Program Advisory Committee Handbook

2015 - 2016

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Bluegrass
Community & Technical College

Dear Advisory Committee Member:

Thank you for the significant contribution you make to Bluegrass Community and Technical College through your participation on a program advisory committee. The Southern Association for Colleges and Schools, our regional accrediting association, requires that all technical programs have advisory committees to provide direction and consultation. Your willingness to contribute your time and energy helps us keep our programs up-to-date and competitive.

The knowledge and expertise you share with our program faculty helps us to develop and maintain programs that meet the needs of the communities we serve. We appreciate your help in reviewing curriculum, sharing information about the changing needs in the workplace, and providing critical connections to employers. Your advice and direction ensure that our graduates can gain needed skills and get good jobs, adding value to employers and helping the region's economy.

This *Program Advisory Committee Handbook* contains basic information about your role as an advisory board member. It also provides information about the college and our role and mission as a part of the Kentucky Community and Technical College System.

Please contact me or any member of the faculty or staff if we can help you in any way. Again, thank you for your efforts to help the college and each program meet our goal to serve the citizens of the Commonwealth.

Sincerely,

Augusta A. Julian, Ed. D.
President/CEO

Mission

Bluegrass Community and Technical College (BCTC) transforms the Bluegrass Region - one student at a time, one employer at a time, one community at a time.

With students at the heart of our mission, BCTC supports access, success, and completion of educational goals through comprehensive and responsive programs and services at campuses across the region and through distance learning. With strong partnerships and excellence in teaching and learning, BCTC:

- Provides a skilled workforce, through high-quality career and technical programs, workforce training, and continuing education.
- Prepares students to transfer for baccalaureate degrees, through general education and literacy and life skills development.

BCTC promotes regional economic vitality and quality of life through diversity and inclusion, cultural and global awareness, critical thinking, civic responsibility, professional competence, and sustainability.

BCTC is a member college of the Kentucky Community and Technical College System and awards associate degrees, diplomas, and certificates.

- Endorsed by BCTC Board of Directors - May 28, 2014
- Approved by KCTCS Board of Regents - September 19, 2014

BCTC Vision

Bluegrass Community and Technical college aspires to teaching and learning excellence, student success, and creative solutions for educational, economic, and community challenges.

BCTC Values

As an organization that serves and learns, made up of students, faculty, and staff, and supported by boards, councils, and advisors, BCTC is guided by these core values:

Building Respect

- Authenticity - We act with integrity and uphold our commitments.
- Inclusion - We empower students, faculty, and staff to create an inclusive culture through open access, shared experience, and mutual respect.

Communicating

- Meaningful Interaction - We value considerate and productive communication, empowered listening, and diversity of thought and expression.
- Focus on Learning - We support lifelong learning through teaching and service that nurture emotional and intellectual growth to foster meaningful lives.

Transforming

- Innovation - We embrace challenges using new, creative, and flexible ideas and actions that seek improvements and support educational excellence.
- Responsiveness - We assess needs, create partnerships, and take initiative to support the economic and cultural development of the communities we serve.

Creating Community

- Positive Environment - We embrace joy and celebration in our learning and working environment.
- Collaboration - We cooperate toward common goals, striving to create positive results by being helpful, courteous, and kind.

Strategic Plan 2010-2016: Focus on the Future
Strategic Initiatives 1 and 2 – Three Year Action Steps

Objectives	2013-16 Three-Year Action Steps		Measures
Strategic Initiative 1: Promote excellence in teaching and learning.			
Goal 1.1 Promote and support responsive and flexible quality instruction.			
O1.1.1 Develop new programs that focus on the future needs of the Bluegrass region.	A1.1.1a	Analyze data on workforce and industry demand, student enrollment, and anticipated costs for decisions on program changes to respond to industry needs.	• (KCTCS) High wage/High demand completions • (KCTCS) Median wage of completers • 5-year plan updated annually • Annual progress on plan • (KCTCS) Licensure/ Certification pass rates
	A1.1.1b	Develop and annually update a five-year plan for program additions, expansions, and reductions with focus on high-wage, high-demand careers.	
O1.1.2 Evolve existing programs to retain focus on the future needs of the Bluegrass region.	A1.1.2a	Maintain consistent and appropriate identification and assessment of student learning outcomes and use of results for improvement related to general education and program competencies.	• Program competencies with SLO's identified and assessed annually in AIM system • General Education competencies with SLO outcomes assessed • Program Health Review results with input from programs' advisory committees
	A1.1.2b	Develop recruitment strategies for identified programs and track enrollment as part of annual Program Health Reviews.	
	A1.1.2c	Work consistently with all program advisory committees to use input to improve programs.	

