Clackamas Community College 2025

**Advisory Committee Handbook**

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# **Introduction**

For more than 50 years, Clackamas Community College has offered high-quality education and training opportunities, lifetime learning and robust student life programming.

The college believes in Education That Works. Whether you want to earn a degree or certificate, get an affordable jumpstart to transfer to a four-year university, or explore other possibilities, CCC has the services and classes to get you where you want to go.

Recognized for its committed, supportive faculty and staff, CCC offers programs and services in career technical, college transfer, literacy/basic skills, community education and business training to a diverse student body totaling more than 26,000 at three active campuses.

CCC fosters an open, collaborative decision-making process in which every voice is important. Staff, faculty and students actively contribute their views to help shape decisions and the culture of the college.

The college is governed by a seven-member Board of Education. Members are elected to four-year terms and represent each of the seven zones in the college's service district, which has approximately 320,000 people.

## **History**

In May 1966, following four years of work by a grassroots citizens' planning committee, 62 percent of the voters in the proposed district in Clackamas County supported the formation of the Clackamas Community College District. When students started enrolling for classes the following fall, Clackamas became Oregon's eighth community college.

Clackamas Community College opened with 93 part-time students taking classes at Gladstone High School, and by the end of the first school year, the college had added 600 more students. The college was briefly located at a campus on Warner-Milne Road, but by 1968 voters and the Board of Education approved the permanent site on 165 acres in Oregon City, and soon after broke ground on the CCC's first permanent home - the Clairmont Building. The college continued to grow and expand and was granted full accreditation in 1971.

The college community broke ground on the Wilsonville campus in 1991. Wilsonville was originally home to the college's high-tech manufacturing programs before partnering with PGE and Pacific Corp in 2000 and becoming the premiere location for utility-based training in the area.

The Harmony campus was established in 1988 and specializes in health sciences education from dental and clinical lab assisting to nursing, paramedics and more. In addition to Health Science offerings, the Harmony Campus is home to Community Education and the Small Business Development Center. Students can complete their AAOT, complete a four-year degree, work on their English skills or complete their GED. Harmony also offers full student services including testing, advising, registration and more.

In 2000, voters approved a $47 million bond measure to pay for six new buildings at the Oregon City campus to keep providing quality education and job training close to home for Clackamas County residents. Fourteen years later, the college again responded to community needs by asking voters to approve a $90 million capital improvement bond. The bond passed in November 2014.

With a steady focus on progress and community spirit, the college has grown to serve a diverse student body of wide-ranging ages, backgrounds and program interests, with more than 1,300 classes taught each term.

## **Accreditation**

Clackamas Community College is proud to have achieved and maintained formal accreditation through the [Northwest Commission on Colleges and Universities (NWCCU)](http://www.nwccu.org/). Our community college is recognized as an institution with high standards for performance, integrity and quality to merit the confidence of the educational community and the public.

This accreditation, from an independent, nonprofit organization recognized by the U.S. Department of Education, represents our voluntary and conscientious commitment to quality assurance and institutional improvement. Just like there are policies for students and staff, the college is upheld to a certain set of standards. As a formally accredited institution, you know that CCC’s mission, coursework, curriculum, processes and campus have been recognized by Northwest Commission on Colleges and Universities for commitment to quality.

## **Mission and Values**

**Mission**: Collaborate with students both in and out of the classroom to understand and respond to their needs and goals. As our community's college, we cultivate equitable, innovative, and responsive education.

**Vision**: Empowering individuals, strengthening communities.

**Values**: Learning, Equity, Student success, Community, and Belonging

**Code of Ethics**: To perform our jobs in a way that fosters personal growth and academic excellence, recognizes the inherent goodness of all people, models personal and academic integrity, respects diversity, and shows concern for the needs and feelings of others.

# **Advisory Committees**

Career and Technical Education (CTE) advisory committees play a vital role in ensuring that community college programs remain aligned with industry needs and workforce trends. Composed of local employers, industry professionals, educators, and community stakeholders, these committees provide valuable insights into emerging technologies, skill demands, and best practices. Their guidance helps shape curriculum development, enhance student learning experiences, and strengthen partnerships between the college and the local job market. By fostering collaboration between education and industry, CTE advisory committees help ensure that graduates are well-prepared for successful careers in their chosen fields.

