



ALVIN COMMUNITY COLLEGE

www.AlvinCollege.edu

ADVISORY COMMITTEE HANDBOOK

FOR WORKFORCE EDUCATION PROGRAMS

2016-2018

Alvin Community College does not discriminate on the basis of race, color, national origin, religion, gender, age, disability, veteran status, sexual orientation or gender identity.

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INTRODUCTION

Overview of Workforce Education

In keeping with the U.S. Department of Education's 16 Career Clusters, the Texas Education Agency's AchieveTexas career pathways initiative, and the Coordinating Board's Texas Career Clusters project, a workforce education program consists of a coherent sequence of courses designed to prepare students for employment in a career field. Within a program, there may be opportunities to complete an associate degree, certificate, and/or continuing education award to meet specific employment requirements.

Workforce education programs are developed by colleges in close cooperation with business and industry to satisfy a need for timely and effective workforce education. Additionally, many workforce education programs are articulated with secondary schools through dual credit and with four-year college programs to provide students the opportunity for a seamless transition to the next level of education.

ADVISORY COMMITTEES

Purpose

Advisory Committees are one of the principal means of ensuring meaningful business and industry participation in the creation and revision of workforce programs. These committees provide invaluable information and advice for regarding current and future occupational skills, knowledge, and goals. Such continual input ensures that graduates' knowledge and skills are current according to industry standards and that they have the necessary skills for success in a chosen field.

The broad purposes of an Advisory Committee, as defined by the Texas Higher Education Coordinating Board's 2015 publication [*Guidelines for Instructional Programs in Workforce Education \(GIPWE\)*](#), include:

1. Helping the College document need for its workforce education programs; and
2. Ensuring that programs have both adequate resources and a well-designed curriculum to provide students with the knowledge, skills, and abilities essential for employment.

Alvin Community College has established separate program advisory committees for each of its credit workforce education program or cluster of closely related programs. Continuing Education (CE) programs of 360 or more contact hours are also required to meet the same advisory committee guidelines as for credit programs. CE training programs of less than 360 contact hours should seek beneficial input from business and industry to ensure the type, format, and content of the training program best meets the needs of the community.

Functions

In accordance with the GIPWE and ACC expectations, Advisory Committees are expected to perform the following functions:

- evaluate the goals and objectives of the program curriculum;
- establish workplace competencies for the program occupation(s);
- suggest program revisions as needed;
- evaluate the adequacy of existing college facilities and equipment;
- advise college personnel on the selection and acquisition of new equipment;
- identify local business and industry leaders who will provide students with external learning experiences, employment, and placement opportunities;
- assist in the professional development of the faculty;
- assist in promoting and publicizing the program to the community and to business and industry;
- represent the needs of students from special populations;
- provide input regarding content of program and courses that will ensure a high quality program;
- recommend professional development needs for faculty in the specific career field;
- keep ACC informed of current specific needs and changes in the labor market;
- support ACC in fundraising efforts and possible donation of equipment and supplies;
- assist ACC in meeting the community's needs for entry-level employees and continuing education needs for those currently working in the field;
- serving as a liaison between ACC and the community;
- provide feedback and recommendations for graduate follow-up surveys; and
- assist in institutional evaluation, specialized accreditation self-studies and site visits as appropriate.

MEMBERSHIP GUIDELINES

Definition of Membership

Advisory Committee members are representatives from the community who volunteer their time and energy to assure quality instructional programs. The time and effort required of members for Advisory Committee membership is reasonable in nature.

Committee membership consists of voting and non-voting (ex-officio) members. The voting members are primarily business and industry representatives from the College's service area, secondary level and higher education institutional partners, former ACC faculty who work in the respective field, and former or current students.

ACC employees also serve on Advisory Committees as ex-officio members (non-voting). Committee representatives for the workforce program serve as resources to the voting membership and include the Division Dean, the department chair(s) or director, and a Continuing Education manager. A college advisor may also be represented on some Advisory Committees.

Committee Composition

As described in the GIPWE, Advisory Committees must be composed of persons who broadly represent the demographics (including ethnic and gender diversity) of the College's service area as well as the occupational field in all sectors of the business community within the service area. Members should be well informed about the knowledge, skills, and abilities required for the occupation for which they are providing information and guidance.

Full-time faculty and staff of the college may not be voting members of an Advisory Committee, but they may serve in an ex-officio capacity. Part-time faculty who hold full-time positions within the career field may be members of the committee. Faculty and staff of universities with program articulation agreements may be members of the Committee.

As stated in the GIPWE reference above, part-time faculty who hold full-time positions in the career field may serve on the Advisory Committee. ACC, however, restricts them to ex-officio (non-voting) memberships.

