

**Cuyamaca College Career Education**  
**Employer Advisory Board (EAB) Handbook**  
*Policies and Procedures*



C U Y A M A C A  
• C O L L E G E •

Revised June 2024



## **Cuyamaca College Career Education Employer Advisory Board Handbook**

### **Cuyamaca College**

900 Rancho San Diego Parkway  
El Cajon, CA 92019  
(619) 660-4000

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## Handbook Purpose and Maintenance

### Purpose

The Cuyamaca College Career Education (CE) Employer Advisory Board (EAB) Handbook provides the context and requirements for EAB development, maintenance, and record keeping. It outlines the need for connecting industry to campus, and a method for creating accountability across all stakeholders. While it was designed and authored by the Career Education (CE) Team on campus, the primary audience of this handbook is all Cuyamaca College faculty and staff across academic disciplines.

This document was adapted from the San Diego Community College District (SDCCD) Career Education Industry Advisory Committee Handbook document revised in 2020, and available online on their district Instructional Services Division Page under [Career Education and Workforce Development](#).

### Maintenance

Every two years, this handbook will undergo a comprehensive review. Updates will be submitted and distributed upon approval by the institution's Workforce Development Committee (WDC.)

## Career Education Employer Advisory Boards (EABs)

Community College Career Education (CE) programs provide hands-on training while building the comprehensive skillsets needed for success in the jobs of today and into the future. The main objective of career education instruction is to prepare students for gainful employment in industries that provide living wages, opportunities for professional growth, and economic success in the San Diego region. CE students are prepared and competent with the technical and 21<sup>st</sup> Century skills and knowledge necessary to meet the needs of employers, industry, and labor. CE Programs are thus inherently informed by and closely tied to industry.

Employer Advisory Boards (EABs) provide a forum for collaboration between academia and industry. They connect campus and community stakeholders and increase alignment between educators and industry. They primarily focus on educational program improvement, developing talent pipelines, and strategizing how to source students for both jobs and internships. They play an essential role in ensuring program content, materials, and equipment are aligned with industry standards and needs. Cuyamaca College leverages EABs to ensure our CE programs remain relevant in the larger, ever-changing work landscape.

### *Purpose of Employer Advisory Boards*

Employer Advisory Boards are needed to:

1. Ensure students are trained with the knowledge, skills, and abilities (KSAs) needed by employers.
2. Verify that curriculum design and improvements are industry-informed and aligned to current standards and workforce needs.

3. Maintain a continuous connection with industry for the benefit of students and the growth of a diversified student pipeline from education and training to employment.

Advisory Boards are maintained to institutionalize the knowledge exchange and feedback between educators and professionals in both public and private sector industry. They've been developed in accordance with California Education Code 8070, Article 3; which states, 'The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee (employer advisory boards) to develop recommendations on the program and to provide a liaison between the district and potential employers.' Cuyamaca College relies on faculty expertise and the assistance of employer advisory committees to identify competency levels and measurable student learning outcomes for courses, certificates, and programs (ACCJC Standard II.A.2.b).

#### *Cuyamaca Employer Advisory Boards*

In accordance with board policy, the Grossmont-Cuyamaca Community College District, Career and Technical Education (CTE) Programs are designed to provide students with the technical skills and knowledge necessary for beginning employment, retraining, advancement, and meeting labor market demand. The Chancellor, in keeping with Board Policy 2510, shall establish procedures related to the Career and Technical Education Programs which address:

- Establishment of an appointment process for related advisory committees;
- Provisions for documenting the competence of students completing Career Technical Education programs; and
- Written procedures mandated by The Federal Education Department General Administrative Regulations 2nd Ed.

(AP 4102 Career and technical education Programs)

Pursuant to the Carl D. Perkins Career and Technical Act of 2006, 'Each Career Technical Education Programs assisted with Section 131 or 132 funds must have extensive industry involvement, as evidenced by not less than one business and industry advisory committee meeting [employer advisory board] and planned business and industry involvement in program activities as described in the Guidelines for the 2008-2012 Local Plan for Career Technical Education and instructions for the annual application of funds.' (2008-2012 [CA CTE State Plan](#), Ch. 5 (2).)

If a certificate or degree program is coded as career education, then there must be an active advisory board associated with the program. Advisory boards may oversee one or more certificate or degree programs, organized by subject area, discipline, or by industry at the institutional level, the district level, or regionally. The Office of the CTE Dean is responsible for ensuring current advisory committee lists and meeting minutes are maintained for all career education programs.

