Western Technical College

ADVISORY COMMITTEE HANDBOOK

Western
Technical College

President's Message

Welcome Advisory Committee Member:

Thank you for your willingness to serve as a Western Technical College advisory committee member. Every program at Western relies on an advisory committee to help ensure students receive the essential experience and skills needed to succeed in their occupations.

You are one of hundreds of local employers who serve on these committees to provide us with insight that keeps our curriculum relevant to the workforce and meaningful to our students. Your commitment as an advisory member is to help Western engage students in learning and retain them through graduation. Your comments and questions are welcome and valued!

Roger Stanford

With your support, Western is on a focused journey to help every student every day find success. We are committed to creating inclusive and equitable conditions that allow students to earn a credential they can take to the workforce or use to continue their education.

This Advisory Committee handbook was developed to assist you in your work as a committee member. It provides information about the College and outlines the responsibilities of advisory committee members. We hope it helps guide your work.

Again, on behalf of the faculty and staff of Western Technical College, thank you for your participation. We look forward to working with you in the year ahead.

Sincerely,

Roger Stanford, PhD
President
Western Technical College

Western
Technical College

Advisory Committee Handbook

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About the Wisconsin Technical College System

Western Technical College is part of the Wisconsin Technical College System (WTCS). The WTCS has 16 colleges and 46 campuses located throughout Wisconsin. More than 300 career education programs are available in areas like business and marketing, healthcare, agriculture and agribusiness, trades and industry, technical fields, service occupations, and education. No WTCS program requires more than two years of full-time study and many require less than a year, if students are attending full-time. If students decide to continue their education, many credits will transfer to a variety of public or private four-year colleges or universities in Wisconsin and beyond.

More than 330,000 Wisconsin residents attend a technical college each year. Of those who are graduates, 93 percent are employed within six months of graduation—78 percent in their field of study!

Some students, however, choose to continue their education. In fact, 86% of them do! Transfer agreements between the WTCS and four-year colleges and universities abound. And while many students choose to earn a bachelor's degree, an even greater number transfer from four-year institutions to the WTCS. In fact, more than 28,000 students have completed 16 years or more of education before enrolling in the WTCS.

Learn more about the Wisconsin Technical College System by visiting www.witechcolleges.com or www.wtcsystem.edu/.
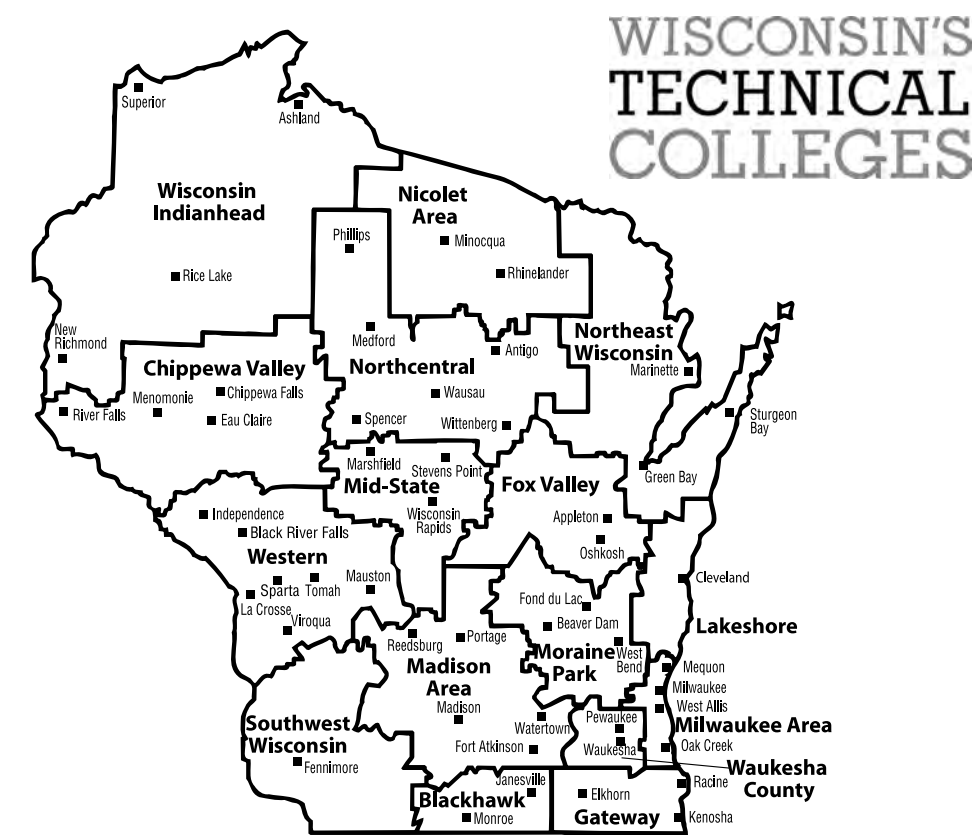
About Western Technical College