While an appropriate number of members for each Advisory Committee may vary depending upon the nature of the program, the recommended size is 10 to 15 members. The Committee should be large enough to produce beneficial discussions and it should be reflective of gender, ethnic, and employer diversity. Larger Advisory Committees (i.e. Nursing) may want to utilize a sub-committee structure to represent and focus on each program area when there are a cluster of awards.

Member Qualifications

Advisory Committee members must possess knowledge and expertise regarding occupational skills required in the specific workforce career. Additionally, members must:

- have current experience in the occupational field or workforce program;
- demonstrate a commitment to the career field;
- be willing to devote necessary time to the Committee;
- demonstrate an interest in ACC and the communities served; and
- be able to work collaboratively in a team environment.

Membership Appointments

Using the membership criteria outlined above in Committee Composition, nominations of qualified individuals may be made by faculty, professional organizations, or others associated with the workforce program or occupational field. Prior to nomination of an individual, the nominator should contact the individual to confirm if he/she would be willing to serve. If affirmed, the nominee's name and workforce program name must be submitted to the Office of the Vice President of Instruction. Final selection and approval of Advisory Committee members will be made by the ACC President or designee in collaboration with the Dean, department chairs and/or program director of the workforce program. Once approved, the Office of the Vice President of Instruction will send appointment letters for programs and the individual will then be added to the committee membership.

Term of Membership

Advisory Committees members will generally be appointed for a three year term. Appointments can, however, be extended with approval of the Committee and the Vice President of Instruction. When possible, appointments and/or replacements should be staggered so the majority of Committee members would be experienced. Staggered terms will provide greater stability and ongoing leadership for the Committee.

Members will be notified by letter from the Office of the Vice President of Instruction at the expiration of their term, and, if necessary, a new member will be appointed. Members not actively participating will be released from their term and a new member will be added as appropriate.

Officers of the Committee

The Committee membership will elect officers to include a Chair and Co-chair who will serve as facilitators over the meetings. The officers will work closely with the Dean and Department Chair/Director. Committees may also select a non-voting member to record the meetings and coordinate information with the Committee Chair and Co-Chair.

Officer terms of service will typically be one year in length, but could be longer depending on the needs of the Committee. The Committee may decide that the Co-Chair will rotate into the Chair role after the first year in order to maintain continuity.

MEMBER DUTIES

Chair (Elected)

1. Call meeting to order and preside over agenda
2. Plan the agenda (with the assistance of the Department Chair/Program Director
3. Appoint subcommittees, as needed
4. Represent the Advisory Committee, when appropriate.
5. Consult with Division Dean and Department Chair/Program Director, as needed.

Co-Chair (Elected)

1. Serve with, or in the absence of, the Chair. See duties listed above.

Members (voting)

1. Become knowledgeable of ACC and the specific workforce program.
2. Attend meetings regularly to participate in committee discussions.
3. Evaluate goals and objectives of the program curricula.
4. Inform college faculty and administrators of new developments in business and industry.
5. Review and recommend program and course content, and determine necessary competencies for employability and continuing education.
6. Discuss and provide input regarding any program concerns.
7. Identify local business/industry leaders who will provide students with external learning experiences, employment, and placement opportunities.

8. Evaluate the adequacy of existing college facilities and equipment, and providing advice on the selection and acquisition of new equipment.
9. Assist in and provide advice for the professional development of faculty.
10. Assist in promotion of the program to business and industry.
11. Represent the needs of students from special populations.

Division Dean

1. Collaborate with Department Chairs, Program Directors, faculty, continuing education representatives, and other interested parties to nominate, establish, and maintain committee membership.
2. Attend meetings in ex officio (non-voting) capacity.
3. Forward minutes of each meeting to the VPI and post to the Committee's shared G:/ drive.
4. Serve as resource to Committee Chair.
5. Ensure that meetings are held twice per year and that Advisory Committee guidelines as specified in GIPWE and the ACC Advisory Committee Handbook are followed
6. Ensure that information gathered from the Advisory Committee is discussed at a Curriculum Team meeting for follow-up actions, as needed.
7. Ensure that all Committee Members receive the Advisory Committee Handbook, minutes, and agendas, and are aware of the online resources for advisory committee.
8. Maintain current Advisory Committee membership rosters and have posted on the shared G:// drive.
9. Appoint a college representative to announce meetings, communicate information, record and mail copies of the minutes to all committee members, and ensure that each committee member receives all necessary documents.

Faculty, Staff, Program Director, or Department Chair (non-voting)

1. Nominate persons for service on the Advisory Committee.
2. Submit items for the agenda to the Committee Chair.
3. Arrange logistics for Committee meetings and assist Committee Chair as needed to plan for the meeting.
4. Provide counsel and information in an ex officio (non-voting) role when requested by Committee members or Committee Chair.
5. Communicate information from Advisory Committees to other faculty in the department.
6. Incorporate information from Advisory Committee into the curriculum.

