

2016

Assessment of Small
Business &
Entrepreneurship
Advisory Committees
in Inland Empire/Desert Region



Table of Contents

Introduction	2
Small Business Programs in the Inland Empire	2
Community College Programs	3
Regional Occupational Programs	5
Advisory Committee Composition	6
Organization	6
Frequency of meetings	6
Number of members	6
Affiliation	7
Industry Representation	8
Size of companies represented	9
Position/role of advisory members	9
Advisory Committee Functions	10
Advisory Committee Effectiveness	11
Areas for Improvement	11
Conclusion and Recommendations	13
Appendix A: Assessment Instrument	15
Appendix B: Sample Advisory Committee Guiding Documents	18

Introduction

Community college Career and Technical education (CTE) programs rely on varying sources to inform curriculum and program offerings. Student success data and labor market information including employer advisory committees are primary resources for college faculty and staff. Specifically, employer input can contribute significantly to curriculum revision by communicating to colleges the skills and technologies that are most desirable for employment in their industry.

California Education code 8070¹ notes that a career technical education program will “appoint a career technical education advisory committee to develop recommendations...and provide liaison between the district and potential employers”. The guiding education code also states that the committee be knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Employment Development Department.

Given the expectations set by the education code and desired by community college CTE programs, the Desert/Inland Empire Small Business and Entrepreneurship (SBE) Deputy Sector Navigator (DSN) set out to better understand the nature of SBE employer advisories at the twelve community colleges and four Regional Occupational Programs (ROP) in the region.

To gain a deeper understanding of SBE employer advisories across the region, the DSN funded exploratory research. First, all relevant SBE programs at the twelve colleges and their point of contact in the region were identified. Next, college contacts (staff or faculty responsible for advisory committees) were asked a series of questions that sought detail about the composition of the industry advisory committees and their functions. As ROPs also offer courses related to Small Business and Entrepreneurship through school districts, these courses were also cataloged and district contacts were interviewed to better understand the advisory function for these programs. The summary of the results both outreach efforts are provided in this report.

Small Business Programs in the Inland Empire

In the Inland Empire, there are 52 programs with relevance to the Small Business and Entrepreneurship sector. These programs fall within seven Taxonomy of Programs (TOP) codes. The focus of these programs is primarily business or related specialties – accounting, administration, and management. The courses taught provide skills that are applicable in a number of industries and are necessary for the operation of businesses of all sizes including “small” ones.

Among the SBE related programs in the TOP codes identified in the Inland Empire/Desert region, the majority of programs are in the area of Business. All twelve community colleges offer a General Business and Commerce program, and ten of the 12 offer Business Administration. Accounting, a business support field, is offered at nine of the 12 institutions. Programs of study in Real Estate and

¹ California Education Code 8070: The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Department of Employment Development.

Small Business & Entrepreneurship are not available as broadly in the region; only about half of colleges have these programs available.

Exhibit 1 provides an inventory of the SBE related programs by Taxonomy of Programs (TOP) code and the colleges that offer each program.

Exhibit 1 - Small Business & Entrepreneurship Program Offerings by TOP Code and College

TOP Code	Program Name\ College Name	Barstow	Chaffey	Copper Mtn	Crafton Hills	Desert	Mt San Jacinto	Moreno Valley	Norco	Palo Verde	Riverside	San Bernardino	Victor Valley
050200	Accounting	X	x	x	x	x		x	x		x	x	
050500	Business Administration	X	x	x	x	x		x	x		x	x	x
050100	Business and Commerce, General	X	x	x	x	x	x	x	x	x	x	x	x
050600	Business Management	x	x		x		x	x	x	x	x		x
050970	E-Commerce										x		
051100	Real Estate		x					x	x		x	x	x
050640	Small Business & Entrepreneurship		x				x		x	x	x		

Community College Programs

Further examination of the SBE related local program names demonstrate the variety of titles utilized by colleges. Exhibits 2 through 8 display the local names for programs categorized under each of the TOP codes identified for this study.

The colleges in the Riverside Community College District (Moreno Valley, Norco, Riverside City) offer Business Administration programs within four different program codes and with five different specializations – Accounting, General Business, Human Resources, Management, and Real Estate.

