



Advisory Committee Handbook

*Lower Columbia College provides the training needed for the jobs of today
and the workforce of tomorrow.*



Dear Advisory Committee Member:

It is a pleasure to welcome you as an advisory committee member to Lower Columbia College. This handbook provides an overview of the history and mission of Lower Columbia College, as well as an outline of advisory committee roles and membership responsibilities.

I appreciate your willingness to serve. During your term on the committee, please share your thoughts on current and future trends in your field. Your support ensures that our programs keep pace with current educational models and remain relevant to the ever-changing needs of local employers. Our graduates, local employers, and the entire community benefit when our programs provide the training needed for today's jobs and tomorrow's workforce.

Once again, we extend a warm welcome to you as a part of the Lower Columbia College community. Your role as an advisory committee member is significant, and we look forward to collaborating with you in the coming year.

Respectfully,

A handwritten signature in black ink, which appears to read "C. Matt Seimears".

Matt Seimears, Ph.D.

President, Lower Columbia College

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Preface

Lower Columbia College serves as the educational center for the entire Lower Columbia region. Advisory committees play a crucial role in supporting the college's mission by providing valuable resources for program improvement, evaluation, and student success. By working closely with respected community partners, the college can provide students with high-quality career and technical education opportunities, enabling them to enter the workforce and meet the region's unique employment needs.

The composition of the advisory committees includes members from business, industry, and labor, instructors, current students, former students, and retired community members. The college strives to gain representation from respected community members who represent a cross-section of their occupational field and will provide input on educational and workforce issues. College instructors and staff attend the meetings to provide information and to support the committee.

This handbook will provide guidelines for advisory committee members and college staff. Included in the following pages is a framework for maintaining an effective advisor committee, committee roles and responsibilities, college staff functions, and the mission and purpose of the college.

Advisory committees have historically been an effective means of making the educational delivery system respond to the needs of a constantly changing labor market.



INTRODUCTION

Lower Columbia College (LCC) is a public institution located in Longview, Washington. Established in 1934, LCC became an official community college in 1961. In 1967, LCC joined the state-supported community college system. Today, the college comprises 26 buildings on nearly 40 acres and enrolls over 4,000 students annually.

Brief History of LCC

LCC was established in 1934 as Lower Columbia Junior College. First-time students registered for classes at Korten's Music Store in Longview, Dahlman Hardware in Castle Rock, and the Orr Furniture Store in Kelso. Accounts of the number of students who enrolled that first year vary from 42 to 55. Students managing the College's first student newspaper, *The Lower Columbian*, put out ten issues that year. The founding faculty held classes at R.A. Long High School. The first graduating class, including seven students, received their associate degrees in 1936.

The number of enrolled students doubled in the College's second year, climbing to 96. As the number of students increased, instruction expanded into the Myklebust building in downtown Longview and the Moose Hall. The Moose Hall continued to house classes until 1949, when damage from an earthquake caused the building to be condemned. Classes were also held on the first floor of the Longview Public Library. Enrollment continued to increase, with 149 students in 1939, up to 200 in the early 1950s, and finally reached 300 students in 1954. The proportion of female students also increased during that time. In 1948, the College received its first accreditation from the Northwest Commission on Colleges and Universities.

During the 1930s and 1940s, the College struggled with financial problems and began to look for its own campus. Twenty-six acres were purchased from the Longview Company in 1942, at a reported bargain price. In 1950, construction began on "Old Main," LCC's first permanent building. The original building was slated to have thirteen classrooms and came with a price tag of \$250,000. The Lower Columbia College League, an association of friends of the College, assisted with fundraising efforts to cover the construction costs.

After the College had achieved financial stability, it became a part of the Longview School District. In 1961, the College was elevated from a "junior college" to a "community college." In 1967, LCC joined the state-supported community college system. Today, the College includes 26 buildings on 38.75 acres and enrolls between 2,400 and 2,800 students each quarter.

Source: Cowlitz Historical Quarterly, Volume XXVI, No. 2, 1984; College records.