Continuing Education Representative (non-voting)

1. Nominate persons for service on the Advisory Committee.
2. Submit items for the agenda to the Committee Chair or Department Chair/Program Director.
3. Assist as needed with logistics for the meeting.
4. Provide counsel and information in an ex officio (non-voting) role when requested by Committee members or Committee Chair.
5. Listen for appropriate information regarding need for continuing education training for incumbent workers.
6. Communicate information from Advisory Committee to other relevant continuing education colleagues.

Vice President of Instruction (non-voting)

1. Serve as a resource to Curriculum Teams in the on-going development and revision of existing programs as deemed necessary by Advisory Committees.
2. Serve as a resource to curriculum teams in the development of new programs.
3. Facilitate the new program advisory committee until a curriculum team facilitator or an advisory committee chairperson is elected.
4. Communicate information as appropriate to Deans and other administrators.
5. Ensure THECB curriculum development guidelines are followed.
6. Ensure SACSCOC new program development guidelines are followed in the development of all new programs.

ADVISORY COMMITTEE MEETINGS

Frequency

All ACC Advisory Committee are required to meet twice per year in face-to-face meetings. While the GIPWE states that only one annual meeting is required for Advisory Committees, ACC believes that two are necessary in order to continually assess the needs of its workforce programs and maintain strong business and industry partnerships.

Meetings may also incorporate virtual options (video or phone conferencing, SKYPE, etc) for members who may not be able to physically attend the meeting. The THECB suggests in the GIPWE that “contact with committees be maintained throughout the year via e-mail, fax, phone, or videoconference.”

Meetings should have a planned and published agenda that is collaboratively developed by the Committee Chair, Dean, and Department Chair/Program Director. The tentative agenda should be sent to each member with a meeting notification and any material required for the meeting. Meeting dates, times, and places should be established will in advance of the next meeting so members can plan accordingly. An election of officers and the installation of new members will be a part of the agenda for the first meeting of each academic year.

A quorum of 51% of the Committee membership (voting only) is expected for each meeting in order to conduct Committee business. Note that 51% of voting members may be face-to-face or via phone or web. Division Deans and Department Chairs/Program Directors should maintain accurate Committee membership rosters to determine participatory and non-participatory members in order to calculate the quorum accurately.

NOTE: During the development of new programs, advisory committees should meet frequently.

Records

All discussed agenda items and resulting actions by the Advisory Committee must be recorded in official minutes. The minutes should follow the format in the Appendices or the example provided in the GIPWE and must include:

1. Identification of Committee members’ name, title, and affiliation.
2. Indication of the Committee members’ presence or absence from the meetings.

3. Names, titles, and affiliations of others present at the meetings.
4. Signature of the Chair, Co-chair and Recorder.
5. Evidence that industry partners have taken an active role in making decisions that affect the program.

The THECB requires that minutes be maintained in the College files and be available to THECB staff upon request. ACC also requires all Advisory Committee minutes be posted on the shared G:// drive. Attached is a sample for recording advisory committee minutes recommended by the Texas Higher Education Coordinating Board.

Additionally, the Office of the Division Deans are required to update the Advisory Committee membership lists and post on the shared drive G:// site. All Advisory Committee membership lists should indicate the name, title, affiliation and contact information (phone and/or email, plus address) for each member.

Appendix A: Oversight

THECB

The Texas Higher Education Coordinating Board (THECB) was created by the Texas Legislature in 1965 to "provide leadership and coordination for the Texas higher education system to achieve excellence for the college education of Texas students." The THECB oversees public community and technical colleges, which offer certificate and associate degree programs.

THECB serves as an advocate for higher education; provides advice and comprehensive planning capability to the Legislature; coordinates the effective delivery of services; and efficiently administers assigned statewide programs.

THECB Responsibilities include:

- To develop a five-year master plan which is updated annually;
- To classify and prescribe the institutional role and mission for each public institution of higher education in Texas and make such changes in classification of role and mission of each institution as it deems appropriate and hear applications from institutions for changes in classification of role and mission;
- To report to the Legislature annually on the "state of higher education";
- To present to the Legislature a comprehensive summary and analysis of institutional appropriations requests and formula development in order to provide a statewide view of funding requirements;
- To develop and implement policies on the transferability of lower division courses among institutions of higher education;
- To develop guidelines for institutional reporting of student performance; and
- To encourage cooperative programs and agreements among institutions of higher education including, among others, degree offerings, research activities, library and computer sharing. (Excerpted from the THECB web site).