In addition to Small Business and Entrepreneurship programs, Moreno Valley College offers programs within their accounting program entitled Small Business Accounting and Small Business Payroll.

Although the TOP system contains a code specific to Business Administration (TOP 05-0500), programs entitled Business Administration are also coded under the Business and Commerce, General and Business Management TOP codes.

Exhibit 1 - Accounting (TOP 05-0200)

Local Program Name	College Offering
Accounting	Chaffey, Copper Mountain, Crafton Hills, Desert, San Bernardino
Accounting & Bookkeeping	Barstow
Accounting Paraprofessional	Chaffey
Business Administration: Accounting	Moreno Valley, Norco, Riverside
Small Business Accounting	Moreno Valley
Small Business Payroll	Moreno Valley

Exhibit 2 - Business Administration (TOP 05-0500)

Local Program Name	Colleges Offering
Business Administration	Chaffey, Desert, Mt San Jacinto, San Bernardino
Business/Business Administration	Crafton Hills
Business Administration (Transfer)	Moreno Valley

Exhibit 4 - Business and Commerce, General (TOP 05-0100)

Local Program Name	Colleges Offering
Business	Barstow
General Business	Copper Mountain, Desert
Business Administration	Victor Valley
Business Administration: General Business	Moreno Valley, Norco, Riverside

Exhibit 5 - Business Management (TOP 05-0600)

Local Program Name	Colleges Offering
Business Administration	Crafton Hills
Business Administration: Human Resources	Norco, Riverside
Business Administration: Management	Moreno Valley, Norco, Riverside
Business Management	Crafton Hills, Palo Verde
Management	Barstow, Chaffey, Victor Valley
Management/Supervision	Mt San Jacinto

Exhibit 6 - Small Business and Entrepreneurship (TOP 05-0640)

Local Program Name	Colleges Offering
Entrepreneurship	Norco, Riverside
Small Business Entrepreneur	Chaffey
Small Business Management	Palo Verde
Small Business Operations	Mt San Jacinto

Exhibit 7 - E-Commerce (TOP 05-0970)

Local Program Name	Colleges Offering
E-Commerce	Riverside

Exhibit 8 - Real Estate (TOP 05-1100)

Local Program Name	Colleges Offering
Advanced Real Estate	Victor Valley
Basic Real Estate	Victor Valley
Business Administration: Real Estate	Moreno Valley, Norco, Riverside
Real Estate	Chaffey, Mt San Jacinto, San Bernardino
Real Estate Appraiser	Victor Valley
Real Estate Marketing	Victor Valley
Real Estate Secretarial Services	Victor Valley

Regional Occupational Programs

Early education and training for students interested in business and/or entrepreneurship can begin at the high school level with programs and courses offered through Regional Occupational Programs (ROPs).

The four ROPs in the two-county Inland Empire/Desert region provide opportunities for students to explore areas of technology, sales and marketing, and business skills, such as communication, ownership, management, and purchasing. Two of the four ROPs in the region have programs/courses specifically titled Small Business.

Regional Occupational Program	Small Business related programs
Baldy View	Buyer technology, Virtual enterprise and marketing, Video production and web design, ICT, C++, Computer networks
Colton-Redlands-Yucaipa	Retail merchandising, Entrepreneurship, Virtual enterprise, Small business ownership and management
Riverside County	Microsoft applications, Financial literacy, Media applications, Business and office applications, Professional business communications, IC3 Certification, Cybersecurity
San Bernardino County	Small business/entrepreneurship

Advisory Committee Composition

Organization

Advisory committees are not organized by TOP code. Depending on the size of the college and local college practices, the program focus of the advisory committees varies. Some community colleges tend to combine all business related programs into one advisory committee, while other colleges typically divide them into three common categories – accounting and related, business and management related, office management, and real estate.

ROPs organize advisory committees in accordance with 15 CTE sectors identified by California Department of Education. However, they often organize combined meetings of these committees.

Frequency of meetings

An important aspect of employer advisory committees is the frequency of their interaction with colleges. Of the colleges who responded to the survey, eight meet with their employer advisory committees once a year. Two other respondents note that their employers and faculty meet with even more frequency (once a semester), and every Spring semester plus faculty coordinate individually with members in the Fall.