Accreditation Statement

Lower Columbia College is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The NWCCU is an institutional accrediting body recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

Accreditation of an institution of higher education by the NWCCU indicates that it meets or exceeds the criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

In addition to institutional accreditation, specific programs at LCC have obtained specialized accreditation, including:

- The Nursing Program is approved by the Washington State Nursing Care Quality Assurance Commission and accredited by the Accreditation Commission for Education in Nursing (ACEN).
- The Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs on the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment.
- Automotive Service Excellence (ASE)
- Bachelor of Applied Science in Teacher Education BAS-TE is approved by the Professional Educator Standards Board (PESB)



More information about LCC's accreditation can be found at: <https://lowercolumbia.edu/accreditation/>

College Purpose

Lower Columbia College offers over 90 certificate, associate, and applied bachelor's degree options in a variety of fields, providing a rich complement of academic and professional/technical programs. Pre-college math and English, high school completion, English Language Learning, and continuing education options are also available.

The college has developed a set of global skills that provide the foundation of the learning outcomes for all courses, programs, certificates, and degrees at the college. Students are expected to have these skills when they graduate: communication, critical thinking, quantitative literacy, and teamwork.

A variety of student supports and instructional delivery systems are offered to meet the needs of our students' diverse needs, along with the needs of our industry and business partners.

Non-Discrimination Statement

Lower Columbia College does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment. Lower Columbia College provides equal opportunity in education and employment and does not discriminate on the basis of race, color, national origin, citizenship or immigration status, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, veteran or military status, or use of a trained guide dog or service animal as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations. All inquiries regarding compliance with Title IX, access, equal opportunity and/or grievance procedures should be directed to Vice President of Foundation, HR & Legal Affairs, 1600 Maple Street, PO Box 3010, Longview, WA 98632, title9@lowercolumbia.edu, Phone number, (360) 442-2120, Phone number/TTY (800) 833-6388. The notice of nondiscrimination is located at <https://lowercolumbia.edu/disclosure/nondiscrimination/>.

Mission, Vision, and Values

Our mission, vision, and values define our reason for being, and provide the framework for planning and improvement efforts at LCC.

Mission

The mission of Lower Columbia College is to ensure each learner's personal and professional success, and influence lives in ways that are local, global, traditional, and innovative.

Vision

Our vision is to be a powerful force for improving the quality of life in our community.

Values

Our campus community expects an environment of integrity, respect, collaboration, cooperation, inclusion, and innovation that fosters personal growth, academic excellence, and accountability.



ADVISORY COMMITTEE PROCEDURES

Purpose of the Advisory Committee

Committees are composed of business and industry members, instructors, current students, former students, and retired community members. The primary focus of the committee is to guide LCC's education programs to ensure alignment with current and emerging workforce trends. Committees encourage continuous improvement of related program areas by providing guidance using their expertise in the occupational area. Each committee functions in an advisory role. Thus, the committees are not policymakers and will not be directed to make such decisions.

LCC's advisory committees are established based on guidance outlined in the State Board for Community and Technical Colleges Policy Manual Section 4.40.20 (Advisory Committees for Professional-Technical programs) and RCW 28B.50.252. Policy available at:

<https://www.sbctc.edu/colleges-staff/policies-rules/policy-manual/chapter-4#section-appendix-g>

"Each community and technical college or college district is required to have an industry advisory committee for each program and to follow approved College Advisory Committee Procedures" see [RCW 28B.50.252](#) [...]

RCW 28B.50.252: Districts offering vocational educational programs—Local advisory committees—Advice on current job needs.

1. Each local education agency or college district offering vocational educational programs shall establish local advisory committees to provide that educational agency or district with advice on current job needs and on the courses necessary to meet these needs.
2. The local program committees shall:
 - a. Participate in the determination of program goals;
 - b. Review and evaluate program curricula, equipment, and effectiveness;
 - c. Include representatives of business and labor who reflect the local industry, and the community; and
 - d. Actively consult with other representatives of business, industry, labor, and agriculture.

LCC's administration must appoint an advisory committee for each professional-technical program or program cluster. The advisory committee may serve a single program, a group of similar programs within the college, or a regional cluster for programs in a particular geographical area. When utilizing program clusters or regional advisory committees, LCC must ensure that each professional-technical program is adequately represented. Regional advisory committees are beneficial for coordinating educational efforts among colleges and school districts. Clustering advisory committees ensures balanced representation while reducing the burden of excessive meetings.