Each program must identify the following:

- Location and process for electronic and/or hard copy maintenance of committee membership lists. Lists must be updated no less than once every two years.
- Location and process for electronic and/or hard copy storage of meeting agendas.
- Location and process electronic and/or hard copy storage of meeting minutes.

### *Employer Advisory Board Functions*

The primary functions of Career Education Advisory Boards are:

1. To study the educational needs of a specific occupational program and to make recommendations to the college program faculty and administration relating to these needs. Such recommendations may be included in the program's academic program review.
2. To interpret the program to the communities served and the communities' needs to the college.
3. To give specialized information and advice on technical requirements for the program's effective operation.
4. To provide channels of communication between the college and the various organizations and agencies of the community interested in the program.
5. To further a cooperative relationship between the college and the resource agencies of the community in support of the program.
6. To monitor, document, and discuss how students are progressing toward the competencies, objectives and student learning outcomes identified for the program(s).
7. To support a diverse workforce through the development and maintenance of a strong student pipeline from education and training to employment.

### *Authority*

Advisory committees make recommendations only.

The Board of Trustees carries the legal responsibility and liability for all career education programs operating in the Grossmont Cuyamaca Community College District (GCCCCD).

The line of authority, and therefore, accountability is as follows:

1. The Advisory Board Chairperson (CE Program Coordinator)
2. The Dean of Career Education (CE)
3. The Vice President of Instruction (VPI)
4. The President of the college
5. The Chancellor

### *Committee Structure*

The majority of the committee members must be industry and/or employer representatives. It is recommended that each advisory committee should strive to reflect the composition of the community's business, industry, or government sectors in the following categories:

- Company size – large, medium, and small companies.
- Employment Levels – executives, middle management, supervisors, technicians, laborers, etc.
- Ethnicity and gender – representative of the diverse student body and region.

### **Required Representation**

Cuyamaca CE Advisory Boards must maintain representation from the following groups:

1. Industry (Industry associations, SMEs, other professionals)
2. Employers
3. Career Education Program Coordinator and Faculty
4. Students and/or Alumni (*required for Perkins V*)

### **Additional Representation** (*Strongly recommended*)

- Career Education Administrator (Program Manager)
- Regional Employer Relations Liaison
- Professional Associations or Chambers
- Institution Counseling
- Institution Work-Based Learning and/or Job Placement Case Manager
- Four-year Institutions
- K-12 Representatives
- Noncredit or college faculty members

### **Informing and Assessing Membership Representation**

Cuyamaca Career Education Advisory Boards are asked to consider:

- Are employer/industry representatives diverse in size, scope, location, and type of company, as well as gender and ethnicity, minority-owned, etc.?
- Is the diversity of all committee representatives reflective of the diversity of the student population?

The following essential tasks should be assigned to one or more individuals.

Assignments should be made known to all committee members:

- Agenda development
- Note-taking/preparation of meeting minutes
- Meeting minute distribution
- Committee member list management

### *Responsibilities*

#### **Industry and Employers**

Industry and employer representatives are expected to:

- Attend meetings, participate in committee discussions, and serve on subcommittees as appropriate.
- Carefully study any problem before the committee and share pertinent feedback before committing to a final decision.



- Be available for consultation and willing to participate in relevant work-based learning events as appropriate during the academic year.

Advisory board members have the following responsibilities:

1. Curriculum Content Advisement

- a. Provide insight regarding curriculum and training needed for industry entry and success.
  - i. Do graduates possess the entry-level skills needed by employers?
- b. Advising on course content (not teaching method.)
- c. Forecast trends in the field for curriculum creation.
- d. Provide insight to be used within local program review process.

2. Career Guidance

- a. Engage in work-based learning (WBL) activities within the curriculum and outside the classroom.
- b. Help design opportunities for students to gain career experience while enrolled.
- c. Participate in and/or sponsor career events and activities like fairs, mock interviews, networking events, site visits, etc.
- d. Serve as guest speakers regarding job opportunities, professional guidance, and/or expectations of employers.
- e. Provide insights regarding internships and other work experience opportunities (mentoring, job shadowing, externships, apprenticeships.)