Exhibit 9 – Community College Employer Advisory Meeting frequency

Frequency of meetings	Number of colleges
Once a year	8
Twice a year	1
Other	2

ROP employer advisory convenings occur with no common meeting frequency. Among the four ROPs, meetings occur twice a year or once a year. One respondent indicated that advisory meetings are left to the responsibility of an individual school district. Specific responses from four ROPs in the region were:

- Twice a year
- Annually or twice a year depending on whether the program is offered through the ROP or a high school
- Once a year
- Individual districts operate each small business/entrepreneurship class, and they are responsible for holding advisory committees.

Number of members

Guiding education code does not prescribe the number of employers that should participate in industry advisory committees; the decision on membership is left to colleges. In practice, membership is largely driven by the relationships that college faculty have with regional employers and the ability to get employers to attend meetings.

Of the 11 college respondents responsible for advisory committees, nine report having 10 or more members. The number in most business related advisories ranges between 8 and 15. One respondent noted 50 members, with about 25-30 of them regularly attending meetings.

Exhibit 10 – Number of Industry Advisory Committee Members

Respondent #	Number of employer advisory members
1	3-4
2	4
3	8-10
4	10
5	10-12
6	11
7	12
8	15
9	17
10	25
11	50 but only 25-30 attend the meeting

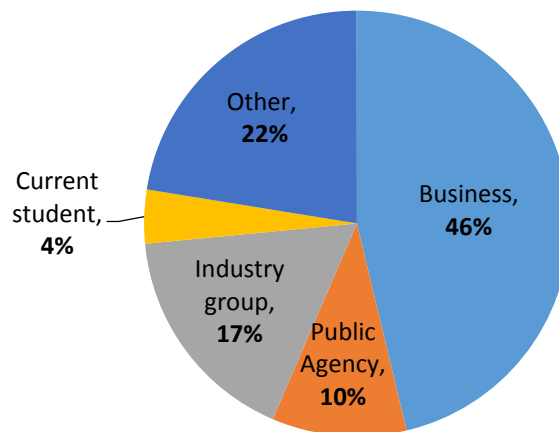
Employer advisory committees for high school programs are structured differently than those for community college programs. A program area will consist of many courses throughout the K-12 district. These program areas report many more advisory members than community colleges. ROP responses to the question regarding number of advisory members are:

- At least 3-5 advisory members per teacher. There is program advising for each priority industry sector. Coordinators help put advisory committees together for each sector, and teachers are responsible for bringing in advisors.
- There is an advisory committee for every program. There are 280 advisory committee members; these are business partners or organizations that provide community internship opportunities.
- 18 members.

Affiliation

Collectively across community colleges surveyed, almost half (46%) of their advisory committee members are from private businesses. Ten percent represent employers from public agencies and 17% come from industry groups/associations (Exhibit 11).

Exhibit 11 – Community College Advisory Committee Member Affiliations (all respondents)



Seven out of 11 community college faculty members responsible for Business program advisory committees report that the majority of the advisors are affiliated with private businesses. Advisory committees from other programs are comprised of industry group representatives, public agencies, faculty and staff. Other affiliations reported include college faculty, CTE coordinator, college staff, academic organizations, and parents of students attending. (Exhibit 12).

Exhibit 12 - Composition of Individual Community College Advisory Committees

Response #	Business	Public Agency	Industry group	Current student	Other
1	65%	0%	0%	12%	24%
2	70%	10%	10%	10%	0%
3	100%	0%	0%	0%	0%
4	82%	9%	9%	0%	0%
5	75%	25%	0%	0%	0%
6	74%	0%	19%	0%	7%
7	62%	15%	8%	15%	0%
8	33%	33%	0%	0%	33%
9	22%	22%	22%	11%	22%
10	0%	0%	40%	0%	60%
11	0%	27%	33%	0%	40%

ROP respondents reported that their advisory members are affiliated with businesses and industries, and sometimes government agencies if they are directly hiring students. These are also the organizations that provide community internship opportunities.