Each advisory committee is required to hold a minimum of two meetings per calendar year, with a quorum established for each meeting. Meeting minutes are maintained on file and published on the LCC webpage for three years.

Committee Membership

Advisory committees should include an equal number of employees and employers from local businesses, labor, and industry. For programs that are an apprenticeable trade with a local Joint Apprenticeship and Training Committee (JATC) operating in the area, at least one labor and one management representative from the JATC must be invited to join the advisory committee. It is LCC's responsibility to contact the JATC chairperson or secretary to request representation on the relevant advisory committee(s).

Advisory Member Appointment Process

Advisory committee members at LCC are formally appointed in writing for a specific term limit (usually three years). Members may be reappointed for additional terms when deemed appropriate. Members who do not attend at least 50% of the scheduled meetings will be replaced to ensure the committee remains effective and is able to meet quorum.

The minimum size for committees is five members. LCC's appointment process aims to ensure representation of both gender and cultural diversity.

LCC maintains a record of the membership of each advisory committee, including all information required for reporting to the State Board of Community and Technical Colleges. This inventory is updated at/after each meeting.

Advisory Committee Training

Advisory committee members at LCC receive instruction on their roles, responsibilities, and duties before serving as voting members. This training includes relevant sections of the [Washington Ethics Law](#) that apply to their involvement with LCC. The training clarifies how the committee will fulfill its functions throughout the year and outlines a plan of work.

Advisory Committee Duties

Advisory Committee Plan of Work: Offer advice and feedback to the college on the following topics:

Curriculum

- Identify the academic, employability, and technical skills necessary for entry into the profession, and advise on industry standards and certifications required in the field.
- Collaborate with the college to organize and host special events, such as industry training seminars, workshops, product demonstrations, and open houses, that benefit students, the institution, and local businesses.
- Evaluate and recommend instructional materials, including textbooks, software, and trade publications, for technical accuracy.
- Recommend new technologies to be incorporated into the program and assess program content to ensure it adapts to changing market conditions, technologies, and employment needs.
- Propose professional development opportunities for faculty to stay updated and connected to the industry.
- Review program pathways, including labor market data, stackable credentials, alignment with K-12 and dual credit options, and opportunities for bachelor's degrees or further education.
- Ensure labor market demand and job openings align with the occupational area.
- Recommend strategies for developing, implementing, and evaluating work-based learning opportunities for students.
- Advise on the balance of theory, technical skill development, and realistic tasks to ensure effective instruction.

Equipment Budget and Facilities

- Review annual budgetary requests for equipment and supplies. Make recommendations and assist in the development of bid or purchase specifications when appropriate.
- Assist in obtaining instructional equipment and supplies through donations, loans, demonstrations, grants, gifts, or at reduced purchase prices.
- Evaluate existing equipment, facilities, and resources and recommend improvements.
- Evaluate lab equipment (computers, printers, video, etc.) compared with the current and future technology and industry standards.
- Evaluate lab (or shop) safety program.

- Evaluate room (shop, lab) layout, space requirements, workstations, lighting, ventilation, etc., compared with industry norms and recommendations.
- Advise the college as to the adequacy of the physical facilities and conditions of equipment, and prepare recommendations for effecting needed change.
- Assist the college in obtaining instructional equipment.
- Review annual budgetary requests for equipment and supplies, make recommendations, and assist in the development of bid or purchase specifications when appropriate.
- Advise in the development of plans for new construction or remodeling of existing facilities.

Student Success, Achievement, and Employment

- Inform instructors of job opportunities for students.
- Help students secure work-based learning experiences, such as internships, clinical rotations, or cooperative work opportunities.
- Advise on employability skills and curriculum content necessary for success in the field.
- Review data and recommend strategies to improve student learning, equity, and access at LCC.
- Suggest ways to support students in securing internships and eventual employment.
- Contribute to the development of portable, transferable competencies and skills required for success in the workplace.