Western provides comprehensive Career and Technical Education (CTE) and adult educational services to more than 11,000 students annually. Students of all ages in seven communities throughout our 11-county district have been receiving essential education and training since 1912. Students can obtain an associate's degree, a technical diploma, or a certificate in more than 80 program areas. We also offer classes that transfer to four-year institutions. Western employs more than 550 full- and part-time faculty members. Customized job training is available for those in business and industry, too.

Resident tuition for a full-time student averages $3,776 per year. The average cost of books and supplies is $1,500 the first year and usually less for the second year. Nearly 63 percent of eligible full-time students receive financial aid in the form of grants or scholarships, loans and work-study, veterans' benefits, and other sources. More than 90 percent of Western students work either full- or part-time while attending classes.

Regional Learning

A New Look At Learning In Our Communities

Western serves a wide range of stakeholders in a district that is almost 5,000 square miles, encompassing all or parts of 11 counties. With five regional sites and the Public Safety Training Facility located in Sparta, Western aims to reach the farthest corners of the district. And while the College serves more than 11,000 students every year, Western strives to better serve those students by embracing the concept of Regional Learning Centers.

With regional locations strategically placed throughout our district in La Crosse, Black River Falls, Tomah, Sparta, Mauston, Independence, and Viroqua, and the advancement of technology in teaching and learning, these regional locations allow us to provide the essential experience to students in many communities. The regional concept allows Western to continue to develop instructional opportunities at all locations through a systems approach that fosters collaboration, flexibility, and increased responsiveness to our stakeholders.
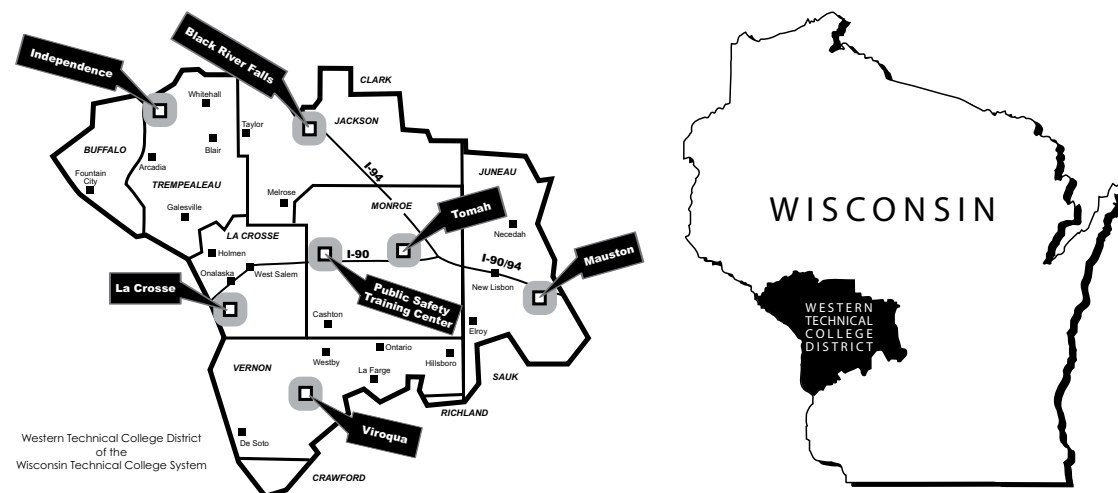
Mission, Vision, Values

Our Mission
Western Technical College provides relevant, high quality education, in a collaborative and sustainable environment, that changes the lives of students and grows our communities.

Our Vision
Western Technical College is the college of first choice in our region.

Our Values
We value the success of our students and hold ourselves accountable for providing excellence in student learning, based on the diverse needs of each student and built on a foundation of integrity, teamwork and respect .

