ADVISORY COMMITTEE HANDBOOK

Revised 2025

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Mt. San Antonio College Career Education Advisory Committee Handbook

Contents

1. Introduction

Mt. San Antonio College (Mt. SAC) is committed to preparing students for success in the workforce by maintaining strong Career Technical Education (CTE) programs. These programs equip individuals with skills that meet industry standards and foster economic growth. Advisory Committees play a vital role in aligning our CTE offerings with the evolving labor market.

This handbook is designed to guide department chairs and discipline faculty in forming and facilitating effective advisory committees that meet both state and federal requirements, including those mandated by the **Carl D. Perkins Career and Technical Education Act (Perkins V)** and **California Education Code (Title 5, §55601) Career Technical Education**.

2. Purpose of Advisory Committees

Advisory committees are essential to ensuring that CE programs:

- Reflect current and future workforce needs.

- Remain aligned with regional and state labor market demands.

- Comply with **California Education Code Title 5, Section 55601** and **Perkins V** regulations.

Core Functions:

- Advise on curriculum updates, instructional equipment, and industry standards.

- Identify essential skills, knowledge, and professional attitudes.

- Evaluate program effectiveness and graduate preparedness.

- Offer/support work-based learning and employment opportunities and site tours.

- Share industry trends and workforce expectations.

- Support marketing and student recruitment.

- Endorse Perkins funding requests, including:

    o Student Tutors (Classroom or Tutor Centers)

    o Student Ambassadors (Non-instructional)

    o Professional Experts (Classroom/Tutor Centers)

    o Supplies and Materials

    o Professional Development, Marketing and other services

    o Capital Outlay

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3. Advisory Committee Membership

Each committee should consist of 8–12 members, primarily from industry. Diversity in role, background, and perspective is encouraged.

Suggested Composition:

- Employers (supervisors/managers and technicians)

- Business owners

- Alumni working in the field

- High school/ROP/college faculty with articulation agreements

- Workforce board and labor representatives

- Faculty (ex officio)

- Dean(s)

- Counseling liaison

- Career specialist

Note: No more than one-third should be faculty currently teaching in the field.

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4. Meeting Frequency & Format

- **Minimum Requirement:** One formal meeting per academic year

- **Preferred Timing:** Fall semester, before March (to align with planning cycles)

- **Format:** In-person, hybrid, or online (Zoom/Teams)

Recommended Practices:

- Use a hybrid or online format to improve attendance.

- Provide asynchronous feedback opportunities via surveys or email.

- Include breakout sessions if multiple disciplines are represented.

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5. Meeting Procedures

Pre-Meeting Responsibilities (Facilitator/Chair):

- Confirm committee membership

- Schedule a meeting and reserve a location/Zoom link

- Coordinate with the division dean(s), Counseling Liaison and Career Specialist.

- Prepare agenda and materials

- Send invitation (minimum one month in advance)

- Distribute materials: invite, agenda, roster, handbook, parking map/permit, or Zoom link

During the Meeting:

- Welcome and Introductions

- Review Meeting Purpose and Approve Previous Minutes

- Share Program Updates and Student Outcome Data

- Discuss Curriculum Developments and Current Industry Trends

- Review and Vote on Course Requisites and Program and Course Modifications

- Identify Needs Related to Equipment, Training, and Work-Based Learning

- Discuss and Vote Program Needs and Grant Funding Requests (vote required)

  - Student Tutors (Classroom or Tutor Centers)

  - Student Ambassadors (Non-instructional)

  - Professional Experts (Classroom/Tutor Centers)

  - Supplies and Materials

  - Professional Development, Marketing, and other services

  - Capital Outlay

- Gather Industry Input on Skills Gaps and Hiring Practices

- Consider Real-Time Minute Taking for Immediate Approval

Minutes and best practices

Attendance

- Track who is present and who is absent.

- For formal meetings, also record if a quorum is present.

Motions and Voting

- Record the exact wording of motions.

- Note who made and who seconded each motion (names only for motions).

- Record voting results (e.g., *unanimous*, or *10 yay, 5 nay, 1 abstain out of 16 present*).

- Do not include names in the discussion—only for motions.