Industry Representation

There are a variety of industries represented on the business related advisory boards at community colleges. The following is the list of industries ranked from the most to the least frequent:

- small businesses
- real estate/appraisal/ mortgage lending
- non-profits/local cities
- computer related (hardware networking; cyber analysis)
- accounting
- graphic and web design
- restaurants
- marketing
- manufacturing
- logistics
- gaming, lodging, convention bureau
- financial industry
- health care

For ROPs, the following industries are represented on the advisory committees:

- 15 industry sectors, except Agriculture
- marketing/PR
- retail stores
- credit union

Size of companies represented

Overall for the surveyed advisory committees in the region, members representing private companies of fewer than 50 employees comprise 80% of all private company membership. Of them, the majority are the micro businesses, with 4 or fewer employees (Exhibit 13).

Exhibit 13 – Size of companies represented on advisory committees

Size of business	Share of total
Sole proprietor (0 employees)	4%
1-4 employees	37%
5-9 employees	19%
10-19 employees	16%
20-49 employees	4%
50-99 employees	5%
100+ employees	15%

Generally, ROPs do not know what company sizes are represented on their advisory board. The following is a comment from Colton-Redlands-Yucaipa ROP respondent:

“The majority of the 280 members would be small businesses, but there are also medium and large businesses, such as Loma Linda University Health, Arrowhead Regional Medical Center, ESRI, and retail companies.”

Position/role of advisory members

Advisory boards at community colleges’ business related programs are mostly composed of business owners and company employees; some also include supervisors, human resource directors/managers, and industry consultants (Exhibit 14).

Exhibit 14 – Size of companies represented on advisory committees

Role	Number of responses
Business owners	10
Employees working in an occupation	7
Supervisors	4
HR directors	4
Industry consultants	3
Other (Management, Academic organizations, Employment agencies that do job placement)	3

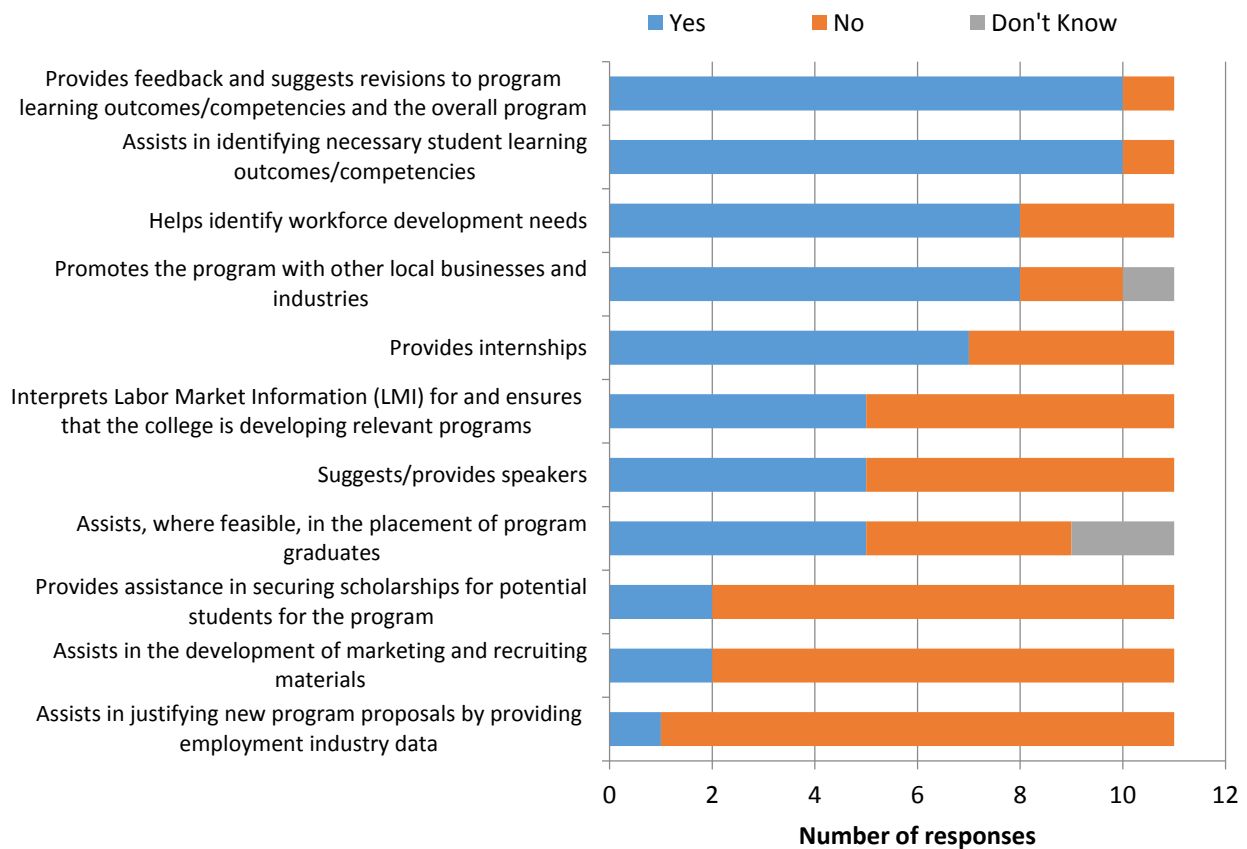
Similarly, most ROP boards are also comprised of business owners, employees working in an occupation, supervisors and human resource directors/managers.

