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**Suggested Practices with CTE Advisory Committees**

**Summer 2017**

**Introduction**

CTE Advisory Committees have been a requirement of CTE curriculum for a long time, however, their input is increasingly important. Towards that end, this document has been prepared to suggest approaches to running an advisory committee meeting, recording minutes from these committee meetings, and employer surveys.

WHY? The submission of curriculum proposal packets for approval to both the Desert Regional Consortium and to the Chancellor’s Office have become increasingly detailed. CTE programs are now requested to include information about and from their advisory committees as never before. The review process and scrutiny of CTE proposal packets in intense.

In an attempt to help Chaffey CTE faculty contribute meaningful information regarding their advisory committees, this document has been created to guide discussions and produce required information for CTE curriculum proposals. Proposal packets now must include copies of advisory committee minutes, with the names and occupations of those in attendance. Discussions and recommendations of the advisory committee must be included in the minutes to support the proposed curriculum.

In addition to advisory committee minutes, the CTE proposal packet now requires an “employer survey.” What should be included in an employer survey? What questions should be asked?

This document begins to answers questions regarding suggested practices with advisory committees.

**Advisory Committee Meetings**

**Who Should Serve on Advisory Committees?**

Local/regional industry representatives and college faculty. Think of who might be prospective employers of our graduating students. When appropriate, faculty from feeder, four year institutions might be appropriate. Local faculty in the discipline/field, both full and part-time, are appropriate advisory committee members. There is no set number of advisory committee members. You will need enough people to have robust discussions about the future of your program.

**What to Discuss with Your Advisory Committee Meeting?**

Well, curriculum is a great place to start. Has a suggested arisen for new courses, certificates or degrees? Advisory committee and Sector/Deputy Sector Navigators are now considered to be guides for industry demands. Our curriculum needs to reflect these industry demands. Please be detailed when recording conversation about courses, certificates and programs. List either course concepts for new course proposals, or course changes for changes to existing curriculum.

You may also want to ask your advisory committee members if they are aware of any industry studies recently published – and documents or brochures – which they might be able to bring along to share with the group to help inform the discussion about trends within your discipline.

Also remember that these advisory committee discussions can help inform the completion of your Program and Services Review (PSR).

**Where to Meet?**

There are no set requirements for where to meet, however, the location should be easily accessible to all those attending. Have fun!

**How Often to meet?**

There is not set number of times an advisory committee must meet, nor is there a specified time of year to hold the advisory committee meetings. Frequency and time of meeting should reflect the needs of the discipline for which the advisory committee has been formed.

**Recording Minutes**

Advisory Committee minutes MUST be recorded. The minutes must include the following:

* + Date of Meeting
  + Location of Meeting
  + Names of Attendees and Occupations/Businesses Represented

It is suggested to ALWAYS prepare an agenda. No one likes to waste their time coming to a disorganized meeting. Agenda help organize information and guide discussions. An agenda will also give attendees some idea as to the time commitment for the meeting.

**Curriculum** should probably always be included on your agenda, especially is faculty are pondering modifications to existing curriculum or new curriculum. This includes **courses, certificates and degrees**. Your minutes MUST reflect recommendations or advisory committee actions (as in votes) supporting curriculum modification or creation. Equipment purchases are also a good thing to discuss with your advisory committee. Their input can assist with your purchase requests during PSR time!

The regional consortium will be looking for these recommendations in your minutes, as well as the Chancellor’s Office when they read the curriculum proposal for approval. There is an example of advisory committee minutes included in the addendum to this document.

As a suggested activity during your Advisory Committee meeting – distribute copies of the Course Outlines of Record and ask members to highlight content, objectives and phrasing in the course/certificate/program descriptions which are especially relevant. Line-out material which is not so relevant. This is a good way to record input from these potential employers of our students.

**Employer Surveys**

**Why?**

An employer survey supports the growth of new or existing businesses and to identify opportunities to assist with workforce development needs in the Inland Empire. How do businesses hire employees, or what do employers value when interviewing potential employees or how does educational attainment affect hiring decisions?