Instructional Quality and Delivery

- Advise the college on qualifications for hiring instructors and participate in interview panels when appropriate.
- Provide input on the development of evaluation tools and procedures to assess the effectiveness of instructional programs, conduct outcome assessments, and recommend improvements.
- Recommend procedures for creating, implementing, and evaluating work-based learning programs.
- Suggest instructional practices that promote a safe learning environment and instill safe work habits and attitudes in students.
- Propose strategies to ensure instructors maintain up-to-date industry knowledge and instructional proficiency.
- Recommend standards and minimum academic qualifications for student enrollment in programs.
- Advise the administration on program continuation or modification based on outcome reviews.
- Review national and state initiatives and their impact on local programs, and suggest how to incorporate necessary changes.
- Assist the college in securing qualified substitute instructors.

Realistic Enterprise

If a job account or realistic enterprise is to be conducted by or in a professional-technical program, a procedural plan must be on file and should be jointly approved by the college and the advisory committee. The plan should describe, as a minimum, hours of operation, the goods and services

that will be produced or sold, what the charges, fees, and taxes will be for each, who is eligible for services, and on what time basis.

Membership Appointment Process

Step 1: Identify a Potential Committee Member and Dean/Faculty Review

- Send interested persons to the LCC webpage to complete the Advisory Committee Member Application form:
 - [Advisory Committee Webpage](#) - Click on “How to Join” to access the form.
- Once received, the dean and faculty will review the member's application, including qualifications, and approve or deny

Step 2: Committee Member Welcome Notification, Orientation, and Appointment Process

- Once approved, the dean or administrative assistant will send a welcome email and new member orientation information, which will include:
 - Official Appointment/Welcome Letter from LCC President Dr. Seimears - advisory committee members are appointed (typically 3-year term), in writing, by the administration of the college for a specific term of three years.
 - A three-year rotational process provides a continuous flow of new talent and ideas to the committee. A committee member may serve concurrent terms if approved by the administration of the college. Written documentation of all appointments must be kept on file.
 - Handbook (outlines roles and responsibilities)
 - Ethics Training
 - For the chair role (and Vice Chair), a letter from the dean or administrative assistant will be sent indicating the term(s) of service.
 - Link to program advisory committee drive (where applicable)

The dean can conduct in-person orientations where needed to help address questions that a potential committee member may have.

Recruitment

Advisory committee membership should be composed of members from business, industry, and labor, instructors, current students, former students, and retired community members. To increase the program area effectiveness at Lower Columbia College, members should include representatives from:

- Management
- Labor, or union representatives
- Different levels of skilled work, if possible

We seek to recruit individuals willing to represent their field and highly interested in the program areas offered at Lower Columbia College. These individuals will understand the importance of the success of current and future students and are willing to advocate for the program.

The goal at Lower Columbia College is to have membership reflect the community population with consideration given to adequate representation of ethnic groups, cultural and social backgrounds, income levels, age groups, and gender.

When the occupation is eligible for an apprenticeship program and a local Joint Apprenticeship and Training Council (JATC) is active in the geographical area, at least one member of the JATC should be

invited to participate on the committee. Consideration should also be given to include representatives of local professional associations related to the occupational area, organized or unorganized employee organizations, and county/state labor councils.

How do you recruit members?

The following are some resources that may help in recruiting qualified individuals:

- Industry Contacts
- Former Students
- Employees who are currently employed in the industry
- Local Chambers of Commerce
- Labor Union Offices
- Local Chapters of Organizations (i.e., Lions, Rotary, Kiwanis)
- Cowlitz Community Network
- Columbia River Economic Development Council
- Business or Industry Consortia
- Community Published Business Directory
- Lower Columbia College Instructors/Faculty
- KLTU and Local Radio Stations

ADVISORY COMMITTEE MEMBER RESPONSIBILITIES

Member Roles and Responsibilities

Each member of the advisory participates in the work of the committee, provides thoughtful input to the deliberations of the committee, focuses on the best interests of students, the occupation represented, the school, and the committee, and works toward fulfilling the committee's goals.