Advisory Committee Functions

Preliminary research has been conducted to identify typical or desired advisory committee member functions. Only a few community colleges in California have documented guidance on industry advisory boards that could be accessed online. The typical functions were compiled from these guidance documents and survey participants were asked whether or not their small business advisory committee members performed any of these functions. Nearly all participants agreed that their industry advisory boards 1) provide feedback and suggest revisions to program learning outcomes/competencies and the overall program, 2) assist in identifying necessary student learning outcomes/competencies, 3) help identify workforce development needs, and 4) promote programs with other local business and industry. Many advisory committees also provide internships (Exhibit 15).

Only some respondents (fewer than 50%) report that their industry advisory members interpret LMI and ensure that colleges are developing relevant programs, suggest/provide speakers, and assist (where feasible) in placement of program graduates. Just one or two respondents reported utilizing their advisory board members for the purposes of securing scholarships for students, participating in the development of marketing/recruiting materials, and providing employment data for new program development.

Exhibit 15 – Most common advisory board functions at small business related programs at community colleges



All four responding ROPs reported that their advisory committee members are performing the following functions:

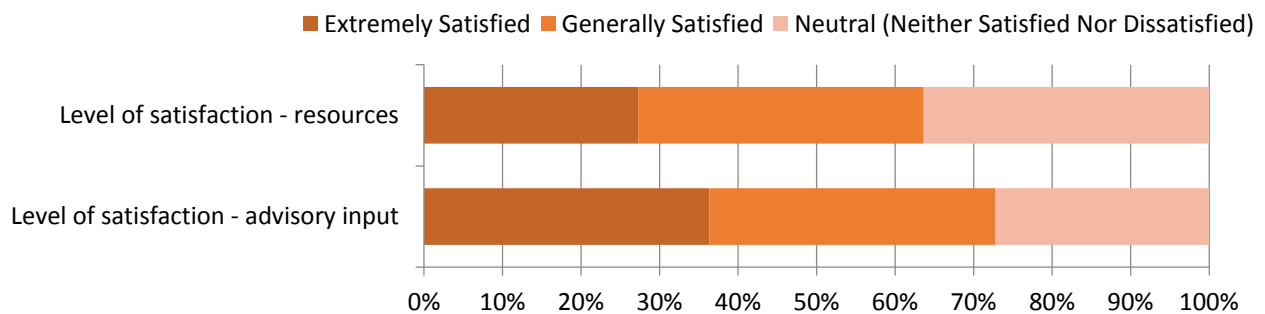
- Help identify workforce development needs
- Assist in identifying necessary student learning outcomes/competencies
- Promote the program with other local businesses and industries
- Assist, where feasible, in the placement of program graduates
- Provide internships
- Suggest/provide speakers
- Provide feedback and suggests revisions to program learning outcomes/competencies and the overall program

Also, ROP representatives note that they present the LMI to the advisory committee, and the advisory committee validates rather than interprets LMI. Industry advisory members don't always provide employment data either. The committee provides data specific to their businesses, such as the number of job openings they have.