**What to Include?**

Here are some sample areas to include in an employer survey:

* **Business Recruitment Practices**: How does your advisory committee member’s business recruit?
* Word of mouth/networking
* Online application
* Staffing agency
* Internships
* Online advertisement
* Print advertisement
* Other
* **Importance of Education Level for Employment**: How important are the following levels of education for employment at your advisory committee member’s business?
* High school or equivalent
* Vocational certificate
* Industry recognized certificate
* Associate degree
* Bachelor’s degree
* **What skills and training are required for employment at the advisory committee member’s business**?
* Previous work experience
* Technical skills
* Soft skills
* Post-secondary education

* **What skills do your advisory committee members feel their current employees lack?**
* Written communications
* Leadership
* Critical thinking
* Computer applications
* Problem solving
* Creativity/innovation
* Oral communication
* Self-direction
* Professionalism/work ethic
* Teamwork/collaboration
* Any others not listed

A list of additional skills which employers feel their employees are lacking within the Inland Empire was compiled by the Centers of Excellence for Labor Market Research, Desert/Inland Empire Region. These skills include:

Ambition

Basic letter and envelope writing, handling of money

Basic life skills such as cooking healthy meals, and speaking about personal lives to patients

Basic math

CAD/CAM FEA software training, e.g. Solidworks, MasterCAM

Cannot stress enough that too many people in the workforce have the writing skills of a fourth grader…

Client interaction

Common sense

Community leadership

Once you have administered your employer survey, you will want to tally up the percentages of your responses and present this information in either a word document or a spreadsheet for a professional presentation.

Our thanks to the Centers of Excellence which provided suggested material for the Employer Survey in their publication, *Small business Survey in the Inland Empire and Low and High Desert Regions,* November, 2014.



ADVISORY COMMITTEE CURRICULUM MINUTES

DATE:

LOCATION:

THIS SHEET MUST BE ATTACHED TO THE INFORMATIONAL PACKET SENT TO THE REGIONAL CONSORTIUM AND PROPOSAL PACKET SENT TO THE CHANCELLOR’S OFFICE

**Chaffey College Mission Statement**

***Chaffey College inspires hope and success by improving lives and our community in a dynamic, supportive, and engaging environment of educational excellence where our diverse students learn and benefit from foundation, career, and transfer programs.***

**PART I.**

**In your opinion, how does the proposed award fit into this mission statements in the following areas:**

**Appropriateness to Mission**

*Course, certificate or program of study must be directed at the appropriate level for community colleges; must address a valid transfer, occupational basic skills, civic education or lifelong learning purpose; and must provide distinct instructional content and specific instructional objectives.*

**Need**

*Must provide need for the course in the college service area;*

**Feasibility**

*Must fulfill the requirements of the local curriculum approval process which includes careful scrutiny by faculty and administrators at the originating college; approval within the local districts as well as on a regional level (occupational); course should also be consistent with requirements of accrediting agencies.*

**Compliance**

*Design of the course is not in conflict with any law, including both state and federal laws, and both statutes and regulations*

**PART II.**

**Advisory Committee Comments Regarding the following:**

**Course/Certificate/Program Preparation**

**Pre-requisites/co-requisite**

**Unit Total**

**Employability Once Completed with Coursework at Chaffey**

**PART III.**

**ADVISORY committee NAMES AND JOB TITLES**

ADDENDUM A

Sample Advisory Committee Minutes:

Advisory Committee Board Members

Broadcasting & Cinema Five Certificates

Minutes from Electronic Meeting from 10/15/14

Participants:

Yajaira Lopez, Cal St. Northridge Cinema and Television Arts Major

Dolores Jenerson-Madden, Broadcasting and Cinema Specialist Chaffey College

Olivia Klaus, Documentary and Independent Producer

Don Schroeder, PhD, Producer/Director/Writer

Neil Smith, CEO of LumaForge, IT Consulting and System Integration Company

Question: Please provide your rationales for approving the 5 Certificates in Broadcasting and Cinema?

**1) Motion Picture Production Certificate of Career Preparation**

Rationales for Approval:

1. This certificate will provide the future generation of the motion picture industry. By providing such a hands on experience for students, a new wave of production crews, producers and directors will emerge being prepared for all tasks on and off set. By getting hands on experience with film stock will not only teach the traditional aesthetics and history of the motion picture industry, but also provide students with a solid foundation that can be adapted toward a more digital technology as well.