Discussion and Decisions

- Capture key information: summarize main discussion points, decisions, and action items for each agenda topic.

- Be objective and fact-based: avoid personal opinions, biases, or judgmental comments.

- Be concise: avoid unnecessary details or jargon; minutes are summaries, not verbatim transcripts.

Clarity and Readability

- Use bullet points for ease of reading.

- Ask for clarification during the meeting if a discussion or point is ambiguous.

Homework Items

- Record action items clearly, specifying the person responsible and the deadline.

- Ensure accountability by assigning each task or topic item.

Post-Meeting Responsibilities:

- Finalize and distribute minutes for approval (if not "real-time")

- Submit documentation to the Division Office

- Incorporate feedback into Planning for Institutional Effectiveness (PIE)

- Complete any curriculum modifications through the WEB CMS process

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6. Planning Timeline & Checklist

Suggested Annual Planning Timeline:

- **August–October:** Finalize roster, set meeting date

- **November–January:** Host meeting, collect input

- **February–March:** Integrate feedback into program planning (PIE)

- **April–May:** Submit advisory documentation with Perkins requests and complete any curriculum modifications in WEB CMS

Checklist Highlights:

- Update committee roster

- Notify Division/Deans/Career Specialist

- Send invitations & prepare packet

- Host meeting & record minutes

- Collect and document votes

- Submit minutes to the Division Office

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7. Sample Communications

- Email Invitation Template
- Prospective Member Letter Template

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8. Templates and Forms

Included Templates:

- Meeting agenda

- Checklist for pre/during/post-meeting

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9. Resources & Glossary

Useful Links:

- [Career Education at Mt. SAC](#)

- **Mt SAC PIE:** [Program Improvement and Effectiveness process](#)

- **Mt SAC Program** [Review](#)

- [Mt SAC WEB CMS](#)

- [Center of Excellence for Labor Market Research](#)

- [Academic Senate California Community College (ASCCC)](#)

- [California Community Colleges Perkins V Info](#)

Advisory Committee: A group of industry representatives, educators, and community members who provide guidance and feedback on CTE programs to ensure they align with labor market needs and industry standards.

Articulation Agreement: A formal agreement that allows students to receive college credit for high school or adult education CTE coursework, typically with a community college.

California Community Colleges Chancellor's Office (CCCCO): The state agency that oversees California's community colleges, including administration of CTE and workforce development initiatives.

Career Cluster: A grouping of related career pathways and occupations, such as Health Science or Information Technology, used to help students explore career options.

Career Pathway: A sequence of courses and experiences that prepare students for a specific career field, including academic and technical instruction.

Career Technical Education (CTE): Education programs that integrate academic and technical knowledge to prepare students for high-skill, high-wage, and in-demand careers.

Career and Technical Student Organizations (CTSOs): Student leadership organizations that enhance learning through competitions, leadership development, and real-world application of CTE skills. Examples: FCCLA, FFA, SkillsUSA.

Carl D. Perkins V (Perkins V): Federal legislation that provides funding for CTE programs. It emphasizes equity, labor market alignment, and measurable outcomes.

Centers of Excellence (COE): Regional hubs that provide labor market research and data to inform CTE program development and decision-making.

Crosswalk: A tool used to align standards, competencies, or curriculum across different educational levels or systems (e.g., high school to college).

Curriculum Alignment: The process of ensuring that curriculum is consistent and coherent across courses, grade levels, and institutions.

Employability Skills: Non-technical skills that are essential in the workplace, such as communication, teamwork, punctuality, and problem-solving.

Engagement: (Work-Based Learning): Student involvement in real-world learning experiences, such as internships, job shadowing, or industry visits, to develop career readiness.

Essential Employability Skills (EES): A framework adopted in California community colleges that highlights core soft skills needed for workplace success.

Ex officio: denoting or relating to a member of a body who holds the role as a result of their status or another position that they hold. The term ex officio is Latin, meaning literally 'from the office', and the sense intended is 'by right of office'; its use dates back to the Roman Republic.

Industry Sectors (California CTE): Fifteen broad categories under which all CTE programs fall. Examples include Arts, Media, and Entertainment; Manufacturing and Product Development; and Health Science and Medical Technology.

