

Occupational Advisory Committees

Moving from Compliance to A Commitment to Operational Excellence

2018 Summer Conference – Tampa, FL  
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Who Can Benefit from this Session?

- Candidate schools
- COE accredited schools
- Schools wanting to improve existing committees
- Visiting team members and leaders

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Why does this matter?

- #1 Finding of Non-Compliance
- Multi-part criteria

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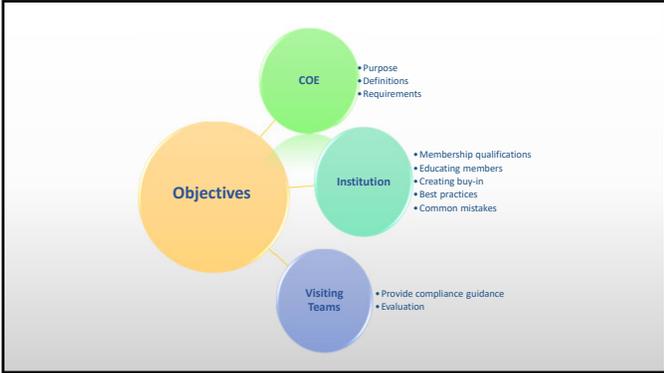
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**Occupational Advisory Committee Definition**

- Ensure *desirable, relevant, and current* practices for each occupation are being taught
- Promote *regular and consistent communication* between *program faculty and business and industry* professionals
- Help ensure institution continually fulfills its mission

*May also perform the functions of the institutional advisory committee if only one Occupational Advisory Committee is required for the institution*

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**Fundamental Purpose of an Advisory Committee**

“ An Advisory Board is composed of people with a **genuine interest** in your work and a desire to **see it do well**. Your Advisory Board members serve as a **sounding board**, offering **ideas and expertise** and giving you **honest advice**. More than anything else, [they] will be **on your side**. They will be people with **no axe to grind** who want to **listen to you and advise you**. Above all, they'll want to **contribute** to your [program's] well-being. ”

—Susan Ward, "Your Guide to Small Business, Canada"  
Courtesy of South Central Career Center, West, Plains, MO

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**COE Requirements**

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**Committee**

- **One** committee for each COE approved program
- Must have a **separate** committee for each campus (main and branch)

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### Meeting Frequency

Every COE approved program must:

- Meet **twice** per year
- No fewer than **three** months between meetings

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### Membership

The following are requirements for each COE approved program:

- Minimum of **three** members (no maximum)
- **External** to the institution (independent of the school)
- Have **expertise** in the program area
- Represent each **geographical service area** covered by the program (including the main and any branch campus)

*Membership roster must include demographic information for each member  
Name, company, job title, address, contact information*

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### Criteria for Qualified Members




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## Membership Nuances

If membership criteria are not met, neither the committee nor the meetings are valid:

**Invalid Committee = Invalid Meeting = Non-Compliance**

Members may:

- Be among potential employers who complete the COE Employer Verification Form
- Serve as industry contacts for faculty who must maintain liaison with employers in the technical field through annual visitations and personal contact (Standard 8)
- Be benefactors (or have connections) for donated equipment and/or supplies
- Serve on more than one committee, as long as the membership criteria has been met for each committee on which they serve

*Note: Programmatic accreditation advisory committee membership*

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## Member Recruitment

- Membership responsibility
- Everyone can (and should) contribute to membership
- Divide responsibility in multiple instructor programs
- Employers who hire your students
- Chamber of Commerce
- Rotary
- Current member referral
- Professional organizations (local unions, etc.)
- Google search
- Vendor recommendations
- Former students currently working in industry
- Work-based learning sponsors
- Faculty meet F2F

*Consider removing disengaged members or individuals who haven't attended a meeting in a given period of time*

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## Membership Mistakes

The following individuals are not considered official members:

- Individuals who may work for a company that hires students and graduates, but do not possess expertise and experience in the program area:
  - Business owners
  - Human Resources personnel
  - Sales personnel
- Individual who has a conflict of interest in the program
- More than one member from the same company
- Educational partners who do not currently work in industry
- Retired individual who no longer works in industry
- Current students
- Family members of faculty in the program
- Lack of diverse industry representation
- College employees who work in the program area

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### Meeting Attendance

At least **three** individuals who meet committee and membership criteria must be present at each meeting