- Engage in discussion around program improvements by carrying out the following tasks using expertise in the program area:
 - Review all relevant material before making contributions and voice objective opinions on issues when appropriate
 - Assist with the course/program development and improvement
 - Assist in keeping educational programs up-to-date by reviewing and providing curriculum input
 - Recommend course outcomes that align with industry standards and occupational trends
 - Evaluate and recommend equipment purchases, facility improvements, safety topics, instructional materials, and software
 - Assist in reviewing LCC's short and long-term goals to complement industry standards
- Strengthen the relationship between LCC, business, industry, and the community:
 - Assist in recruiting local professionals who could contribute meaningfully to the advisory committee discussions.
 - Recommend representation needed to ensure a well-rounded committee of professional experts (mix of employers, employees, labor, and diverse backgrounds and experiences)

- Strengthens the relationship between business, industry, the community, and the education system by assisting in recruitment and promoting program areas within the community.
- Informs the committee of recent changes to the occupation represented regarding employment opportunities and wage rates, certification/licensure requirements, federal/state laws, emerging practices/trends, new equipment, etc.
- Works as part of the committee to ensure that the committee develops recommendations that help students and instructors responsible for the program.
- Offer training sites for internships and/or job shadows
- Aid in the career placement of graduates
- Serve as a guest speaker
- Fully participate in the committee meeting discussions and offer different points of view.
 - Attends committee meetings when scheduled.
 - Attend at least two meetings per year (Members cannot miss 50% of committee meetings during a 2-year review cycle) If two consecutive meetings are missed, committee members will need to be replaced (this can be considered on a case-by-case basis)

Advisory Committee Chair and Vice Chair Responsibilities

The chair of the advisory committee is elected from the community business representatives within the committee. It must represent business, industry, labor, or a non-profit agency for at least a 1-year term on the committee (a 2-year term is strongly recommended). A vice-chair may also be elected, who may serve as a backup in the absence of the chair and will assume the role of the chair at the next term/cycle. The name and position of the committee chair should be noted on the committee membership list in the file and included on the meeting agendas. The chair and vice chair will receive appointment letters from the dean or the administrative assistant. The committee chair, dean, and faculty work in partnership and are responsible for facilitating the committee's work. The Deans and faculty are not voting members and do not count towards the structure of a quorum (quorum being at least five community members/partners). The committee chair guides the committee in its work in a manner consistent with LCC's policies and procedures.

- Accepts and supports the committee's purpose and direction
 - Plans committee meetings and agendas with administrators and/or faculty
- Facilitates advisory committee meetings
 - Facilitates discussion and assists in leading members toward consensus and decision-making
- Attends all meetings
- Exercises leadership and exhibits respect for all voices in the committee
- The chair must be sufficiently informed to interact knowledgeably with other committee members, instructors, and the administration
- Assist in the evaluation of committee efforts and may help communicate accomplishments to the committee and college administration
- Helps with recruiting and onboarding as needed

Tips for Presiding Over a Meeting

- Start meetings on time!
- Review the business to be conducted.

- Restate the issue to be voted on before calling for a vote, and explain the consequence of the vote
- Put all issues to a fair vote; don't make assumptions about committee members' feelings.
- Announce the results of actions taken and explain the follow-through to be taken and by whom
- Stay with the agenda. Seek the full committee's agreement to change the agenda once it has been announced
- Close the meeting on time; seek the committee's agreement regarding extending the time if necessary.

LCC ADMINISTRATION & FACULTY ROLES

LCC Roles and Responsibilities

At Lower Columbia College, teamwork is essential for ensuring smooth operations and providing a quality educational experience for students. The faculty and the administration teams work together to provide academics and manage the day-to-day operations of the institution. Effective communication, trust, and a shared vision between the faculty and administration teams are all critical components of successful teamwork in a college setting.

Lower Columbia College team members provide information and support and are non-voting members of the Advisory Committees. The staff teams and committee members work together towards a common goal. When all team members are aligned, the College can thrive and achieve excellence at every level.

Administrative Assistants

The Administrative Assistants to the deans support advisory committees by performing the following:

- Schedule advisory meetings: Fall and Winter/Spring (or as applicable to each committee)
- Invite members to attend advisory meetings
- Track meeting attendance (sign-in sheet)
- Provide a copy of the agenda and meeting materials
- Initiate new member onboarding and schedule orientation where needed (remote or in-person, as requested with dean/faculty)
 - Include the President's Welcome Letter, new member orientation materials, and access to the required ethics training
 - Arrange a meeting with the faculty and Dean as needed for onboarding
- Include the advisory committee meeting survey on each agenda
- Provide on-site support for committee meetings (technology, food, room reservations etc.)
- Take meeting minutes and distribute them for electronic approval (within two weeks following the meeting), ensuring compliance with accessibility standards.
- Notify LCC's web editor when minutes have been approved, formatted, and ready to publish on the LCC Advisory Committee meeting/minutes page.
- Ensure required documentation as appropriate (sign-in sheet, meeting minutes, agenda, associated meeting materials)
- Maintain committee member files in Google Drive (President/letters of appointment, ethics training, meeting attendance)