Labor Market Information (LMI): Data on employment trends, wages, and demand for occupations that guide CTE program design and evaluation.

Pathway Completion: A student's successful completion of all required courses in a CTE pathway sequence.

PIE: Program Improvement and Effectiveness - Mt. San Antonio College's strategic planning process.

Program of Study (POS): A coordinated, non-duplicative sequence of academic and technical content that spans secondary and postsecondary education.

Requisite: A condition (such as a prerequisite or corequisite) a student must meet to enroll in a particular course.

Requisite Review: A biannual requirement to validate course prerequisites, by the advisory board for CTE programs.

Sector Navigator: A regional leader in California who connects educators with industry partners and resources within a specific CTE sector.

Strong Workforce Program (SWP): A California initiative that funds efforts to strengthen CTE and workforce training in community colleges, improving student employment outcomes.

Work-Based Learning (WBL): A continuum of experiences that connect classroom instruction with real-world employment, including internships, apprenticeships, and mentorships.

Minutes and best practices

Attendance

- Track who is present and who is absent.

- For formal meetings, also record if a quorum is present.

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Clarity and Readability

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- Ask for clarification during the meeting if a discussion or point is ambiguous.

Homework Items

- Record action items clearly, specifying the person responsible and the deadline.

Ensure accountability by assigning each task or topic item.

Dear [Advisory Committee Member's Name],

You are invited to attend the upcoming **[Program Name] Advisory Committee Meeting** at Mt. San Antonio College. Your input is essential in helping us align our Career and Technical Education (CTE) program with current industry standards, workforce needs, and best practices.

Meeting Details
Date: [Insert Date]
Time: [Insert Start Time] – [End Time]
Location: [Building and Room Number / Virtual Link]
Parking: [Parking Lot #] – Temporary parking permit [contact your division for the process]

During the meeting, we will:

- Welcome and Introductions

- Review Meeting Purpose and Approve Previous Minutes

- Share Program Updates and Student Outcome Data

- Discuss Curriculum Developments and Current Industry Trends

- Identify Needs Related to Equipment, Training, and Work-Based Learning

- Review and Vote on Course Requisites and Program and Course Modifications

- Discuss and Vote Program Needs and Grant Funding Requests (vote required)

- Gather Industry Input on Skills Gaps and Hiring Practices

Please RSVP by [Deadline] by replying to this email or contacting me at [Your Email or Phone Number].

If you are unable to attend, we welcome a representative from your organization to participate on your behalf.

Thank you for your continued support of our students and programs. We look forward to your participation in this important meeting.

Warm regards,

Name
Position
✉
email@mtsac.edu
☎ **(909)274-XXXX**
◯ **Building: XX, Room: XXXX**
www.mtsac.edu

Subject: Invitation to Join the [Program Name] Advisory Board at Mt. San Antonio College

Dear [Name],

I hope this message finds you well.

I am pleased to invite you to serve as a member of the **[Program Name] Advisory Board** at **Mt. San Antonio College (Mt. SAC)**. Your expertise and leadership in the field would make you a valuable contributor to our ongoing efforts to align education with industry needs.

The [Program Name] Advisory Board plays a vital role in shaping the future of our program by ensuring that our curriculum and training remain relevant, forward-thinking, and responsive to workforce demands. The board is composed of professionals, educators, and industry leaders who share a commitment to advancing career education and student success.

As a board member, you will have the opportunity to:

- **Provide Insight:** Offer your industry knowledge to guide the development of our programs and services.

- **Shape Curriculum:** Help ensure our coursework reflects real-world practices and prepares students for in-demand careers.

- **Support Workforce Development:** Collaborate on strategies and policies that promote meaningful career pathways.

- **Mentor and Network:** Engage with other leaders, educators, and students to build a strong, connected community.

The Advisory Board meets once annually and may occasionally engage in program planning, reviewing course materials, or participating in campus events. The time commitment is minimal, but your impact will be significant.

We would be honored to have your voice at the table as we work to empower the next generation of professionals. If you're interested in joining or would like more information, please don't hesitate to reach out. I'd be happy to answer any questions and explore how this opportunity can align with your professional interests.