Performance Improvement System
Western uses a leadership and performance excellence model that integrates the mission, vision, and values; the strategic goals measured through Key Results; the Malcolm Baldrige Framework for Performance Excellence; and the Higher Learning Commission's Criteria for Accreditation. The College incorporates cycles of Plan, Do, Check, Adjust (PDCA) as the foundation for performance excellence efforts. Using the Baldrige framework to increase organizational learning has improved the Western's ability to function more effectively as a system. The Key Results are used to track performance relative to strategic goals. This has strengthened Western's ability to collect, analyze, and share data to make informed decisions. Identifying key college processes related to the achievement of strategic goals has fostered a college-wide awareness of process management.

Accreditation

Western Technical College is accredited by the Higher Learning Commission. Aligning the re-accreditation process with Continuous Quality Improvement (CQI) and performance excellence efforts has enhanced Western's ability to develop programs and services designed to help students learn and succeed. Western is committed to ongoing organizational learning and improvement to meet the evolving needs all of students.

A number of Western's academic programs also hold accreditations from national professional organizations. Western's current reaccreditation through the Higher Learning Commission Open Pathway will continue through 2022–2023.
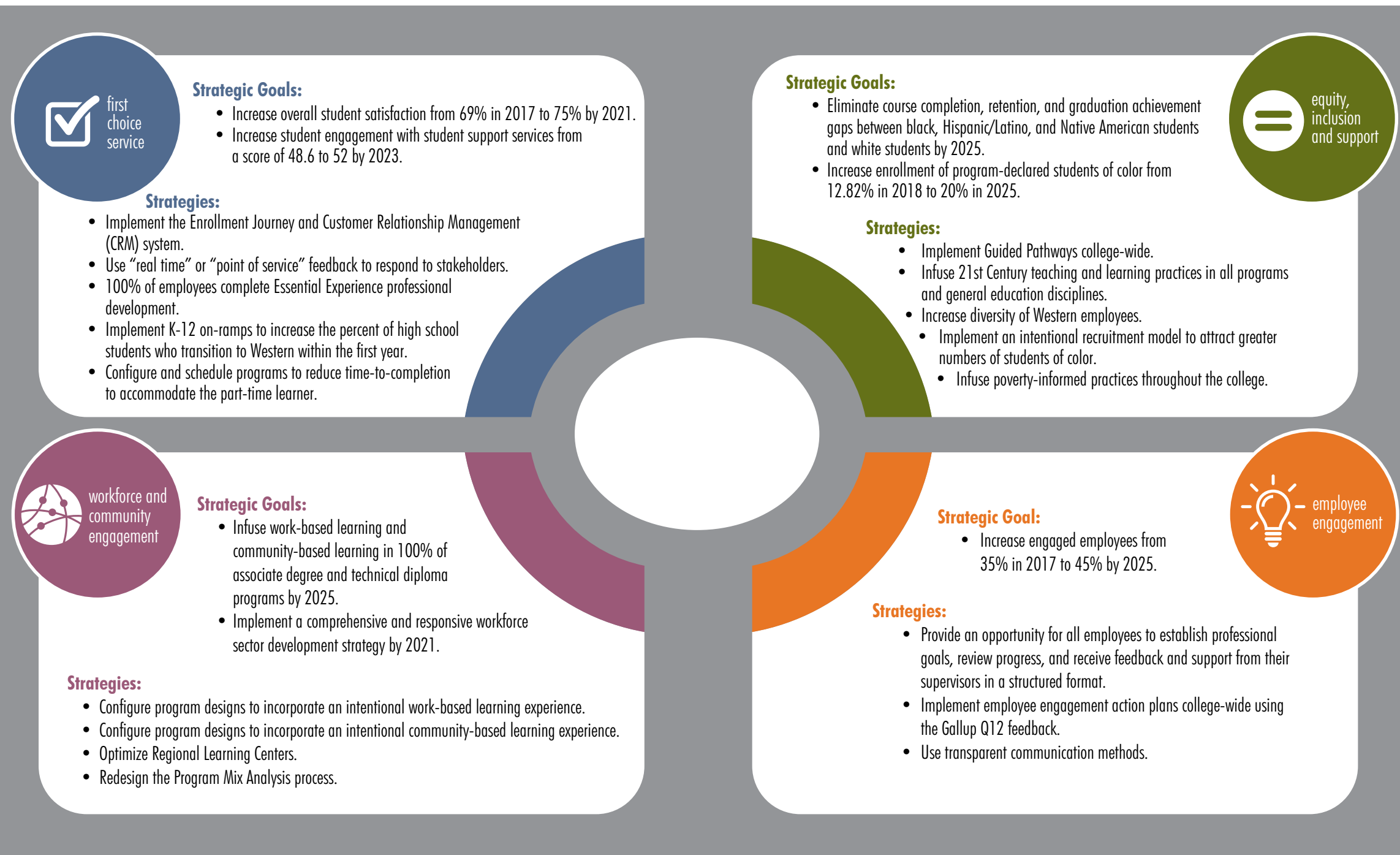
Strategic Directions

eXperience 2025 — every student • every day

Mission: Western Technical College provides relevant, high quality education, in a collaborative and sustainable environment that changes the lives of students and grows our communities.