## **Definition**

A CTE Advisory Committee is a diverse group of professionals representing various aspects of a specific occupational field. Members advocate for the needs of all learners in their region, including those who have historically faced educational disparities. By bringing together voices from business, labor, industry, trades, economic development, the community, and learners themselves, the committee provides a well-rounded perspective that supports student success and strengthens the local economy.

CTE Advisory Committees consist primarily of industry practitioners, employers, and supervisors, along with faculty and administrators involved in the program. They may also include students, parents, and high school educators, particularly when supporting dual enrollment programs. A strong advisory committee helps ensure that programs are well-resourced and designed to equip students with the essential knowledge, skills, and abilities needed for employment. All Associate of Applied Science (AAS) and Certificates of Completion are required to have a CTE program advisory committee.

## **Purpose and Function**

The overall purpose of the CTE Advisory Committee is to help programs and schools improve the quality of instruction and program outcomes. Advisory committees provide the linkage and relevance of the career technical program to their respective communities. Advisory committees inform, sanction, and discuss subject areas encompassed within the total program. Committees also provide advice about the directions and plans of educational programs. Success requires active participation and leadership from the committees. Various federal grants and agencies may require advisory committees for federal funding. The success of any advisory committee is more than the law, though, and is measured in terms of its direct effect on instructional programs.

Committee Members provide Advice, Assistance, and Advocacy:

* Assist educators in establishing, operating, and evaluating the CTE Program
* Serves the needs of the students, the committee, and the business/industry partners
* Provides expertise and insight about current and future industry and technology changes
* Advise or assist in curriculum modification, including revising course outcomes, proposing a new course or eliminating a course.
* Provide support with collecting data and information
* Advise and assist with updating facilities/budgets/student competencies
* Advise program on purchasing new instruction materials and equipment
* Review annual program assessment data
* Review and recommend program policies
* Develop short term and long-term goals for the program
* Suggest relevant industry professional development opportunities

# **Advisory Committee Organization**

Effective organization is key to a successful CTE Advisory Committee. A well-structured committee ensures clear roles, productive meetings, and meaningful contributions to program development. This section outlines the essential components of committee organization, including membership selection, duties, meeting schedules, and best practices for maintaining engagement and effectiveness.

## **Recruitment and Membership**

Advisory Committee members should reflect both the diversity of the community and a broad representation of business, industry, labor, and the profession. Their expertise and experience should align with the skills, knowledge, and professionalism relevant to the specific CTE program. CTE program advisory committees are to have a minimum of six members, the majority who represent the industry partners for the program. The recommended number of voting members is between six and fifteen. Program faculty and staff may participate as non-voting members, serving as valuable resources for the committee.

Committee membership should be drawn from a cross-section of stakeholders with interest and experience in a particular industry or occupational area. Examples include:

* Industry, such as experienced professionals, employer representatives, human resources managers, and trade associations;
* Labor representatives;
* Representatives of field experience (CWE) sites;
* Regulatory entities (where applicable);
* The college, such as program administrators, instructors, and academic and career counselors, work experience coordinators;
* Other educational systems, such as high school or university;
* Workforce Development Board representatives; and,
* Students/Recent graduates.

A diverse committee ensures a well-rounded perspective on key issues, leading to informed decisions and high-quality programs. While there is no universal guideline for all programs, administrators must consider any specific conditions or requirements set by accreditation bodies or other regulatory entities relevant to their programs.

## **Duties**

The advisory committee serves as a vital connection between the college and the local workforce, ensuring that programs align with industry needs. The committee makes recommendations to help the program:

* Understand the employment and educational needs of business, industry, labor, and the profession.
* Evaluate local and regional labor market demand for graduates.
* Equip students with up-to-date skills that meet evolving job requirements.
* Assess the relevance of curriculum and teaching practices.
* Advocate for the program and strengthen communication between the college and the community.
* Provide feedback, guidance, and support for various program initiatives and projects.
* Approve any significant program curriculum changes. Significant program curriculum changes include:
  + New Courses
  + Elimination of Courses
  + Changes to program or course student learning outcomes

## **Length of Membership**

CCC suggests a two-year term minimum to ensure continuity while gradually introducing new members. However, due to the position of some key stakeholders, membership may be ongoing with no set term limit. Asking recruits to commit to a set term fosters engagement and stability. A declining membership can weaken the committee’s effectiveness, making sustainability challenging. Additionally, establishing and adhering to a meeting schedule at the start of the year strengthens member commitment. Frequent changes to meetings or agendas can lead to disengagement, ultimately reducing the committee’s impact.