3. Other

- a. Provide insights and help establish standards regarding equipment and software purchases.
- b. Contribute to community/public relations for college and career education programs with the goal of increasing enrollment.
- c. Enhance professional development for CE faculty.
- d. May also provide financial, legislative, and moral support for CE program(s).
  - i. Reference the [SDCCD Industry Member Responsibilities Handout](#).

## **Discipline Faculty**

It is the College's expectation that Coordinators and faculty in the discipline associated with the advisory board will:

1. Submit items (ideas, questions) for advisory board meeting agendas.
2. Attend advisory committee meetings, participate in discussions, complete committee requests, and keep an open line of communication on the status of such requests.
3. Host and serve on committee subcommittees as appropriate.
4. Review and escalate curriculum changes recommended by the advisory board.
5. Assist in the development and revision of identified curriculum.
6. Keep a record of meeting minutes, board members, meeting attendees, and action items with deadlines.

### *Member Selection*

#### **Qualification of Advisory Board Members**

- Most industry representatives must be currently working within the field they represent.
- The Employer Relations Liaison will play a supporting role in inviting industry professionals to Advisory Board meetings, as requested by the faculty chairperson.
- Students and alumni members must be enrolled in, or graduates from the associated program.
- Members must have a genuine interest in improving the quality of the program.

#### **Chairperson**

- The Advisory Board Chairperson will be the CE Program Chair from the respective program. *For example, the Surveying Program Chair will serve as the Chairperson for the Surveying Employer Advisory Board.*
- The Chairperson is responsible for setting Advisory Board meeting cadence, establishing and sharing the agenda prior to the meeting, escalating and reporting on status(es) of action items, and setting the general direction of meetings.
- The Chairperson is also responsible for ordering refreshments for the meeting and submitting them for reimbursement through the Workday system. Refer to the 'Workday User Guide – How to Expense Refreshments' in the '[Resources](#)' section of this document.

#### **Procedures**

Recommendations for members may be made by department chairs, faculty, staff, current advisory board members, and the Employer Relations Liaison.

- There is no official limit on advisory board members, however; it is recommended to host between five and ten voting board members (industry representatives) per meeting to ensure adequate representation and perspectives are shared.

#### **Title V, Section 55601**

As mandated by Title V, §55601, 'The governing board of each community college district participating in a vocational education program shall appoint a vocational education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers.'

### *Subcommittees*

Ad hoc subcommittees may be established as needed and disbanded upon completion of the subcommittee's responsibilities. Subcommittees will report to the advisory board.

## **Committee Management**

### *Frequency and Format*

Cuyamaca College Employer Advisory Boards will convene no less than once per academic year unless required to meet more often as specified by accrediting agencies or by statute. Meetings may be held in person or virtually via video conferencing platforms.

The schedule and duration of meetings should be informed by industry schedules and time constraints. Meetings may need to take place outside of regular business hours or take place virtually to ensure industry attendance and convenience.

### *Quorum*

A quorum will be required to transact committee business and shall consist of a minimum of 4 voting members present; the vote of missing members may be obtained in writing.

If there is not a quorum, there are four options available:

- Fix the time to adjourn. Set the time for another meeting.
- Adjourn
- Recess
- Take measures to assemble a quorum -you may be able to recess until additional members can make it to the meeting or send out someone to round up absent members

### *Voting*

The committee's voting members will consist of full-time faculty, professionals from business, industry, or government currently employed in the occupational field or service. Participating part-time instructors, counselors, administrators, staff, and current students will serve as non-voting consultants to the committee. Alumni currently working in the field will be considered industry professionals and hold voting rights. Majority vote will carry a motion.

The following are typical items a committee might vote on throughout the year: recommendations for new courses or programs, recommendations for course or program changes/deactivation, recommendations for the purchase of new equipment, supplies, or software, recommendations for future grant funded activities and proposals. Votes are for recommendations only (See *Authority* section.)

## **Agenda Development**

Agendas should be made in consultation with or directed by the advisory board chairperson. Advisory board members should receive the agenda at least one week in advance and provide additions and/or feedback before the meeting. Meeting materials should be distributed before the meeting to encourage review and consideration before the convening.

Agenda Items can include the following:

- Changing occupational competencies (Knowledge, skills, and abilities.)



- Upskilling/retraining of competencies.
- Trends in specific occupational or labor market areas.
- New direction or emphasis for the curriculum or program.
- Equipment needs.
- Feedback on program completion metrics and new graduate performance in the field.
- Follow-up or status reports covering suggestions, recommendations, and/or assignments made at the previous meeting(s).

### Conduct of Meetings

- Each advisory board meeting will follow the proposed agenda.
- Each advisory action shall be placed in a motion, seconded, and voted on with [Robert's Rules of Order](#). For more specific information on Robert's Rules, please refer to 'Robert's Rules of Order – Simplified' on the '[Resources](#)' page.
- Written minutes shall be recorded at each meeting and distributed to board members afterwards.
- Suggestions, recommendations, and motions offered by the board will be forwarded for serious consideration and implementation if possible.
- All action items shall be followed up in a following meeting or email between meetings.
- The Advisory Board Chairperson will share decided upon action items and a follow-up survey directly following a board meeting with the voting members no more than five business days after the convening.

### Essential Topics and Committee Resources

Committee meeting agendas shall reflect the following topics areas:

- Industry updates and trends related to course content
- Recommendation for proposals and requests for funding
- Labor Market Information (LMI) provided by the region's Center of Excellence.  
*This resource is updated every two years and can be requested by the CE Dean.*
- Employer hiring needs – Current entry level or internship openings, desired knowledge, skills, and abilities (KSA's) for hiring.
- Work-based learning opportunities in the field or at the institution.
- Annual review of program goals, course sequencing, student success (completion and retention.)
- Assessment of committee function – accomplishments, action items and status(es), recommendations, and other byproducts of meeting.

### Required Committee Materials

- Committee member contact information (spreadsheets.)
- Meeting agenda templates and drafts.
- Meeting minutes template and prior meetings' minutes.

- Attendance/Evidence of participation (i.e., sign-in sheets.)
- Degrees and Certificates – including course outline descriptions and learning outcomes, should be made available to all board members.
- Degree and Certificate student data – including completions, success and retention, and demographics.

## Required Evidence

The [California Community College Program and Course Approval Handbook](#) requires:

- All new and required CE Programs must provide evidence of advisory committee recommendations including committee membership, minutes, and a summary of recommendations (*page 84 and 94.*)

### *Federal Perkins Program Requirements*

- Advisory committee recommendation for proposals and requests for funding. *Preferred evidence:* meeting minutes.
- Evidence of annual meetings. *Required evidence:* agendas and meeting minutes.
- Evidence of participation. *Required evidence:* Hard copy or electronic record of attendance. (i.e., sign-in sheets and/or video recordings.)

### *State Strong Workforce Requirements*

- Advisory committee recommendation for proposals and requests for funding. *Preferred evidence:* meeting minutes.

## Member Development and Maintenance

### *Seeking Employer and Industry Participation*

The San Diego and Imperial Counties Regional Consortium has designated [Employer Relations Liaison](#) (ERL) to each community college in the region. This ERL engages industry on the college's behalf to further the region's Strong Workforce goals and improve student employment outcomes. Cuyamaca College's Employer Relations Liaison can help faculty connect with relevant industry contacts and leverage their professional network to optimize advisory board participation.

### *On-Going Consultation*

Continuous feedback and communication are crucial for successful advisory board function. It is expected that each Advisory Board's Chairperson will share with members:

1. Updates on program activities, events, graduation, and news.
2. Confirmations of approved funding based on recommended proposals.
3. A direct line of communication for sharing their feedback with the institution.
  - i.e., job/internship opportunities, changes in the field or their organization's personnel, and/or accomplishments.

Documentation of employer or industry recommendations made outside of formal board meetings can be made through email.

### *Work-Based Learning Opportunities*

Work-Based Learning (WBL) is an essential component of ensuring employment readiness. Institutions are encouraged to engage employers and industry across the [work-based learning spectrum](#) to provide students with avenues for career exploration and hands-on learning. Including a WBL Coordinator and a Job Placement Case Manager on advisory boards helps support these connections and increases the likelihood of integration into relevant program requirements.

### *Recognition of Committee Members*

Participation on a Cuyamaca College Career Education Employer Advisory Board is 100% voluntary. No money, goods, or services may be exchanged for participation. Committee members are dedicating their time to convene as a group to provide guidance, advice, and insight.

The college encourages all institutional stakeholders to consider opportunities to honor or thank their advisory board members. Share advisory board accomplishments and highlight participants on program webpages, social media, and in institution publications and news. The Cuyamaca College Career Education Team also writes personalized ‘thank you’ notes for employer participation.

### *Professional Development for Cuyamaca Employees*

Institutions are encouraged to provide professional development opportunities to strengthen faculty and staff awareness of:

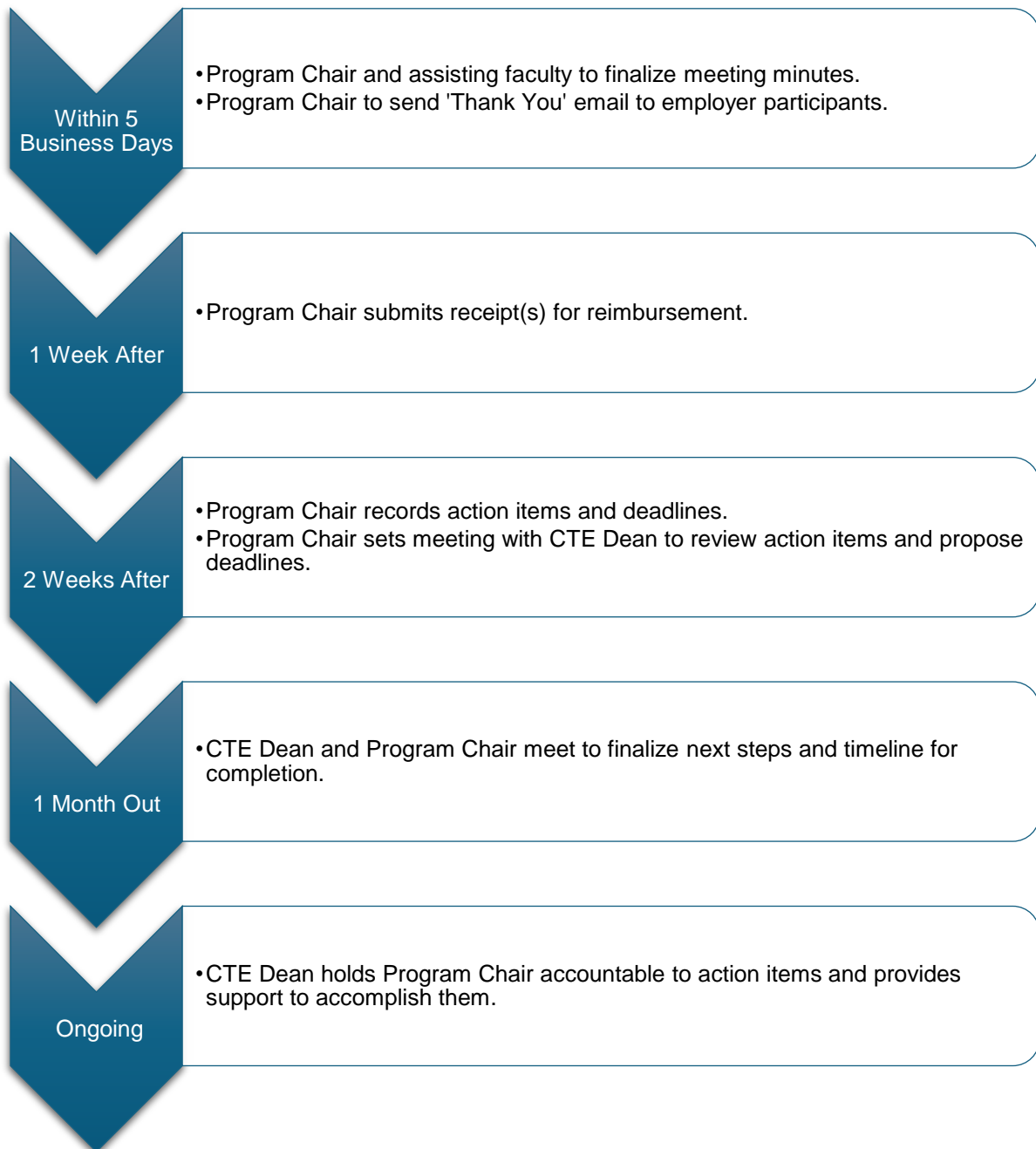
- Meeting management and facilitation
- Employer Engagement
- The importance of and requirements for CE Advisory Boards
- Fundraising
- Leveraging Handshake
- Program promotion and marketing
- Labor Market Information
- Networking
- Work-Based Learning Regional Professional Development Course



## Appendix A: Pre-Meeting Timeline



## Appendix B: Post-Meeting Timeline





## Appendix C: Checklists

### *Pre-Advisory Planning Checklist*

- ☐ Select Date
- ☐ Select Time
- ☐ Choose: virtual, hybrid, or fully in-person
  - ☐ If in-person, faculty should offer refreshments and appetizers
- ☐ Create Agenda items
  - ☐ Suggestion: the first agenda item – after introductions - should be a review of the course outline and meeting materials overview; that way participants understand context.
  - ☐ Suggestion: focus on one or two (maximum) topics to be advised on by EAB participants.
  - ☐ Suggestion: 2-hour meetings are the most productive as most participants are passionate and tend to get deep in conversation.
- ☐ Select industry professionals to invite (Partner with ERL for this task)
- ☐ Create invitation with RSVP link and send to industry invitees
  - ☐ Include proposed meeting agenda
- ☐ Once this preparation has been completed, refer to Appendix A for remaining steps.

### *Industry Contacts*

- ☐ The Program Chair is expected to share industry contacts with the ERL and CTE Team.
- ☐ In the Invitation/RSVP form, ask industry what topic(s) they are familiar with – Select topics that are in the programs course description.

### *Employer Folder Checklist*

- ☐ Folder should include:
  - ☐ Meeting Agenda
  - ☐ Course outlines (*i.e., courses specific to meeting*)
  - ☐ Any WBL opportunity flyers
  - ☐ Class schedule (*If relevant*)
  - ☐ Past EAB minutes (*If available*)
  - ☐ Program brochure

## Appendix D: Agenda & Minutes Template

### CE Advisory Board Agenda & Minutes Template

[Name of Program] Advisory Board Meeting

**Date - Time - Location**

**Committee Members:** Include Name and Department/Company for each person.  
For minutes, denote which members were in attendance.

**A. Introductions**

**B. Follow-Up from Previous Meeting**

1. Follow-up or status reports covering suggestions, recommendations, and/or assignments made at the previous meeting(s)

**C. Employer Updates**

1. Industry updates, forecasts, & trends
2. Employer needs
3. Trends in occupation & labor market data

**D. College Updates**

1. Action items for curriculum approvals
2. Equipment needs
3. Feedback on # of program completers and those who have been employed

**E. Partnership Opportunities**

1. Work-based learning & internship opportunities
2. Hiring & graduate connection opportunities
3. Equipment donations
4. Committee membership recruitment
5. Networking opportunities for committee members and students
6. Committee assessment – committee accomplishments, action items, and recommendations

**F. Roundtable & Next Steps**

1. Commitments and assignments for next meeting

**G. Next Scheduled Meeting:** Include Date/Time

## Resources and References

### Institutional Resources

[Workday User Guide – How to Expense Refreshments](#)  
[Robert's Rules of Order - Simplified](#)

### Regional Resources

[San Diego and Imperial Community Colleges Regional Consortium](#)  
[Regional Curriculum Recommendation Process](#)  
[SDCCD Perkins Resources](#)  
[Perkins Collaborative Work-Based Learning Toolkit](#)  
[Regional Workforce Technical Assistance Providers](#) - Region E

### [Districtwide Handouts, Templates, and Guides](#) (SDCCD)

[Industry Member Responsibilities](#)  
[Benefits of Serving on an Advisory Board](#)  
[Effective Meeting Practices Guide](#)  
[Employer Inquiry Guide](#)

Advisory Board Self-Assessments:

- [Partnership Assessment](#)
- [Roles and Responsibilities Assessment](#)

### [Work-Based Learning Community of Practice Resources](#)

Regional Work-Based Learning Professional Development- [Fall 2024 Course Registration](#)  
[Regional Work-Based Learning Resources](#) – COP Recorded Meetings  
[Expanding Work-Based Learning Experiences in the Region](#)

### State Resources

[California Community Colleges Program and Course Approval Handbook \(7<sup>th</sup> Edition\)](#)  
[ASCCC Presentations](#)

- [Effective Practices for Working with CTE Advisory Committees](#) (2019)
- [Advisory Curriculum and Connecting Students to Industry](#) (2019)

### [CA Workforce Pathways](#)

- [Guiding Policy Principles](#)