Workforce Education Dean

The Workforce Education Dean is LCC's primary point of contact for Advisory Committees and is responsible for overseeing the implementation of Advisory Committee processes. Duties include the following:

- Review and maintain the Advisory Committee Handbook, agenda templates, primary webpage, and coordinate any broad marketing materials with the dean/admin team.
- Remind deans, administrators, and faculty to work together to complete the annual self-audit each year (early Spring quarter).

Dean of Instruction

The Deans of Instruction are the educational leaders supporting faculty, staff, and students at LCC. They collaborate with the administrative support staff, LCC faculty, and the advisory committee chair. Deans and directors provide leadership, support, and information on the instructional programs at LCC. Duties include the following:

- Attend program advisory committees to support the Advisory Committee chair and faculty member(s) in ensuring topics are covered and that the committee follows Robert's Rules of Order.
- Support the agenda development process with the advisory committee chair and faculty.
- Review agendas and provide recommendations to ensure topics comply with SBCTC and Perkins.
- Assist with committee development by recruiting members
- Initiate the application process with prospective advisory members.
- Provide input for the development of meeting agendas and topics
- Provide resources to the advisory committee
- Bring items of concern or tasks for the committee that relate to the agenda
- Provide a summary of written background information to the committee, such as:
 - Current college initiatives or program goals
 - List of program offerings for curriculum review and input
 - Current enrollment and enrollment trends
 - Recent program equipment purchases and facilities changes
 - Staffing changes
 - Budget updates (where applicable)
 - Changes required by legislation or college policy
- Be thoroughly familiar with all aspects of the committee's work, subjects under discussion, and the college and the state's policies related to the committee's work.
- Actively listen to committee recommendations, answer questions, and offer suggestions
- Audit advisory participation and member lists annually, in collaboration with the faculty and advisory chair, to ensure that appropriate SBCTC compliance (quorum met/representatives mix is adequate, address any gaps, and ensure adequate attendance and participation is maintained).
- Contact labor representatives (where required), in consultation and collaboration with the faculty, for committee participation in collaboration and coordination with the state lead identified by the SBCTC.

Faculty

College faculty representation is an essential part of the Advisory Committee conversation and is required for Professional-Technical faculty. Faculty are the best resource to give area businesses and

industry an overview of their program curriculum and requirements, equipment and textbooks used, best practices, and student enrollment/engagement.

Duties include the following:

- Attend program advisory committees to support the Advisory Committee chair, ensuring topics are covered and that the committee follows Robert's Rules of Order.
- Develop the agenda with input from the advisory committee chair and dean.
- Develop the committee by performing member recruitment and supporting committee member onboarding.
- Initiate the application process with prospective advisory members.
- Audit member lists annually, in collaboration with the faculty and advisory chair, to ensure that appropriate representatives are met, address any gaps, and ensure adequate attendance and participation is maintained.
- Provide critical and required program information (curriculum, syllabus, training and skills offered, textbooks and equipment used, etc.)
- Actively listen to business and industry committee member recommendations, answer questions, and participate in meeting discussions.
- Serve as a resource to the advisory committee
- Collaborate with advisory members in placing students with appropriate career-related activities
- Incorporate advisory committee feedback and follow up on recommendations at the next meeting
- Contribute to the annual report with actions taken or progress made toward committee recommendations and goals
- Audit member lists annually, in collaboration with the dean and advisory chair, to ensure that appropriate representatives are met, address any gaps, and ensure adequate attendance and participation is maintained
- Contact labor representatives (where required), and in collaboration with the dean, for committee participation in collaboration and coordination with the state lead identified by the SBCTC

Tips for Developing and Structuring a Meeting Agenda

The Chair, Dean, and faculty will meet to determine that the following items are implemented:

- Provide in advance of the meeting, an agenda listing beginning and ending times for the meeting, the meeting location, room number, a list of committee members, and topics to be discussed and/or acted upon
- Sequence agenda items thoughtfully
 - Start the meeting with agenda topics that unify the committee; this sets the stage for working together
 - Make the first few items quick-action items to establish movement
 - Early in the meeting is a good time to discuss topics that require mental energy, creativity, and clear thinking
 - Do not put difficult topics back-to-back – people need a break
 - If the meeting will last more than two hours, build in breaks at logical places
 - End the meeting with topics that will unify the committee; people like to leave meetings feeling they are part of a productive team
- Do not over-schedule the meeting; provide sufficient but not too much time for each topic.