## **Meetings**

Agendas are required for all Advisory Committee meetings. Discussions should remain focused on the agenda, with efforts made to engage all members. CCC suggests sending the draft agenda out at least a week in advance of the meeting, allowing for members to submit agenda items. Time should be allocated for open dialogue on the program’s strengths and areas for improvement. The committee chair should facilitate balanced discussions, leveraging the expertise of all members while preventing any single individual, including school officials, from dominating the conversation.

CCC requires that minutes are taken during all Advisory Committee meetings and distributed to members. CTE program advisory committee membership lists, agendas, and minutes are to be stored with the associated Division Dean Office.

Establishing Meeting Ground Rules  
Setting clear ground rules ensures that all members understand the expectations for how meetings will be conducted. These guidelines should be reviewed and agreed upon annually, then documented in the committee handbook.

Common ground rules may include:

* Encouraging equal participation from all members
* Promoting open and respectful sharing of ideas
* Offering constructive suggestions rather than negative criticism
* Maintaining focus on the agenda and adhering to time limits
* Communicating concisely and effectively

Role of Faculty and Program Administrators  
The program teacher, faculty, or director plays a key role in advisory committee meetings by:

* Providing relevant information and clarifications to members
* Listening to the committee’s recommendations and feedback to support program improvement

## **Communication, Meeting Logistics, and Best Practices**

Advisory committee meetings provide members with an opportunity to engage with program personnel, evaluate the learning environment, and assess progress toward program goals and initiatives. To maximize efficiency, meetings should be well-organized, with a focus on meaningful discussions and decision-making. Providing materials, including agendas, in advance via email or other digital platforms allows members to review information beforehand, ensuring that in-person or virtual meetings remain interactive and productive.

### Meeting Frequency

CTE program advisory committees are required to meet once per academic year at a minimum. According to best practice, two or more meetings per academic year are preferable.

### Attendance Requirements

Member attendance should be monitored, and those who are unable to meet participation expectations should be replaced to ensure an active and engaged committee. Additionally, inviting institutional leaders—such as chancellors, presidents—reinforces the significance of the committee and its role in shaping the program’s success. These meetings provide an opportunity for members to offer feedback on institutional challenges affecting the program’s effectiveness.

### Student Engagement

Committee members appreciate interactions with students. Inviting students to meetings for presentations, mock interviews, or discussion panels can provide valuable insights and opportunities for mentorship.

Scheduling and Duration  
Meeting times should accommodate business and industry members and be scheduled well in advance. Regardless of the time, providing light refreshments is often appreciated. Meetings should prioritize quality discussions over length, typically lasting one to two hours. It is important to allocate enough time for meaningful dialogue while being mindful of members’ schedules.

Meeting Location  
The meeting location should be convenient for the majority of members. Options may include educational institutions, businesses, or local venues such as restaurants. Remote meetings, such as via Zoom, may promote participation due to ease of accessibility. Regardless of the location, ensuring timely communication about meeting details is crucial.

Utilizing Subcommittees  
Subcommittees are an effective way to address specific issues without consuming full committee meetings. These smaller groups can research topics, develop recommendations, and present findings for discussion and decision-making. This approach helps streamline meetings and keeps discussions focused on actionable outcomes. However, please note that subcommittee meetings do not replace the one required advisory committee meeting each year.

### Engagement between Meetings

Ongoing communication and engagement between meetings are essential to the success of the advisory committee and the program. Opportunities for involvement often arise during meetings, requiring follow-ups to maximize their impact. Keeping members informed about program updates, changes, and accomplishments resulting from their contributions reinforces the value of their participation and encourages continued engagement.