Vision: Western Technical College is the college of first choice in our region.

Values: We value the success of our students and hold ourselves accountable for providing excellence in student learning, based on the diverse needs of each student and built on a foundation of integrity, teamwork, and respect.

first choice service

Strategic Goals:
- Increase overall student satisfaction from 69% in 2017 to 75% by 2021.
- Increase student engagement with student support services from a score of 48.6 to 52 by 2023.

Strategies:
- Implement the Enrollment Journey and Customer Relationship Management (CRM) system.
- Use "real time" or "point of service" feedback to respond to stakeholders.
- 100% of employees complete Essential Experience professional development.
- Implement K-12 on-ramps to increase the percent of high school students who transition to Western within the first year.
- Configure and schedule programs to reduce time-to-completion to accommodate the part-time learner.

equity, inclusion and support

Strategic Goals:
- Eliminate course completion, retention, and graduation achievement gaps between black, Hispanic/Latino, and Native American students and white students by 2025.
- Increase enrollment of program-declared students of color from 12.82% in 2018 to 20% in 2025.

Strategies:
- Implement Guided Pathways college-wide.
- Infuse 21st Century teaching and learning practices in all programs and general education disciplines.
- Increase diversity of Western employees.
- Implement an intentional recruitment model to attract greater numbers of students of color.
- Infuse poverty-informed practices throughout the college.

workforce and community engagement

Strategic Goals:
- Infuse work-based learning and community-based learning in 100% of associate degree and technical diploma programs by 2025.
- Implement a comprehensive and responsive workforce sector development strategy by 2021.

Strategies:
- Configure program designs to incorporate an intentional work-based learning experience.
- Configure program designs to incorporate an intentional community-based learning experience.
- Optimize Regional Learning Centers.
- Redesign the Program Mix Analysis process.

employee engagement

Strategic Goal:
- Increase engaged employees from 35% in 2017 to 45% by 2025.

Strategies:
- Provide an opportunity for all employees to establish professional goals, review progress, and receive feedback and support from their supervisors in a structured format.
- Implement employee engagement action plans college-wide using the Gallup Q12 feedback.
- Use transparent communication methods.

Personal and Organizational Commitments: Act with clarity and consistency • Demonstrate resiliency • Drive action through data intelligence • Practice sound fiscal stewardship

Experience 2025

The plan's four strategic directions and corresponding strategic goals align with the College's key results and are designed to help the College achieve outcomes that place Western in the top 25% of WTCS colleges by 2025 (25x25).

Strategic Goal Measures

Measures	Baseline	Current	Overall Goal
Increase overall student satisfaction	69%	70%	75%
Source: Noel-Levitz SSI - Summary Question 2			
Increase student engagement with support services	48.6	50.7	52
Source: CCSSE Student Support Benchmark			
Increase percent of programs with work-based learning	43%	68%	100%
Increase percent of programs with community-based learning	48%	57%	100%
Implement workforce sector development strategy	No	No	Yes
Eliminate achievement gaps for black, Hispanic/Latino, and Native American students			
• Course completion	15.8%	10.37%	0%
• Second-year retention	11.1%	7.21%	0%
• Graduation	22.8%	9.65%	0%
Source: WTCS QRP Data Cubes			
Increase enrollment of program-declared students of color	12.8%	16.2%	20%*
Increase overall employee engagement	35%	41%	45%
Source: Gallup Q12 Engaged Employee Percentage			

Key Results
Achieved original 2025 goal and new goal established | Adjusted due to pandemic-related enrollment decline

Measures	2017 Baseline	2020 Actual	2021 Target	2025 Goal
Course completion (all)	83.28%	81.95%	83.11%	87.94%
Term-to-term retention (same program)	82.80%	83.11%	83.82%	86.70%
Second-year retention (same program)	64.59%	61.40%	62.84%	68.93%
Third-year graduation (same program)	35.20%	39.45%	41.71%	53%

Apprenticeship

Apprentices are employed in the field while continuing their education. Skills are obtained by on-the-job hands-on training and classroom instruction. Additionally, apprentices have the potential to earn college credits. Find out more about Wisconsin's apprenticeships on the Department of Workforce Development's site.