- Some chairpersons like timed agendas; others do not
- A good approach is to show key times on the agenda
- Having these “markers” lets members know the general pace of discussion the chair anticipates for the meeting
- Provide at least minimal written background information for each agenda item
- Indicate whether the item is for discussion only or if action is expected
- Identify the person who is presenting each item

LCC STRATEGIC PLANNING

Outcomes and Objectives

LCC's Strategic Plan has five categories of outcomes and objectives that represent the different mission areas of the organization:



Workforce and Economic Development

Provide quality professional/technical education for employment, skills enhancement, and career development.

Partner with businesses, community groups, and other educational entities to provide workforce development and customized programs and services.



Academic Transfer

Offer courses and support for students to meet the requirements for transfer from Lower Columbia College.

Provide support for transfer students to transition to upper-division college and university programs successfully.



Preparation for College-Level Studies

Ensure that students who are under-prepared for college-level studies have access to developmental coursework and bridge opportunities to college-level work.



Student Access, Support, and Completion

Offer a full array of educational programs and support services to meet the diverse needs of Cowlitz and Wahkiakum counties.

Provide students with the support needed to pursue and achieve their educational goals.



Institutional Excellence and Community Enrichment

Demonstrate our commitment to institutional integrity by investing in our campus, students, and employees.

Uphold our reputation for high quality and contribute to the value of the community by promoting excellence in our programs, services, and activities.

Key Performance Indicators (KPIs)

We measure progress in each of our outcomes and objectives through our Key Performance Indicators, which are presented annually to the Board of Trustees through a series of Monitoring Reports. See our Strategic Plan for a complete list of KPIs. For more information: [Key Performance Indicators](#) -

<https://lowercolumbia.edu/publications/catalog/college-information/key-performance-indicators/>

Annual Priorities

Every year, we publish a list of Annual Priorities for the coming year in our Strategic Plan, which is based on review and assessment of progress on the Key Performance Indicators.

Strategic Initiatives

Strategic Initiatives make up an important part of our Strategic Plan and work in conjunction with our other planning and assessment processes to support continuous improvement.



WORKFORCE FUNDING (PERKINS)

The Department's Office of Vocational and Adult Education (OVAE) administers the Perkins Act. Under the Perkins Act, federal funds are made available to help provide vocational-technical education (now referred to as Career-Technical Education or CTE) programs and services to youth and adults. The vast majority of funds appropriated under the Perkins Act are awarded as grants to state education agencies. These State Basic Grants are allotted to states according to a formula based on states' populations in certain age groups and their per capita income.

Perkins Act information is available at: <https://www2.ed.gov/programs/ctesbg/index.html>.

Why is Career and Technical Education (CTE) Significant?

1

The United States competes in a global economy. The purpose of the Perkins Act is to prepare a workforce with the academic and vocational skills needed to compete successfully in a world market.



2

Vocational-technical education allows students to explore career options and develop the skills they will need both in school and in the workplace.



3

Vocational-technical education's combination of classroom instruction, hands-on laboratory work, and on-the-job training meets students' different learning styles so that all may learn.



4

Vocational-technical education prepares participants for both postsecondary education and employment.



Comprehensive Local Needs Assessment (CLNA)

As a recipient of Federal Perkins funding, LCC develops a CLNA, which empowers state and local partners to meet learners', educators', and employers' unique needs and promote better alignment of CTE programs with state, regional, and local economic needs.