Additional ways to maintain communication and involvement include:

* Inviting members to or sharing details about Career Education-related events, such as industry conferences, community outreach initiatives, career fairs, and student recruitment events hosted by the college or external organizations.
* Providing relevant studies, industry reports, or emerging news to help members stay informed about trends and advancements in their field.
* Sharing job opportunities, internships, and other workforce connections.
* Hosting professional development opportunities, such as faculty trainings and externships, to strengthen collaboration between education and industry.

# **Advisory Committee Membership**

Advisory committee membership is key to ensuring Career and Technical Education (CTE) programs remain relevant and responsive to industry needs. This section outlines membership criteria, roles, and expectations to help establish a strong and engaged advisory committee that supports student success and workforce development.

Advisory committee members are expected to:

* attend meetings regularly
* suggest agenda items
* carefully study any issues before the committee in order to participate fully in meeting discussions
* serve on subcommittees as requested
* follow through on assignments
* become thoroughly familiar with the educational program
* respect the rights and opinions of other advisory committee members
* notify the chair if unable to attend a meeting
* occasionally help with fundraising efforts when appropriate

## **Characteristics**

In order for advisory committees to operate optimally, the following characteristics are expected in its members:

* **Participation:** to offer considered advice, opinions, ideas, and recommendations about the work of the committee in a climate that respects individual input and attempts to reach consensus on appropriate issues.
* **Preparation:** toprovide pro-active vs. reactive responses to issues and projects based on thorough preparation prior to meetings.
* **Professionalism:** toexhibit professional expertise, to ask for assistance where needed, to balance the needs of the educational program and the profession, to become thoroughly acquainted with the career-technical program, and to maintain confidentiality where appropriate.
* **Commitment:** toserve as a resource to the college through the career-technical program, to make the committee a time priority, to share information openly, and to develop new initiatives to benefit students, the program, and the college.
* **Entrepreneurism:** tofoster development of partnerships, to obtain resources, and to recommend new and innovative ways to increase public awareness of the high school, college, and community-based training programs.

## **Member Benefits**

##### All committee members can expect:

* **Professional satisfaction:** from visible public service on a committee that impacts both education and the occupational field. Members contribute to creating a relevant career­ technical program that serves students effectively. They serve as role models of their profession and mentor new colleagues into the field while building their own network of professional relationships.
* **Citizen satisfaction:** bymonitoring and participating in hands-on decisions related to spending federal, state, and local funds wisely to build a skilled work force. Members increase their own awareness of the infrastructure and governance of the college and community.
* **Personal satisfaction:** fromcontributing ideas and making a difference, from receiving personal recognition for the investment of time and effort and from increasing the effectiveness of a profession that reaches beyond one's own company or agency. Members have the opportunity to grow personally in their knowledge of meeting management, group process, and systems thinking, thus leading them to their own "next" career step.

College and program benefits are significant. The establishment of an active, concerned advisory committee has an impact on the instructional program, students, placement, resources, assessment and evaluation, professional development and recruitment.

# **Appendix A: Potential Members**

## This is a list of ideas of potential members for Advisory Committees:

|  |  |
| --- | --- |
| **Stakeholder** | **Role of Member** |
| Program Director | Plans, coordinates, facilitates meeting  PD oversees program operations and is knowledgeable of accreditation requirements. Keeps faculty and stakeholders up to date on accreditation status, program needs, and assessments |
| Program Faculty (full-time and part-time) | Provides curriculum/course insight  Faculty who currently teach in program and support operations provide valuable PLO assessment feedback and recommendations |
| Non-Program Faculty (full-time or part-time) | Provides a different perspective and insight  Faculty who teach in a different program at CCC with similar needs, requirements and/or industry may be a great thought partner |
| Career Pathway | Provides support related to student funding, opportunity to share information, resources  All CTE programs should consider career steps/paths and potential alignment for student support/success. Support related to providing “stackable” credentials |
| Advising | Support prospective students and currently accepted students with academic planning and support  Provides input regarding academic student planning, and what support students seek prior to applying to program |
| Student | Critical stakeholder  As the most valued stakeholder, students have the opportunity to provide important feedback. Student(s) can represent the cohort and provide feedback during committee meetings (e.g., reports, presentations, survey results, etc.). |
| Administration | Provides support for program and advocates requests  Staffing needs, Unit Plan, budgets, grants, etc. |
| Adult Skills (ABS) | Provides connection to GED students  Student recruitment, support, IET assistance, feedback and recommendations for student success |
| Librarian | Resources for student learning  Maintains electronic supplemental resources on the program “subject guides” on the library home page, copies of program textbooks, faculty requested library support |
| ESOL | Provides connection to ESOL students  Student recruitment, feedback and recommendations for prospective and currently accepted program students where English is a second language |
| Workforce Development Advisor | Resources and support  Student recruitment and program support for prospective students and currently accepted program students |
| Employer - HR | Student/graduate employment efforts  Assist in connecting graduates and soon to be graduates to employment opportunity |
| Employer – Clinical Placement | Student placement efforts  Assist in securing students' seats for program required clinical experience |