- **Two** must be physically present
- **One** may be virtually present

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### Meeting Documentation

- Follow an agenda
- Keep typed minutes to document:
  - Attendance (note virtual attendees)
  - Activities and recommendations
  - Demographics for each member
- Sign-in sheets are not required, but may be useful

*You can have **valid** Occupational Advisory Committee membership  
But have an **invalid** Occupational Advisory Committee meeting*

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### Best Practices

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### Meeting Best Practices

- Scheduling
- Respect member time (start/duration/end)
- Welcome and introduce new members to the organization
- Faculty etiquette
- Provide a substantive, organized, engaging agenda
- Reduce and simplify information presented
- Make members feel valued (request and listen to member input)
- Request workable solutions
- Be receptive to feedback and suggestions without being defensive
- Get creative with open-ended, real world questions
- Invite all members to conversation
- Make sure dominant members don't take over meeting
- Implement and report action or reason recommendations weren't implemented
- Food

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### Meeting Best Practices

- Consider coordination support so faculty can focus on relationships and content
  - Logistics (room/food/copies/set-up)
  - Invitations
  - RSVP's
  - Welcome to new members
  - Documentation and compliance
  - Minute taking (all hands on deck)
  - Auditing and reporting
- Engage the organization
  - Administration
  - Placement Services
  - Foundation
- Leverage the relationship
- Engage the employer

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### Meeting Content

Provide valuable input for the institution and program:

- Feedback on expectations of new hires/graduates (knowledge, skills, behaviors)
- Strengths and deficiencies of new hires and current employees
- Evaluation:
  - Appropriateness of instructional type (lecture, lab, work-based learning)
  - Appropriateness of delivery mode
  - Curriculum, instruction, proficiency level, and competency tests\*
  - Learning environment including classroom, lab, and shop facilities\*
  - Program and course objectives, sequence, and length\*
  - Methods of program evaluation\*
  - Current and relevant industry/business technologies, equipment, and material\*

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### Industry Buy-In

- Find qualified, high-performing employees
- Improve production and service within company (ROI)
- Priority student job and/or externship placement
- Ensure new employees have newest skills-or those relevant to the company
- Referral of existing employees to upgrading or advancing employment
- Special treatment at job fairs and other college events
- Networking opportunities
- Performing businesses are good for the community
- Educated/trained citizens are good for the community
- Two hours of work per year
- Food

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### Faculty Buy-In

- Impact to outcomes, quality, and relevance
- Overall industry engagement opens doors (externships, presentations, donations)
- Define expectations
- Create simplified process
- Provide Support
- Call out positive behavior, effort, and results
- Ask faculty to share best practices
- Enforcement
- Two hours per year
- Food
- Opportunity to brag about program and thank industry for their support

*Inability to find members calls into question industry need for the program*

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### GROUP ACTIVITY TIME!




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As you think about your current Occupational Advisory Committee (OAC) meetings, the transportation metaphor that comes to mind is... (i.e. jet plane, trusty tug boat, Titanic, train wreck, traffic jam)

As you think about your future OAC meetings, the transportation metaphor that comes to mind is... (i.e. hybrid auto, bullet train, speed skates)

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### Hints...

How to Get Feedback on <b>WHAT</b> You Are Teaching	How to Get Feedback on <b>HOW</b> You Are Teaching
<ul style="list-style-type: none"> <li>• Competencies</li> <li>• Software</li> <li>• Textbooks/Table of Contents</li> <li>• Scope and Sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment</li> <li>• Supplies</li> <li>• Facilities</li> <li>• Sample Exams</li> <li>• PowerPoints/Presentation</li> <li>• Lesson Plans</li> </ul>

—Courtesy of South Central Career Center, West, Plains, MO

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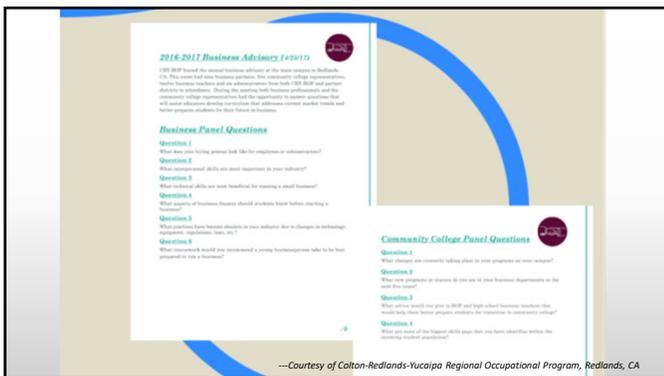
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