The official policy manual for workforce education programs offered at public higher education institutions and degree-granting proprietary institutions in Texas is the Guidelines for Instructional Programs in Workforce Education (GIPWE) and is published by the THECB. The manual provides guidelines for the effective design, development, operation, and evaluation of workforce education programs. GIPWE is found at

<http://www.theccb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/>

WECM

The Workforce Education Course Manual (WECM) is a web-based inventory of current workforce education courses available for use by Texas public two-year colleges. The courses are grouped by subject according to the Classification of Instructional Programs (CIP) codes published by the National Center for Education Statistics (NCES).

Since 1998, other WECM projects have assured accuracy of WECM courses and guidelines, as well as opportunities for the professional development of college faculty and administrators. All WECM projects have been supported by the collective skills and talents of college administrators, instructional specialists, and business and industry representatives.

The purposes of WECM are to:

- Contribute to the quality and consistency of workforce courses;
- Provide Texas colleges increased assistance and flexibility in responding to employer needs;
- Enhance the portability of credits and credentials for students;
- Provide increased access for students to workforce education degrees and career advancement for students;
- Facilitate articulation with other providers of education at both the secondary and post-secondary levels; and
- Incorporate industry-established skill standards into Texas workforce education.

WECM policies and guidelines are updated annually through the WECM Leadership Advisory Committee. The Committee is comprised of experienced workforce education leaders from small and large colleges in different regions of the state. These administrators have worked with a full range of semester credit hour (SCH) and continuing education (CEU) workforce education programs and courses and have participated in the implementation and maintenance of WECM.

The current manual is available on the Coordinating Board web site at <http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/>.

SACSCOC

Each college and university must also comply with the criteria for accreditation of one of the six regional accrediting bodies. Texas institutions are accredited by the

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). SACSCOC mission is the improvement of education in the south through accreditation. Institutions of higher education participate in a reaffirmation of their accreditation every ten years. Alvin Community College accreditation was reaffirmed in 2011. Additional information on SACSCOC can be found at their web site, <http://www.sacscoc.org/>.

Appendix B

Mission, Vision and Strategic Plan for Alvin Community College

Mission:

Alvin Community College exists to improve the lives of its constituents by providing affordable, accessible, high quality and innovative academic, technical and cultural educational opportunities for the diverse communities it serves.

Vision:

As a premier college that provides high-quality academic, technical and cultural programs, Alvin Community College's focus will be to promote student success, enhance quality of life and support economic development.

Strategic Plan:

1. Alvin Community College will develop itself as an evidence-based data-driven organization to improve organizational efficiency and increase student achievement, completion and success.
2. Alvin Community College will plan and develop a campus in the vicinity of the west side of the college taxing district, and address facilities' needs and technology update for existing campus.
3. Alvin Community College will develop branding that will be an effective representation of the institution and its mission, and will be used to market the college.
4. Alvin Community College will develop program and partnerships to meet employment needs of the community.
5. Alvin Community College will maximize the acquisition of revenue, taking into consideration the interest and values of all stakeholders, and allocate them efficiently to the highest and best values for the institution.
6. Alvin Community college will strengthen its human resources' capacity to promote a strategically-staffed and nimble organization that embraces change, supports open communication, and provides for ongoing professional development.

Appendix C

ADVISORY COMMITTEE MINUTES

CHAIRPERSON:		
MEETING DATE:	MEETING TIME:	MEETING PLACE:
RECORDER:		PREVIOUS MEETING:

MEMBERS: (P=Present)

OTHERS Present:

P	Name and Title	Business Affiliation	Name and Title

Agenda Item	Action, Discussion, Information	Responsibility
Approve Minutes from Last Meeting		
Old Business:		
New Business:		
Curriculum Decisions:		
Other:		

MINUTES

Key Discussion Points	Discussion
Old Business:	
New Business:	
Curriculum Decisions:	
Other:	
CHAIRPERSON SIGNATURE (or designee)	DATE: NEXT MEETING:

Appendix D

Advisory Committee Membership												
Academic Year:												
Program/Discipline:												
Number	Name	Title	Employer	Street/PO Box Mailing Address	City	State	Zip	Business Phone	Cell Phone	Email Address	Comments	Term of Appointmen t
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Appendix E

Advisory Committee Membership Form

Name _____ Title _____

Organization _____

Type of Business _____

Mailing Address _____

Work Phone _____ Home Phone _____

Email Address _____

Demographics Section (for reporting purposes only to Texas Higher Education Coordinating Board to insure appropriate representation of field and community):

Gender: _____ Male _____ Female

Ethnicity: _____

Size of Business for Occupational Field _____ Small _____ Medium _____ Large

Geographic Area Company Serves: _____