Advisory Committee Effectiveness

When asked about the level of satisfaction with the input community colleges receive from the industry advisory committee and the resources provided by the committee, for example, internship opportunities, speakers, etc., the majority of college respondents are either generally satisfied or extremely satisfied with both resources and input. None of the respondents are dissatisfied and only one-third report being neutral (Exhibit 16).

Exhibit 16 – Level of satisfaction with advisory committee work at community colleges (n=11)



ROP respondents reported either being generally satisfied or extremely satisfied with both resources and input provided by their advisory committee members.

Areas for Improvement

Community college respondents identified a few areas that require improvement of advisory committees. The following is the list of these areas:

- 1) **Guidance on college level.** Faculty members responsible for organizing advisory committee boards for their programs often lack the information on advisory committee structure and

process as well as how to effectively utilize advisory committees in order to build up their programs. Some also reported lack of institutional support in this area.

- 2) **Commitment and representation.** Faculty reported difficulty getting commitment from the members for regular participation and a desire to have more diversity in the representation of industries, occupational areas that a program trains for (more current employees), and different business sizes (more large companies).
- 3) **Expanding the role of the advisory board members.** In addition to helping with curriculum, college faculty would like to see advisory committees providing help with marketing/marketing materials, defining/refining student learning objectives, developing library resources and securing internships for students. Colleges would also like advisory committee meetings to incorporate data discussions that are focused on market trends and their implications to programs.
- 4) **Regular communication.** Colleges would like to have a consistent composition of advisory committees and establish more regular communications between the program and committee members.

ROP respondents reported a number of areas that need improvement for their business advisory committees. Specifically, the following were mentioned:

- 1) **Regional approach.** Since there is a heightened interest in work-based learning, contextualized learning and common core and more school districts and community colleges are trying to make the connection between workforce development and training, it makes sense to conduct regional advisory board meetings. Business partners are being tapped over by different organizations. A regional approach would provide a uniform and regional voice of what business is looking for, what is trending, what competencies are needed, etc.
- 2) **Consistency of membership.** Often, committee membership changes significantly year to year. Consistent turnout and composition of the advisory committees would provide better opportunities for planning and outcome tracking.
- 3) **Scheduling.** Scheduling can be difficult. To increase the participation of businesses located in remote areas, a video conference format could be utilized.
- 4) **Advisory committee leadership.** ROP representatives would like to have industry advisors lead the meetings instead of educational professionals.

Community college and ROP respondents in the region responsible for their advisory committees for business related programs offered a number of suggestions and comments:

What works well:

- *I was lucky I was able to put together a really good group who really care. I am fortunate. I think the advisory committee process works well in my department. Through the advisory committee we were able to set up free student memberships through the Association of Realtors. Some classes are free and they can go to meetings and be treated as a realtor. This is the third year it has been in place.*
- *All of the division's advisory committees meet in the spring at the same time. It's been very successful at Norco. I think it's a great model for other places.*

- *The ROPs, K-12 districts and community colleges in Orange County have developed Vital Link (<http://vitallinkoc.org/>). We should come up with a similar structure or a regional structure. Vital Link has been around for 8 years and they have developed a strategy to pull together regional advisory committees to meet the needs of ROPs, community colleges, K-12, and workforce development. Vital Link annually conducts and coordinates eight of the advisory committee meetings in the high priority sectors.*

What Help is Needed:

- *I am relatively new as department chair. I would like to know if there are guidelines or best practices as to how to form or conduct advisory committees. That would be helpful. Also if there is a list of businesses willing to serve on advisory committees.*
- *It would be super cool if you could give us a template or standards for conducting advisory committees. It would be great to have something web based with input that could be shared with advisory committee members, a page with information that everyone could access.*
- *I would hope the Deputy Sector Navigator would take the lead on this [regional approach] because they function regionally.*
- *At Riverside City College there has been no legitimate support for these people who are responsible for holding advisory committees. There is also no clerical support and institutional support. Some members of the advisory are there for personal gain.*

What Focus is Important:

- *If the committee gets too big, it's too hard to get things done and it can be hard to get people to attend.*
- *The advisory committee does not interpret LMI, but does ensure relevant programs are developed.*

Conclusion and Recommendations

Overall, the industry advisory committees for the community college small business and entrepreneurship related CTE programs in the Inland Empire region meet the requirements of Educational Code Section 8070. The meetings are mostly happening on annual basis. The composition of the committees is generally representative of a variety of related industries and positions, with the majority of the membership coming from private industry. Faculty/staff members responsible for the committees are generally satisfied with the advisors' input and resources they provide. However, some improvements can be done to reduce duplication of effort, attract more members, maintain consistency in composition, increase industry and size diversity, and expand advisory member roles.