Perkins requires colleges to conduct a comprehensive local needs assessment related to career and technical education, which is updated every two years. As advisory partners, your role is essential in helping the college collect information and valuable input on critical areas that drive direction and program improvement. The comprehensive local needs assessment examines the following:

1. Improving Equity and Access for Students
2. Evaluating Student Performance
3. Program Evaluation (Size, Scope, Quality)
4. Implementation of Pathways and CTE Programs of Study (Alignment from K12 to higher education and workforce)

- a. May include a review of stackable credentials (certificates to degrees) and CTE Dual Credit
5. Recruitment, Retraining, and Training for CTE Educators (updates on positions [new/retirements/additional needs] and recommendations for faculty training and professional development)

CAREER PATHWAYS PROGRAMS OF STUDY



Accounting, Business, and Leadership

[Degree Requirements](#) | [Program Maps](#) | [Job Market Data](#)

- Accounting
- Business
 - Including transfer and fully online options, Business Management, and Retail Management
- Business Technology
 - Administrative Services Manager
 - Administrative Support
 - Community, Health and Wellness Advocate
 - Medical Billing and Coding Specialist
 - Medical Office Administration
 - Medical Reception
- Organizational Leadership and Technical Management



Health Sciences and Wellness

[Degree Requirements](#) | [Program Maps](#) | [Job Market Data](#)

- Substance Use Disorder Studies
- *Community Health and Wellness Advocate - see Business Technology*
- Health & Fitness
- Medical Assisting
- *Medical Office Careers - see Business Technology*
- Nursing
- Pre-Dental Hygiene



Information Technology

[Degree Requirements](#) | [Program Maps](#) | [Job Market Data](#)

- *Computer Science - see STEM*
- Information Technology



Manufacturing, Trades, and Transportation

[Degree Requirements](#) | [Program Maps](#) | [Job Market Data](#)

- Automotive Technology
- Diesel and Heavy Equipment
- Machine Trades
- Automation, Instrumentation, and Robotics
- Multicraft Trades
- Welding



Social Science and Criminal Justice

[Degree Requirements](#) | [Program Maps](#) | [Job Market Data](#)

- Anthropology
- Criminal Justice
- Economics
- History
- Philosophy
- Political Science
- Pre-Law
- Psychology
- Sociology



Teacher Education and Early Learning

[Degree Requirements](#) | [Program Maps](#) | [Job Market Data](#)

- Early Childhood
- Education

More information about each program can be found at:

<https://lowercolumbia.edu/programs/>

RESOURCES

Campus Map



Parking

A parking pass will be provided, when needed, with the distributed meeting materials. A parking pass can also be printed upon request. A pass is required when parking in any of the lots identified on the map above—email tgilchrist@lowercolumbia.edu to request a pass.

Ethics & Training

Advisory Committee Members, while not necessarily state employees, must still abide by the Washington State ethics rules and regulations. Advisory Committee Members must be instructed on pertinent sections of the Washington Ethics Law as they pertain to their involvement with the college before becoming a voting member. Each member will be required to complete the eLearning training. A link to the training will be provided during the welcome materials and is available anytime upon request. Please email tgilchrist@lowercolumbia.edu with any questions.

Helpful Self-check Guide:

A first step in determining if an action is ethical is for the advisory member to ask:

1. Am I doing to others what I would want done to me?
2. Would I mind seeing what I am doing on the front page of a newspaper?
3. Am I comfortable with members of my family knowing what I am doing?
4. Do I want to encourage employees or co-workers to do this?

[Advisory Committee Webpage](#) - Click on “How to Join” to access the link to the Ethics Training.



Lower Columbia College Academic Calendar

[Online Academic Calendar](#)

Note: Regular business hours for Lower Columbia College are 8:00 am - 5:00 pm, Monday through Friday. LCC is closed on Fridays during the summer. Many classes and events are held outside of normal business hours.



Enhancing Advisory Committee Effectiveness

[Enhancing Advisory Committee Effectiveness | SBCTC](#)

The Carl D. Perkins Vocational and Technical Education Act, Public Law 105-332

<https://www.congress.gov/bill/105th-congress/house-bill/1853>

Advisory Committee Guidelines

<https://www.sbctc.edu/colleges-staff/policies-rules/policy-manual/chapter-4#section-appendix-g>

Advisory Committees Meeting Minutes

<https://internal.lowercolumbia.edu/organization/committees/prof-tech-advisory/>

Workforce Education

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