2. Survey of American Cinema (CINEMA26) is important for this certificate so that the student has an understanding of the history and development of cinema in the U.S. Without this course, the student would not be conversant with the many elements of cinema.

3. Beginning Motion Picture Production (CINEMA30) is the core practicum in filmmaking. Its theory and practice are essential to a career in motion picture production.

4. The Motion Picture Certificates course in Postproduction for Broadcasting and Cinema (BRDCAST70) covers the basics of editing, postproduction sound, and visual effects, each of which are essential to understanding the complete process of cinema production.

5. A good course for the Motion Picture Certificate is Producing for Broadcast and Cinema (CINEMA80) is an overview of the processes and procedures necessary to produce for television and cinema. It’s content would be important groundwork for a career in motion picture production.

6. It is a bonus that Chaffey College continues to offer Cinema 30, The Beginning Motion Picture Production course where students actually shoot using film cameras, because it teaches the students what actual film looks like in comparison to the video world the majority of them have grown up in.

7. The Cinema 80 Producing for Broadcast and Cinema class is as essential if not more important than learning to shoot the camera, because it covers all of the elements that producers and some of the work of the Director and 1st Assistant Director, which some of the students aspire to occupationally.

8. Cinema 20, the Screenwriting course is important because you can’t create a movie if you don’t have a script. The entire production of any film, short or long form is based on a well-written script. Multiple departments rely on the contents of the script to accomplish their work.

9. Receiving a Motion Picture Production certificate is important because film companies

look for individuals with the exact experience needed for their projects. This program gives students the opportunity of working with equipment that is used in several companies today. The projects in this program will make students explore the different fundamentals of motion picture production. Overall, this certificate will prepare them for not only motion picture production, but for any production.

**2) On-Air Radio Production Certificate of Career Preparation**

Rationales for Approval:

1. Introduction to Electronic Media (BRDCAST3) is an introduction and exploration of TV, Radio, and the Internet. It offers an understanding of radio station economics, broadcast and Internet distribution of radio content.

2. Beginning Audio Production (BRDCAST55) offers the basics of running an audio production studio, including microphone selection, audio board operation, and basic sound mixing. It is the foundation of the process of on-air radio production.

3. Beginning Radio Production (BRDCAST 67) covers the basics of producing a radio program, including preparation, FCC rules and regulations, and broadcast protocols. It also offers a practicum in radio broadcasting, which permits students to produce an actual radio program on Chaffey’s own radio station.

4. Excellent radio production is as intensive as film and video production, though with considerably fewer positions. Thus the Broadcast 80 course includes not only in its title, but also in its content producing for Broadcast, which radio was one of the first venues.

5. It is very technical so the Broadcast 67 class is a basic foundation to both on-air and sound engineering for radio broadcast. The fact that each student produces a 1-hr radio program and is not only the on air talent but also their own engineer is very impressive, though it does increase the amount of knowledge that they need to acquire. It is good that this course is a 3-unit course with an associated lab.

6. The Broadcast 3 course is necessary for students to learn the place of Radio in the entire electronic media spectrum.

7. I currently work in the marketing department for a radio station. In the radio station disc jockeys train interns who want to be on-air. These are interns who do not have a strong experience in on-air radio production. This certificate will give students an advantage over other individuals. I know that courses for this certificate will give them the exact radio experience needed for on-air radio production.

8. Having hands-on, on-air experience with the on campus radio station is priceless. Not only will students learn the foundations of having working through programming and solutions in a real world setting, but also establish the foundation of the format to then be able to expand into a digital and satellite based radio production process as well.

**3) Post Production Editing Certificate of Career Preparation**

Rationales for Approval:

1. By providing students access to various editing platforms will prepare them to be able to handle any set up for post-production work upon graduation. By providing students with actual projects to be completed, it will provide them the scope of steps that it takes to not only edit a polished project but also troubleshoot solutions that come up on every project from lack of footage options, to sound quality issues that come up, to music selection for setting the tone of the project, to color correcting to help improve the imagery of the project, and beyond.

The most used term in production - "we'll just fix it in post" - makes this certificate vital to ensure students are prepared for their current and future projects to come up with solutions that fix the many mistakes made throughout the filming and production process of a project before it ever hits the editors hands.