# **Appendix B: Recruiting**

## **Sample Invitation Letter**

Date

Ms. Linda Edwards, Deputy Mayor

Portland City Hall

1221 SW 4th Ave #340

Portland, OR 97204

Dear Ms. Edwards:

You have been recommended for membership on the Clackamas Community College Advisory Committee for the Business program. The committee is composed of business, industry and civic representatives from the community. The goal of the committee is to improve career and technical preparation for students by developing closer cooperation between business and education. Your knowledge of training needs and worker competencies would be valuable to the program.

There will be at least one meeting a year. I will contact you later this week about your potential commitment and to answer any questions you may have.

We invite you to become a member of the advisory committee. We look forward to working with you to advance the goals of our program and broaden opportunities for youth in the community. If you need additional information, please feel free to call me at 503.555.0000.

The committee looks forward to working with you.

Sincerely,

Jane Doe, Business Lead

Clackamas Community College

## **Sample Confirmation Letter**

Date

Mr. John Busher, Owner Cellular World

10011 Colfax Portland, OR 97210

Dear Mr. Busher:

Clackamas Community College thanks you for your willingness to serve on the Advisory Committee for the Business program. Your experience in this field and active participation on the committee will contribute significantly to our effort to offer the best Business program possible.

I will follow up to provide you with a tentative agenda and other materials. This meeting will help you better undertand the role of the committee and how you can contribute. Thank you for your interest in Career and Technical Education.

Sincerely,

Jane Doe, Business Department Chair

Clackamas Community College

**Sample Thank You Letter, Non-Selected Applicant**

Date

Mr. Don Johnson, Assistant Vice President Honeywell Corporation

134 South 36th Street

Portland, OR 97210

Dear Mr. Johnson:

Thank you for your willingness to serve on the Industrial Technology Program Advisory Committee. At this time, the current board member positions have been filled. Although you were not selected to serve on the board, I invite you to participate in the meetings and provide your feedback on strengthening our program.

I have enclosed the schedule of meetings for the year as well as the first meeting agenda.

Sincerely yours,

John Doe, Industrial Technology Instructor

Clackamas Community College

# **Appendix C: Meetings**

## **Agenda Sample**



**Meeting Date:** Monthname 00, 20XX

INDUSTRIAL TECHNOLOGY ADVISORY COMMITTEE CENTRAL

ITC 204, 2/22/25, 7-9 pm

Call to Order

* Committee Chair

Welcome and Introduction of Member and Guests

* Committee Chair and Program Instructor

Approval of Minutes Role of the [Industrial Technology] Advisory Committee

* Committee Chair

Overview of the [Industrial Technology] Program and Tour of Facility

* Instructor

Unfinished Business

* Report of Response to Previous Committee Recommendations
* Update on Program of Work for Year

New Business

* Discussion of a Program of Work
* Establish Time, Date and Location of Next Meeting
* Assess Equipment and Facilities

Scheduling of Next Meeting

* Committee Chair

Adjourn

## **Minutes Template**



**Meeting Date:** Monthname 00, 20XX

|  |
| --- |
| **Template for Minutes** |
| **Date of Meeting:** |
| **Members present**: |
| **Members absent:** |
| **Others present:** |
| **Call to order:** |
| **Previous Minutes Approved:** *Motion by: Second by:* |
| **Unfinished business: Action Item-***Motion by: Second by:* |
| **New business: Action Item-***Motion by: Second by:* |
| **Adjournment:** |