- **Construction Electrician**
- **Plumbing**
- **Industrial Electrician**
- **Maintenance Technician**
- **Maintenance Mechanic**
- **Millwright**
- **Welding Fabricator**
- **Tool and Die, Machinist, and Mold Maker**
- **Steamfitter**

Business and Industry Services

The Business & Industry Services (BIS) Division is committed to providing solutions to meet the needs of employers as they strive to improve employee productivity, quality and satisfaction. With training and seminars offered at Western campus locations, online, or at your business, when you work with Western, you can expect focused solutions tailored to your situation, schedule and budget. Call 608-789-6032 or visit westerntc.edu/bis for information.

- **Customized Training**
  With a broad portfolio of experts at our fingertips, Western Technical College BIS can help improve performance in any area of your organization. Customized training provides employees with training specific to their particular needs and goals. Courses can be delivered when and where they are needed.

- **Seminars/Professional Development**
  Affordable professional development opportunities exist with courses on a variety of topics offered at Western's campuses and online. Explore topics such as leadership, computer, social media, food manager certification, safety and many more.

- **Skills Institute**
  This program consists of multiple certificates that are short-term, intensive, and help develop a specific set of skills. These certificates also provide the pathway needed to ladder into higher education opportunities.

Learner Support And Transition

GOAL-Oriented Adult Learning
Western's GOAL program provides a broad range of basic skill and literacy services to the District's adult residents. For more information, call 608-785-9535.

Adult Basic Education
Basic literacy services, reading, writing, computation and computer skills are offered at all levels.

Developmental Studies
Instruction designed to meet student course or skill deficiencies prior to entry into career credit programs.

High School Completion Programs
GED/HSED | Adult High School

English Language Learner (ELL)
Instruction designed to assist individuals whose primary language is other than English and who need to learn to read, write, and communicate in English.

About Teaching & Learning at Western

ORGANIZATIONAL STRUCTURE

Western consists of four instructional divisions that house all collegiate programs:

- • Business
- • General Studies
- • Health and Public Safety
- • Integrated Technology

In addition, the Learner Support and Transition Division houses all pre-collegiate programs, including Adult Basic Education, GED/HSED, English Language Learner courses, and developmental Studies. Business and Industry Services provides customized training and technical assistance to local businesses and employers in addition to professional development seminars and large conferences.

Academic Excellence and Development Division (AEDD) supports faculty in development of the skills and practices required of all instructors at Western. Through professional development opportunities offered within AEDD and across the college, faculty focus on the four cornerstones of education: Curriculum, Assessment, Instruction, and Intervention.

Western prioritizes multiple modes of delivery to ensure equitable education and access for all students. Increasing the use of alternative delivery methods while also investing in technology and employee training continues to be a college focus.

- • **In Person** A traditional face-to-face class which may require the use of technology and internet access.

- • **Compressed** A face-to-face class which may require the use of technology and internet access delivered in less than the standard term length, which requires an increased workload for the student in a shorter amount of time.

- • **Interactive Distance Learning** Students participate in a synchronous interactive format using video cameras and microphones. Students can participate in classes that are available at more than one campus location. These classes can originate from any of Western's campuses.

- • **Blended** Classes that combine face-to-face classroom instruction with online instruction and participation requirements. The online portion of the course is less than 50% of the time. The student is required to use their Western email address and have access to a computer with internet access in order to fully participate and receive the benefits of the course.

- • **Hybrid** Classes that combine face-to-face classroom instruction with online instruction and participation requirements. The online portion of the course is greater than or equal to 50% of the time. Students are required to use their Western email address and have access to a computer with internet access. Standard meeting patterns will be used. (This mode has an additional per credit fee for students.)

- • **Computer Conferencing** Classes that require the use of computers for audio, video and/or graphics for real-time synchronous instruction where the students are located either on-campus or off-campus. This will include web-based video conferencing. The student is responsible to have the proper equipment and resources.

- • **Online** Classes that can be taken anywhere at any time of the day. The student is required to use their Western email address and have access to a computer with internet access. There are no on-campus requirements. Synchronous online meetings may be determined by the instructor and listed on the course syllabus. (This mode has an additional per credit fee for students.)