Thank you for considering this invitation. I look forward to the possibility of working together to advance career education at Mt. SAC.

Warm regards,

Name
Position
(Pronouns)

✉ **email@mtsac.edu**

☎ **(909)274-XXXX**

📍 **Building: XX, Room: XXXX**
Mt. San Antonio College
1100 N. Grand Ave.,
Walnut CA 91789
[**www.mtsac.edu**](http://www.mtsac.edu)

	Department Name Advisory Committee Agenda		
Program Name:			
Date:	**Time:**		**Location or Link:**
Attendees:			

Name: Title:		Name: Title:		Name: Title:
Name: Title:		Name: Title:		Name: Title:
Name: Title:		Name: Title:		Name: Title:
Name: Title:		Name: Title:		Name: Title:
Name: Title:		Name: Title:		Name: Title:
Name: Title:		Name: Title:		Name: Title:
Name: Title:		Name: Title:		Notetaker:
Name: Title:		Name: Title:		Timekeeper:

Item	Discussion			Outcome
Welcome and Introductions				
Purpose of Advisory				
Approval of Minutes				VOTE: _____
Student Outcome Data	Award	Year	Year	
	Certificates			
	Degrees			
	Licensures			
Summary of Current and Projected Employment Outlook http://www.labormarketinfo.edd.ca.gov/	Occupation Title	Year numbers	Annual Job Openings	
	Total			Labor Gap:

Program Updates		
Work Experience Update		
Identify Needs Related to Equipment, Training, and Work-Based Learning		
Skills Gaps - Input from the board		
Hiring Practices - Input from the board		
Current Industry Trends - Input from the board		
Curriculum Development (needs to meet changes or trends) - Input from the board		
Review Course Requisites	List any courses with Pre-reqs here for review	VOTE: _____
Program & Course Modifications	See the preferred EDC table below	VOTE: _____

Curriculum Updates and Modifications

Course Prefix & Number	Course Name	Units	Changes	DL action: new, renew, remove, none	Parity: Yes No Requesting	Class size	Credit by exam
Approval Notes:							

Grant Funding Requests

Student Tutors (Classroom or Tutor Centers)
  Name/Classification
  (Days/hours) x (Daily/hourly rate)
                 = $0.00

Student Ambassadors (Non-instructional)
  Name/Classification
  (Days/hours) x (Daily/hourly rate)
                 = $0.00

Professional Experts (Classroom/Tutor Centers)
  Name/Classification
  (Days/hours) x (Daily/hourly rate)
                 = $0.00

Professional Development
  List specific conferences, dates, location and funds needed
                 = $0.00

Supplies and Materials
  Software/supplies/materials, under $500,
  List type and costs, including tax and shipping charges.
  Round up 10% for potential increases
                 = $0.00

Professional Development, Marketing and other services
  For marketing projects provide anticipated budget
  Software downloads
                 = $0.00

Capital Outlay
  Equipment/software (not downloads), over $500
  List type and costs including tax and shipping charges. Round up
  10% for potential increases
                 = $0.00

Total Request = $0.00

VOTE: _____

Total Request:

Approved Amount:

Discussion:

Advisory Committee Planning Checklist

Before the Meeting

Task	Tasked	Completion Date	Notes / Reminders
Update advisory roster			
Select a meeting date and time.			
Notify Deans, Career Specialist, & Counseling Liaison of the date. (Save the date)			
Reserve a room for a face-to-face.			
Secure hospitality funding if a face-to-face meeting			
Secure parking permits			
Provide materials (1 month prior)			agenda, curriculum, etc.
Reminder call/email (1 week prior)			
Generate key questions for input			

During the Meeting

Task	Tasked	Completion Date	Notes / Reminders
Follow the meeting agenda			
If possible, take real-time minutes.			Approve at meeting.

After the Meeting

Task	Tasked	Completion Date	Notes / Reminders
Prepare minutes for approval if not "real-time"			
Submit documentation to the Division			
Incorporate input into Program Review			
Utilize information for grant applications			
Make curriculum updates			

Notes for next year: