutes.
- Evidence of participation. Required evidence: Hard copy or electronic record of attendance. This may include physical sign-in sheets, voice recordings, or online recordings. Evidence must be saved for audit purposes.

State Strong Workforce Program requires:

- Advisory committee recommendation for proposals and requests for funding. Preferred evidence: meeting minutes.

## Member Development and Maintenance

### Seeking Employer and Industry Participation

Sector-specific Regional Directors of Employer Engagement are available to help connect you to industry and ensure your advisory committee has up-to-date industry information. See *the regional resource section for details (page 15)*.

### Ongoing Consultation

Continuous two-way communication and information exchange with committee members is strongly encouraged.

- Provide members with updates on program activities, events, graduation, and news. Let them know when a course or program has been approved.
- Confirm approved funding based on recommended proposals.
- Solicit feedback: Invite them to share their news with you – job openings, internship opportunities, changes in the field, accomplishments.

Documentation of employer or industry recommendations made outside of formal committee meetings may be made through email.

### Work-Based Learning Opportunities

Work-based learning is an essential component of employment readiness. Institutions are encouraged to engage employers and industry across the work-based learning spectrum to provide students with additional opportunities for career exploration and hands-on learning.

### Success Scenarios

#### Continuous Relationship Building

When continuous relationship building occurs in and outside of meetings – when industry calls you.

#### Program Promotion

When advisory committee members are actively engaged in program promotion and student recruitment efforts.

#### Students Return as Advisors

When your students enter the workforce and come back to advise your program.

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Consider taking a Committee Self-Assessment – see page 15 for resources.

Ensuing work-based learning or job placement coordinator representative on advisory committees helps support these connections and increases the likelihood of integration into program requirements.

### Recognition of Committee Members

Participation on an SDCCD Industry Advisory Committee is 100% voluntary. No money, goods, or services may be exchanged for participation. Committee members are dedicating their time to convene as a group and to provide guidance, advice, and insight.

Institutions and individual program areas are encouraged to consider opportunities to celebrate and honor committee members.

- Post committee membership on program pages.
- Share committee member successes and news with your Dean and PIO.

Significant achievements accomplished by advisory committees may be published in appropriate District publications. News releases on highly significant actions may be sent to local newspapers and appropriate organization publications.

When appropriate, the manager assigned to the particular program area may send a letter of appreciation to the company or organization represented by an advisory committee member.

The SDCCD Board of Trustees hosts an annual Industry Advisory Committee Member Appreciation event to honor and give thanks to the countless volunteer hours industry members dedicate to Career Education programs through the advisory committees. These events are industry-specific and honor the industry volunteers by sector.

### Professional Development for SDCCD Employees

Institutions are encouraged to provide professional learning activities to strengthen faculty and staff awareness of:

- Meeting management
- Meeting facilitation
- The importance and requirements of career education advisory committees
- Employer engagement
- Fundraising
- Program promotion
- Assessment and integration of student and program success data
- Labor Market Information
- Networking

## It Takes a Village

### Faculty Recommendation:

*The full institution is needed to truly engage all roles in better ensuring program alignment and strong ties to industry needs. Administrative leadership, faculty, and staff all play a role in encouraging, supporting, and strengthening these relationships for student success. It cannot solely be on the faculty to manage these relationships. Both Student Services and Instructional Services should be engaged in institution-wide strengthening of these relationships.*

## Resources and Reference

### Districtwide Resources

[SDCCD Career Education Advisory Committee Web Page](#)

[SDCCD Perkins Resources](#)

### Districtwide Templates, Handouts, and Guides

[Industry Member Representative Responsibilities](#)

[Employer Benefits of Serving on a Committee](#)

[Agenda / Meeting Minutes Template](#)

[Effective Meeting Practices Guide](#)

[Employer Inquiry Guide](#)

Committee Self-Assessments:

- [Partnership Assessment](#)
- [Roles and Responsibilities Assessment](#)

### Regional Resources

[San Diego Imperial Valley Centers of Excellence for Labor Market Research](#)

[San Diego & Imperial Community Colleges Regional Consortium](#)

[Regional Program Recommendations](#)

[Regional Recommendation Process](#)

WBL Community of Practice Resources:

[Expanding Work-Based Learning Experiences in the Region](#)

[Regional Work-Based Learning Resources](#)

[Regional Directors for Employer Engagement \(by sector\)](#) – *Formerly known as Deputy Sector*

*Navigators*

[21<sup>st</sup> Century Employability Skills Report](#)

### State Resources

ASCCC Presentations:

- [Effective Practices 2019](#)
- [Advisory Committees Guiding Curriculum and Connecting Students to Industry 2019](#)

CA Workforce Pathways [Guiding Principles and Essential Elements of High-Quality Pathways](#)