O1.1.3 Increase student success in transitional studies.	A1.1.3a	Implement promising practices for accelerated and integrated pedagogies in English, math, and reading developmental courses.	• (KCTCS) Developmental education success rates
			• (KY SB1, 2009) Standards for postsecondary institutions:
			  · rates and number of students needing remediation
			  · completion rates of developmental students
			• Accelerating Opportunity results

	A1.1.3b	Evolve adult education program partnerships within and outside the college to support GED completions and transition of students to college.	

		A1.1.3c	Continue to implement the *Quality Enhancement Plan* (QEP) - *Read for LIFE* with broad awareness, involvement, and support across the college.	• GED completions and college enrollment • Annual progress on QEP goals
O1.1.4	Support innovations in flexible instructional delivery.	A1.1.4a	Use research, technology, and other tools to enhance quantity, quality, and variety of courses, academic support, and student services for student success in online and hybrid courses.	• Online student enrollment and performance • Student course evaluations • Student surveys (Orientation, CCSSE, Student Satisfaction, FYE, Graduating Student, point-of-service, etc.) • Flexible delivery options • Credit and credentials options • Student completion rates
		A1.1.4b	Continue to identify, implement and support flexible options for class schedules and delivery of services.	
		A1.1.4c	Improve student completion rates by increasing options such as certificate programs and credit for prior learning.	
Goal 1.2 Enhance support for excellence and innovation in teaching and learning.				
O1.2.1	Pursue standards of instructional excellence.	A1.2.1a	Recognize good practice in quality instruction from full-time and adjunct faculty.	• Recognitions of quality instruction good practices • External recognitions earned
		A1.2.1b	Encourage and support recognitions of excellence for programs and services.	
O1.2.2	Support highly skilled and effective faculty and staff in support of academic excellence.	A1.2.2a	Improve opportunities for adjunct faculty to engage in professional development and division activities and to develop student connections with resources such as technology, facilities, and activities.	• Annual review of FT/PT faculty ratios by program/discipline • Number of adjuncts participating in college and professional development activities • Student course evaluations • Work Climate Survey • Integrated professional development for faculty
		A1.2.2b	Integrate planning and support for excellence in teaching and learning among Professional Development, the Center for Excellence in Teaching and Learning, and the Technology Resource Center.	

Goal 1.3 Provide integrated academic resources for student support and engagement.				
O1.3.1	Expand access to integrated learning resources and academic support at all sites.	A1.3.1	Enhance academic support to students at all sites with a focus on advising, tutoring, and study skills for online, weekend, and regional campus courses.	• Student surveys (Orientation, CCSSE, Student Satisfaction, FYE, Graduating Student, point-of-service, etc.) • Student use of academic support resources
O1.3.2	Promote student engagement in the learning process.	A1.3.2	Implement and evaluate first-year experience (FYE) courses for identified students.	• Enrollment in college success/FYE courses • (KCTCS) Retention data