- • **Competency Based Education (CBE)** CBE courses are developed and offered in a self-paced format so students can make progress towards program completion at their own pace.

Performance-Based Curriculum
Western Technical College utilizes performance-based curriculum and instructional design to support its delivery of courses and programs. Performance-based curriculum teaches learners to perform the major skills needed as an outcome of a course or program rather than just measuring the "knowledge" a learner possesses on the topic. Performance-based curriculum includes the assessment tasks that are authentic to the skill performed.

Assessment And Student Learning Outcomes
Assessment is the defining measure of teaching and learning effectiveness. Western encourages a variety of assessment techniques to recognize varying learning and teaching styles within the college community. Examples of assessment techniques include demonstration of proficiency, testing, portfolios, clinicals, internships, capstone projects, self-assessment, peer assessment, and certification/licensure. The expected outcomes of learning are closely tied to the expectations of the community in need of an educated citizenry and workforce. The College defines academic effectiveness in terms of student success and is committed to using the results of assessment to continually improve student learning, teaching, and program quality.

Western uses a three-prong approach for assessment of end-of-program outcomes. This approach incorporates an assessment of occupation-specific outcomes, technical skill attainment, and core abilities. Combined, this assessment is known as Exit Learning Outcomes Assessment.

Occupation-specific outcomes are informed through input from local program advisory committee and employer input, as well from input from regulatory and licensing agencies. Technical skill attainment (TSA) is an approach to outcomes assessment that is created through state-wide collaboration with other technical colleges that offer the same or similar programs. This particular process ensures that graduates from any Wisconsin Technical College are prepared to demonstrate competency in areas agreed upon by employers throughout the state of Wisconsin.

Finally, Western believes in every student's potential to positively influence our community. Through extensive research, wide stakeholder involvement, and the stated expectations of the community, the College has refined its focus on student growth and success. To accomplish this, Western has incorporated aspects of soft-skills, employability skills, and college and career readiness skills in the creation and assessment of our SuccessAbilities. These SuccessAbilities are integrated throughout the curriculum with student assessment occurring as appropriate to the technical program.

- • **Cultivate Passion** challenges you to find your purpose and be curious, practice self-reflection, and genuinely connect with others. Students will find success as the learn to Enhance Personal Connections, Expand a Growth Mindset, and Increase Self-Awareness.

- • **Live Responsible** compels you to adapt to change, respect yourself and others, value the environment, and accept ownership of your actions to grow your community. Students find success as they learn to Develop Resilience, Embrace Sustainability, and Foster Accountability.

- • **Refine Professionalism** requires you to think and communicate as a professional, value collaboration and diversity, and behave ethically. Students will find success as they learn to Act Ethically, Improve Critical Thinking, Participate Collaboratively, and Practice Effective Communication.Advisory committee members are instrumental in developing and approving the student learning outcomes. In addition, members may be asked to evaluate student performance through activities such as portfolio reviews, internships, and clinicals. They may also be asked to provide employer feedback related to recent graduates hired in their organization.

About Advisory Committees

Advisory committees are an integral part of Western Technical College. An advisory committee, with members from the field that the program prepares students to enter, guides each program. The committee ensures that program content is relevant to the current job market.

Several statutory regulations and policies exist both locally and statewide and help guide the work of advisory committees.

Wisconsin Technical College System (WTCS)

Philosophy on Advisory Committees
Since its inception in 1911, the Wisconsin Technical College System (WTCS) has provided residents of Wisconsin with educational opportunities designed to help them obtain, retain, and advance in employment. Vocational, technical, and adult education, perhaps more than any other type of education, must relate to the immediate needs of the individual, of the community, and of business and industry. In order for the WTCS to respond to these needs, advisory committees have been used widely to provide advice and counsel, as well as to establish firm links between the community and each WTCS district. This industry-wide connection enables the colleges to draw upon the experiences of occupational representatives for the development and maintenance of sound vocational, technical, and adult education offerings.

Statutory Recognition of WTCS Advisory Committees
Wisconsin Law gives statutory recognition to the use of Wisconsin
Technical College System district advisory committees:
Para. 38.14-(5) ADVISORY COMMITTEES, The District Board may establish advisory committees representing every occupation in the district. Each advisory committee shall consist of equal numbers of employers and employees selected by the District Board from recommendations submitted by representative organizations and associations of each occupation. The District Board and the President may request the advice and assistance of these advisory committees in selecting, purchasing, and installing equipment; in preparing course materials; in developing instructional methods and vocational guidance programs; and for such other purposes as the District Board desires.