For the four ROPs in the region, small business advisory committees also function with relative efficiency, representing a variety of positions and sectors. ROP staff would like to see more regional coordination and new models of organizing advisory committee meetings to reduce turn-over and duplication.

This assessment has surfaced the need for a regional approach to organizing advisory committees and providing support that colleges need. The DSN for Small Business and Entrepreneurship is well positioned to provide such support. The following are the recommendations for DSN:

- **Convene a meeting** of community college faculty members to gather input and create an outline for the regional guidance document (handbook) for faculty leading CTE program industry advisory committees. Appendix B provides references to two sample handbooks that could be utilized as a starting point.
- Based on the feedback collected, **develop a regional guidance document** (handbook) that CTE faculty and deans at local colleges could utilize to develop their local college procedures related to advisory committees.
- **Compile ideas/best practices** on recruiting and securing commitment from advisory members. Develop a simple check list for faculty to utilize.
- **Explore the possibility of conducting regional or sub-regional advisory meetings** for the Small Business related programs and pilot one to two meetings to evaluate the process and the outcomes. Collaborate with CTE deans and faculty to come up with the most feasible model for regional approach. Include ROPs as partners.
- **Coordinate the recruitment of industry advisors** to the regional advisory meeting to ensure diversity of industry and size representation
- Work with the Director of the Center of Excellence for Labor Market Research to compile and **provide data for conversations** at the pilot regional advisory committee meetings.

Based on the feedback collected, the following are the recommendations for community colleges related to their advisory committees:

- **Provide institutional support** to faculty/staff for industry advisories, including:
 - o Support staff resources to coordinate meetings and compile minutes;
 - o Guidance documents/handbooks approved for all CTE programs at the college level; and
 - o Relevant forms and templates.
- **Collaborate** with DSN to create consistency and reduce duplication on regional level.
- **Develop a process** for reviewing small business and business related programs with employers and other stakeholders. Possible steps could include the following:
 1. Review the content, findings, and recommendations of this report with college faculty and staff responsible for industry advisory committees.
 2. Develop guidelines for advisory committee composition based on representative group, size of employer, and frequency of meetings.
 3. Create questions specific to program curriculum and based on labor market information to check for alignment with employers.
 4. Develop a process for integrating feedback from employers into curriculum and programs.
 5. Create a timeline for revisiting curriculum content with industry advisory members.

Appendix A: Assessment Instrument

The IE/Desert Regional Consortium is attempting to compile information about industry advisory committees for selected community college programs across the region. We hope this information will assist us in identifying successful practices that exist across colleges and opportunities for collaboration on regional and sub-regional levels.

We define an industry advisory committee as a formal group of individuals representing business/industry, the public sector, and others convened for the purposes of providing input on and resources to a specific CTE instructional program at a community college.

We will be happy to share the results of this research with you once it is completed.

Name: _____
 Title: _____
 Contact Phone: _____
 Contact Email: _____
 Department: _____
 College: _____

I. About the Industry Advisory Committee

1. What specific CTE program(s) (certificate and degree programs) does this industry advisory committee address when it meets?

<input type="checkbox"/>	Program 1
<input type="checkbox"/>	Program 2
<input type="checkbox"/>	Program 3
<input type="checkbox"/>	Other (please specify):
<input type="checkbox"/>	Other (please specify):

2. How often does this advisory committee meet? [select one]

<input type="checkbox"/>	Once a year
<input type="checkbox"/>	Twice a year
<input type="checkbox"/>	Other (please specify):

3. How many members does this advisory committee have? If you don't know for sure, please estimate: _____

4. How many committee members are affiliated with each of the following type of organizations?

Affiliation	# of members
Business	
Public agency/government (i.e. city, county, public hospital, etc.)	
Industry group or association	
Current student	
Other (please specify):	