Strategic Initiative 2: Increase student access and success.				
Goal 2.1 Develop enrollment strategies, systems, and process to enhance student				
O2.1.1	Enhance recruiting, assessment, admissions, and enrollment processes to increase access.	A2.1.1a	Continue to streamline admissions and registration processes.	• (KCTCS) Participation rate • (KCTCS) Enrollment and retention data • Student surveys (Orientation, CCSSE, Student Satisfaction, FYE, Graduating Student, point-of-service, etc.)
		A2.1.1b	Provide clear and comprehensive communications and assistance to students on admissions and registration including COMPASS testing, advising, placement, tuition deadlines, and financial aid.	
		A2.1.1c	Implement additional strategies to assist new transfer/readmit students.	
O2.1.2	Improve student customer services to ensure appropriate and adequate student services at convenient hours and sites.	A2.1.2a	Continue to improve customer services to students.	• Student surveys (Orientation, CCSSE, Student Satisfaction, FYE, Graduating Student, point-of-service, etc.) • (KCTCS) Analytics from Student Support Center
		A2.1.2b	Use KCTCS Student Services Center and other resources to enhance proactive communications with students, especially on financial aid, student billing, admissions, records and retention.	
O2.1.3	Develop, implement, and evaluate strategies from the Enrollment Management Plan.	A2.1.3a	Enhance Student Welcome Center concept with one-stop enrollment services.	• Student surveys (Orientation, CCSSE, Student Satisfaction, FYE, Graduating Student, point-of-service, etc.) • Enrollment and completion of veterans • Internship, coop, and work experience options for students • Transitions of dual credit/dual enrollment students to college programs • Outreach activities
		A2.1.3b	Improve services for military veteran students.	
		A2.1.3c	Build partnerships with business and industry to increase internship and on-the-job education for students.	
		A2.1.3d	Continue to enhance new student orientation and participation options for students.	

		A2.1.3e	Review Opportunity College and Early-Middle College partnerships to provide for sustainable and successful programs.	
		A2.1.3f	Enhance outreach to middle schools, younger students, and other focus populations.	
Goal 2.2 Improve college services to support retention for all students.				
02.2.1	Focus on continuing student support by implementing, evaluating, and updating the Retention Plan.	A2.2.1a	Enhance career development services for first-year and undecided students.	• Career development services provided • Retention rates for transitional and at-risk students • (KCTCS) Enrollment and retention data • (KCTCS) Credentials awarded
		A2.2.1b	Implement research-based strategies to assist first-year students identified as academically at-risk.	
		A2.2.1c	Use data reviews to support strategies such as Early Alert Retention System and STARFISH to identify and assist all students needing academic intervention.	
		A2.2.1d	Continue regular data reviews to identify and implement new initiatives for improving retention.	
O2.2.2	Improve financial aid and scholarship support services.	A2.2.2a	Continue to improve information and counseling to assist students with financial aid or scholarships to maintain attendance and eligibility and to address financial obligations under Title IV.	• Student surveys (Orientation, CCSSE, Student Satisfaction, FYE, Graduating Student, point-of-service, etc.) • Return to Title IV costs • Student loan default rate • Review of reporting of attendance and other strategies and results.
		A2.2.2b	Work with academic departments and faculty to enhance attendance and progress reporting for financial aid management efforts.	
O2.2.3	Provide a rich co-curricular	A2.2.3a	Increase support for student activities and leadership opportunities and their	• Student activities and services • Student surveys (Orientation, CCSSE, Student Satisfaction,

	learning environment.		connections to academics and community service.	•	FYE, Graduating Student, point-of-service, etc.)
		A2.2.3b	Support and expand intramural sports programs.	•	Intramural sports activities and participation
O2.2.4	Expand advising services through implementation of strategies from the report of the Advising Committee.	A2.2.4a	Improve and expand training for advisors.	•	Student surveys (Orientation, CCSSE, Student Satisfaction, FYE, Graduating Student, point-of-service, etc.)
		A2.2.4b	Improve the automated system for assigning advisors.	• •	Training provided System improvements

Goal 2.3 Maintain and strengthen services to students transferring to other institutions.

O2.3.1	Enhance Transfer Center services.	A2.3.1a	Develop and implement early outreach program for freshmen in all programs.	• •	(KCTCS) Transfer Rate Partnerships created
		A2.3.1b	Develop new dual enrollment, joint admissions, transfer, and other partnership agreements with regional colleges and universities.		
O2.3.2	Develop and implement strategies to increase transfer rates of under-represented students.	A2.3.2a	Continue to enhance outreach and services at regional campuses.	• • •	(KCTCS) Transfer Rate Transfer rate for underrepresented students Transfers to partner Central Kentucky universities
		A2.3.2b	Support and implement services and programs to target underrepresented students to enhance transfer.		

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2015-2016

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Community Participation

Community participation on program advisory committees is an essential component to the continued success of the college's educational programs. Seeking the advice and cooperation of the community in working toward common goals will provide the best results in meeting the educational needs of the college's communities of interest. The objectives of the college's educational programs and needs of its students can best be met by the inclusion of individual members from the community who will assist in researching, planning, and promoting effective and viable career-oriented technical programs.