State Board Policy
Pursuant to Wisconsin Statutes 38.14(5), WTCS Board Policy 309 and the WTCS ESM 3.10.1 Occupational Program Advisory Committees, all Wisconsin Technical College System Board designated degree programs shall be identified with an advisory committee. Each technical college district shall develop and publish policies, criteria, and procedures by which degree program advisory committees shall be established. The advisory committees shall have representation from those directly related to the target jobs of the program.

Reference:
Adopted-February 24, 1982 (WTCS Policy-MEAC)
Revised-June 27, 1990
Revised-July 21,1994 (System Name Change)
Wisconsin Statutes 38.14(5)
WTCS Board Policy 309
WTCS ESM 3.10.1 Occupational Program Advisory Committees

Western Technical College Policy on Advisory Committees

Advisory committee input is an important component in Continuous Quality Improvement. Each instructional program offered by the College will have an advisory committee consisting of equal representation of employers and employees of a particular occupation or type of service, together with representatives as consultants from such public and private agencies as may be deemed advisable.

The purpose of advisory committees is to make recommendations and suggestions to improve programs and services. The authority for setting up requirements in respect to College affairs rests legally with the Western District Board acting in conformity with federal and state regulations.

Other areas of the College may have an advisory committee to provide feedback on their services. Ad hoc committees may be used from time to time to assist in the development of specific programs or instructional material.

Reference:
Revised May 91, 1998
Revised June 20, 1989
Adopted January 23, 1980
Wisconsin Statute 38.14(5)
All Western Technical College policies are available through the President's Office.

Functions of Advisory Committees
Advisory committees are formed to provide assistance, make recommendations, support high-quality occupational education in the program area they represent, and sometimes serve in subcommittee work to accomplish goals. Local occupational program advisory committees tend to focus on these areas.

- Labor market standards as related to the program target jobs
- Labor market trends as related to the program jobs
- Job competencies required in the program target jobs
- Facilities and instructional equipment as related to the program target jobs
- Relevant curriculum feedback
- Assistance with recruiting talented faculty
- Partnership on student recruitment and retention initiatives
- Methods of test and measurement
- Industry and local trends

About Your Role as an Advisory Committee Member

Advisory Committee Membership and Structure

Membership

Selection of advisory committee members is proposed by the dean or program chair based upon:

- Recommendations from existing advisory committee members.
- Recommendations from Western staff.
- Appointments made officially by the college president on behalf of the Board.

Every effort should be made to have diverse representation throughout the district on each of the program advisory committees. Selection should consider a wide range of business and industry participants who represent:

- Employees who work at the level our graduates are trained
- Managers who supervise those employees
- Regional Learning Center locations throughout the district
- Representatives from firms and businesses of various size and type
- Members diverse in age, gender and ethnicity
- General education representatives invited in an advising capacity
- Program faculty
- Program graduates
- Current students
- Enrollment services advisor
- Anyone mandated by an occupational program accreditation body

Selection

The following factors should be considered for those interested in serving on an occupational program advisory committee:

- **Experience:** Individuals must be competent in the special area to be served. They should have the respect, interest, confidence of their associates. They must believe in career/technical education and be knowledgeable about the target program. They should normally be currently employed in a target job or supervise the same.

- **Adequate Time:** Occupational program advisory committee members must be aware of the amount of time involved in serving on an advisory committee. Advisory committees have to meet as frequently as necessary to provide advice on the variety of problems brought to them by the district. They must be aware that some committee work outside of formal meetings may be required.

- **Character:** Advisory committee members should exhibit a strong sense of responsibility and civic mindedness.

- **Objectivity:** Members should serve the best interest of the program and the College and its mission.

- **Membership:** Experienced professionals who are passionate about student success.

- **Diverse Representation:** In most cases, there is a limit of two representatives from any one organization.

Structure

The average number of members compromising an occupational program advisory committee is between 12 and 15 people. If an occupational program represents a large number of target jobs, this may call for an even larger occupational program advisory committee. It is important that the majority of the committee consists of the occupational representatives rather than the educators.

To help determine how many members would be appropriate for a committee, consider:

- Number of target jobs served by the program.
- Size of the program.
- Size of the community.
- Organizations to be represented.