5. Which industries are represented on this advisory committee: _____

6. Of members from business and public agencies, how many represent each of the following company sizes?

Size of Business	# of members
Sole proprietor (0 employees)	
1-4 employees	
5-9 employees	
10-19 employees	
20-49 employees	
50-99 employees	
100+ employees	

7. What roles are represented by this industry advisory committee? Select all that apply.

<input type="checkbox"/>	Business owners
<input type="checkbox"/>	Employees working in an occupation that your program is training for
<input type="checkbox"/>	Supervisors
<input type="checkbox"/>	Human resources directors/representatives
<input type="checkbox"/>	Industry consultants
<input type="checkbox"/>	Other (please specify):

II. Evaluation of Advisory Committee

8. Does this advisory committee perform the following functions?

	Yes	No	Don't Know
Helps identify workforce development needs			
Assists in identifying necessary competencies/student learning outcomes			
Promotes the program with other local businesses and industries			
Assists, where feasible, in the placement of program graduates			
Provides internships or work-based learning opportunities			
Suggests and/or provides speakers for college events and classroom discussions			
Provides feedback on program learning outcomes/competencies and suggests revisions to the program			
Assists in the development of marketing and recruiting materials			
Interprets Labor Market Information (LMI) for emerging occupations and ensures that the college develops relevant programs for the Inland Empire			
Assists in justifying new program proposals by providing employment industry data (i.e., # of openings, average wages)			
Provides assistance in securing scholarships for potential students in the program			

9. How satisfied are you with the input you receive from the industry advisory committee? [select one]

<input type="checkbox"/>	Extremely Satisfied
<input type="checkbox"/>	Generally Satisfied
<input type="checkbox"/>	Neutral (Neither Satisfied Nor Dissatisfied)
<input type="checkbox"/>	Generally Dissatisfied
<input type="checkbox"/>	Extremely Dissatisfied

10. How satisfied are you with the resources provided by the committee, for example, internship opportunities, speakers, etc.?

<input type="checkbox"/>	Extremely Satisfied
<input type="checkbox"/>	Generally Satisfied
<input type="checkbox"/>	Neutral (Neither Satisfied Nor Dissatisfied)
<input type="checkbox"/>	Generally Dissatisfied
<input type="checkbox"/>	Extremely Dissatisfied

11. What are some of the areas for improvement of this advisory committee in terms of its composition, function, etc. (if any)?

III. Additional Information:

12. Additional thoughts:

13. Could you please send us:

- copies of the minutes from your last one to two industry advisory meetings
- current list of industry advisory committee members (including affiliation). ***Please note that this information will be aggregated with other advisory committee lists and will be utilized only for regional research purposes. Names of advisory committee members will not be shared with other colleges nor published.***

Thank you very much for your input!

Appendix B: Sample Advisory Committee Guiding Documents

1) Mt San Jacinto College Advisory Committee Handbook

Provides guidance on or includes the following:

- Membership (size, personal characteristics, identification of new members, orientation of new members, commitment)
- Organization (meetings, member recognition)
- Member input (key questions to ask)
- Faculty/staff responsibilities (planning timeline)
- Helpful templates:
 - List of expectations of CTE advisory committee members
 - Sample CTE advisory committee interest form
 - CTE Advisory Committee Member Information Sample Form
 - Sample Invitation to Join CTE Advisory Committee
 - Sample Advisory Committee Member Nomination Request for Approval
 - Sample CTE Advisory Committee Meeting Invitation Letter
 - Sample Flyer
 - Sample Agenda
 - Sample Minutes
 - Sample Thank you Letter
 - Sample Feedback Survey

Available at <http://www.msjc.edu/cte/Documents/AdvisoryCommitteeHandbook2011.pdf>

2) Santiago Canyon College Guidelines and Procedures for Career & Technical Education Advisory Committees

Provides guidance on or includes the following:

- Membership
- Frequency of meetings
- Responsibilities of committee members
- The role of advisory committee
- Duties and responsibilities of the department chairs
- Recommending advisory committee members
- Scheduled meetings
- Planning for the meeting
- Articulation of programs

Available

at <https://www.sccollege.edu/Departments/CareerEd/FAC/Documents/SCC%20Advisory%20Handbook%20for%20Faculty.pdf>

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