An advisory committee should consist of approximately eight to ten community members and all full-time faculty members in the program. The committee should be small enough for each member to speak freely and have the opportunity to make contributions, yet large enough for adequate representation of the college constituency in its service area.

Community members are appointed by the program coordinator. Membership is generally for two years with reappointment possible by mutual agreement. In making appointments, the coordinator will seek a balanced representation on the committee of citizens from secondary and postsecondary education, business and industry, government agencies, and others where appropriate. There should be a student member on each committee as well as a graduate of the program. Membership also should take into consideration the equal opportunity posture of the Kentucky Community and Technical College System and consideration of the specific geographic service area of the college.

Advisory Committee Role and Functions

The program advisory committee is an advice-giving body assisting the program in meeting the needs of the community in a manner consistent with the college mission. In this context, the committee serves in an advisory capacity to the faculty and administration to ensure the program meets the needs of the community by providing graduates who have the necessary skills and knowledge for success in the workplace.

A. Operational Definition

Generally, the program advisory committee consists of a representative group of citizens selected for their knowledge, expertise, and ability to advise the college on the future direction of academic programming.

B. Committee Limitations

No program advisory committee shall serve in an administrative or policy-making capacity. The administrative and policy-making powers of the college rest with the administration and faculty. However, the advice given to the college by the committee can be used to initiate changes in program policies and procedures.

C. Committee Leadership

The leadership of the program advisory committee ordinarily will be exercised by the college program faculty. The members of the committee may organize themselves into a structure that suits their particular needs. Generally, this structure consists of a chair, vice chair, and recorder. The program coordinator should serve one of these major roles. The chair will call meetings to consider issues related to continued program improvement including assessment of educational outcomes. After all possible facts and insights have been gathered from the committee, the fundamental responsibility of leadership in the development of new programs and revision of existing programs rests with the administration and faculty.

D. Functional Guidelines

The functions of the program advisory committee will vary in scope resulting from the special qualities, needs, and objectives of the program that is advised. However, there are areas in which advisory groups have been found to be most useful. The areas delineated below are guidelines to enhance clarity of advisory committee function. Generally, the advisory committee will:

1. systematically assess and identify business and industry needs,
2. provide community-wide interpretation of program needs,
3. provide advice regarding curricular changes,
4. advise on continuing education/community service needs,
5. assist the college by providing information regarding the program,
6. identify potential students,
7. assist in placing cooperative education students and graduates,
8. contact official agencies, voluntary organizations, social and civic organizations, other groups and organizations in order to establish supportive relations and resource development,
9. promote the college program, philosophy, and concepts throughout the community, and
10. assist in assessment of educational outcomes and continued program improvement.

E. Committee Meetings

Program advisory committees normally have their initial meeting during the fall semester of the academic year. The fall meeting provides the opportunity to establish priorities for the academic year. The number of meetings held each year will vary with the type of committee. However, the committees shall have at least two formal meetings each year. The advisory committee may meet more often if necessary. The chair should receive consensus from the members on frequency and the schedule of meetings to be held during the academic year.

F. Guidelines for the Initial Committee Meeting

In planning the initial meeting, it is important for the chair to give careful attention to the following points:

1. all members should receive notification of the first meeting including the time and place of the meeting, length of the meeting, and information about parking;
2. arrangements for a suitable meeting place should be made;
3. all members of the committee are welcomed and introduced;
4. a chair, vice chair, and recorder should be elected;
5. the members should be oriented to the functions and objectives of the advisory committee by reviewing the Program Advisory Committee Handbook;
6. meeting dates should be determined for the remainder of the academic year; and
7. goals and activities for the academic year should be determined.

G. Minutes of Meetings

It is the responsibility of the chair to make certain the recorder keeps a written record of all committee action. The recorder of the program advisory committee should keep written minutes of meetings that document all suggestions of the members along with actions taken. Minutes should be prepared and distributed in a timely manner to each member of the advisory committee. Additionally, one copy of meeting minutes will be sent to the Deans of Academics.

Revised September 2015