Recommended Roles and Responsibilities of Advisory Committee Member

Occupational program advisory committees provide for two-way communication and cooperation between the district and its citizens. The members of the committee are chosen to advise educators regarding educational programs. The members also serve as a link between business/industry and the district by increasing the understanding of career and technical education.

Limitations:

Members have neither legislative policy making nor administrative authority. It should be clear to all members that formation of these committees is not intended to usurp the prerogatives of the Board or administrative staff. Financial constraints, physical plant facilities, and other restrictions may necessitate a legitimate delay in action on committee recommendations. Some decisions require advisory committee approval for state and/or local board approval.

Recommended Roles and Responsibilities of the Committee Chairperson

The chairperson works closely with the program chair and is generally responsible for:

- Establishing meeting dates and call the committee together
- Planning committee functions
- Preparing a suitable agenda
- Providing background information as necessary
- Presiding at meetings
- Conducting any necessary follow-up
- Providing reports as required
- Maintain necessary personal contacts with members
- Facilitate input across the advisory committee
- Hold a meeting when a minimum of five external RSVPs is needed to hold a meeting

Recommended Roles and Responsibilities of the Program Chair

The program chair is responsible as the program lead. Those who have direct responsibility for the Program Advisory Committee (usually the program chair) are key to the success and the operation of the committee. The program chair is generally responsible for:

• Attending advisory meetings.
• Recommending individuals for advisory committee membership.
• Making agenda recommendations.
• Documenting meeting minutes.
• Maintaining necessary personal contact with members.
• Preparing curriculum modifications.

Additionally, program chairs and deans may be required to:
• Offer clear expectations from the district's standpoint, regarding issues/problems that come before the committee.
• Obtain answers by the next meeting to questions that come up in committee meetings.
• Conduct research, provide information, and prepare special reports as needed by the committee.

The program chair works with the chairperson to set the date of the meeting and plan the agenda. The program chair reserves the meeting room, notifies members of the meeting date, sends the agenda and invitations, and secures any special equipment needed. They provide a written invitation to serve on the committee, help orient new members, provide expectation guidelines, and update the committee on changes to the program.

Terms of Membership Guidelines

Members of advisory committees are generally appointed to three-year terms on a rotating basis. Retiring committee members are eligible for reappointment. If someone vacates his/her position on the committee, a new member should be appointed to fill the remainder of the term. We encourage absent members to send a substitute from their company. Those frequently absent will be replaced.

Terms generally begin on July 1 and end on June 30 of every year.

Officer Selection and Responsibility

1. Officers
   a. The chairperson is elected from and by the official committee members. The chairperson serves as the head of the committee. The chairperson helps establish the meeting dates, plans committee functions, prepares the agenda, presides at meetings, and provides reports as required.

   b. Typically the chair serves a one-year term. The committee may choose to reelect the same person for up to three years.

2. Recorder
   The program chair or designee is an important member of any occupational program advisory committee and should have a close working relationship with members of the committee. He/she serves as writer of the minutes and provides operational support to the committee.

Meeting Structure

Planning the Meeting
The Wisconsin Technical College System requires that each advisory committee meets at least once a year; Western expects twice a year. Advisory committees involved with major program change may need to meet more often.

Developing the Agenda
The purpose of an agenda is to indicate the order of business for an advisory committee meeting and to set the framework for the resulting discussions. The following outline is suggested for developing an agenda. This will help to provide a uniform and comprehensive format for advisory committee meetings.

• Check in
• Read and approve minutes
• Subcommittee reports
• Unfinished business from previous meeting
• New business
• Communications and miscellaneous matters
• Set a date for the next meeting
• Adjournment

Conducting the Meeting
Committee discussions should focus on the agenda, and every attempt should be made to involve each member. It is important to encourage members to actively give information and advice to the program.

Time should be allowed for open, free discussion on the strengths and weaknesses of the program. Discussions may include relevancy of the courses/programs, performance of graduates, changes in the workforce, emerging trends, brochures and recruiting materials, etc.

Usually advisory committees will agree by vote. If the committee chooses to vote, it is done so after a motion is made by a committee member. Committee recommendations are advisory only, but all recommendations will receive serious attention by the College's faculty and staff.

The committee needs to establish meeting ground rules to be used during all meetings.

Sample:
• Encourage everyone to participate equally.
• Share ideas freely.
• Hitchhike on each other's ideas.
• Provide constructive suggestions rather than negative criticisms.
• Stay on track—be concise.
• Start and end on time.