2. Required Education to become a Video/Film Editing Assistant. There are several degree programs in film and video editing that will help one's resume and chances of getting noticed. Students must take classes that will help them master computer programs like Final Cut Pro and become experienced in using Apple computers if they wish to stand out from the pack. Potential video editing assistants must also be comfortable with video and lighting equipment because they may be used in varying roles on a film set.

3. Careers and Economic Outlook.

Video editing assistants' salaries vary depending on the size of the project - the larger the project, the larger the budget. For comparison, the average annual salary for a video editor was $64,060 as of 2012, according to the U.S. Bureau of Labor Statistics (www.bls.gov); assistants would have a lower salary than this. PayScale.com reported in March 2014 that video editors with 0-5 years of experience earned a median salary around $36,000, which would be closer to an assistant's earnings. Many video editing assistants see their position as a stepping stone to moving up the ladder and becoming full-time editor or, in some cases, director.

4. Given the information cited in the content above, it is important that students earning the Post Production Editing Certificate have a well-rounded approach to a variety of skills, as well as exposure to multiple editing applications. The editing and special effects applications should include: Final Cut Pro, Adobe Premiere, AVID Media Composer as well as a basic understanding on After Effects, Photoshop, and Cinema 4D (for actual 3D aspect) needed in motion graphics.

5. I would recommend that in addition to the Cinema 22 Introduction to Media Writing that students be required to take a course that focus on screenwriting for the film industry, such as Cinema 20 Screenwriting – Cinema. Editors need to be able to understand the script and follow it in the storytelling aspect of editing any film, in particular narrative projects.

6. Introduction to Media Writing (CINEMA22) offers students an introduction to the fundamentals of various media formats. Without this understanding, the student would not be prepared to provide postproduction services such as editing or formatting to these various outlets.

7. Postproduction for Broadcasting & Cinema (BRDCAST70) offers students the fundamentals of editing and other postproduction processes that are essential to finishing media programs. Students gain hands-on knowledge of the essentials of editing.

8. Survey of American Cinema (CINEMA26) and Survey of World Cinema (CINEMA25) provide a broad overview of the history and genres of cinema. Without this fundamental understanding of the cinema art form, students would be under-prepared to enter a career in postproduction.

9. The best way to learn the practical aspects of any production or postproduction process is an internship where the student is physically involved in the actual work of filmmaking. Internships course Cinema (CINEMA96ABCD) offers this invaluable opportunity.

10. In the industry Post Production Editing is just important as filming. Students must know how to make the film better by editing. This program will teach students editing software and tools. Mastering postproduction editing will help students become skilled editors. Overall, a certificate in Post Production Editing is rewarding because students will be prepare to work in the industry as an editor.

**4) Screenwriting Certificate of Career Preparation**

Rationales for Approval:

1. The Screenwriting certificate is not only the most creative one to provide, but also the most vital for the entertainment industry. By preparing students to create the stories that will be the future box offices and television successes is a huge opportunity to ensure that quality, thought provoking, and compelling ideas go from paper and picture. These courses provide students who have the ideas and passion for writing, to know the theories, structure and genres that can hone in talents for success.

2. Screenwriting - Cinema (CINEMA20) is the fundamental class in this certificate path. It offers the basics of writing for the screen including structure, dialogue, script formatting, and character development.

3. Survey of World Cinema (CINEMA25) and Survey of American Cinema (CINEMA26) give the students a broad understanding of the history and genres of cinema art. This understanding is crucial for the student who wishes to pursue a career in screenwriting.

4. Beginning Motion Picture Production (CINEMA30) provides students with an understanding of the practical processes and procedures of filmmaking. This knowledge is essential for the student who wishes to write screenplays for this art form.

5. The inclusion of the World cinemas and American cinema survey courses provide students with a required background and understanding of how storytelling is effective and ineffective in the realm of screenwriting as a form of storytelling.

6. The fact that students are exposed to Cinema 22 is essential due to the explosion of new media and mobile communications and is a strong companion with the Cinema 20 Screenwriting course.

7. In practice most screenwriters have actually little to no hands on experience operating a camera and setting up lighting and doing basic editing, all of which the Cinema 30 Motion Picture Production course provides.

8. When entering the industry or undergraduate program individuals are expected to have experience in screenwriting. Becoming a screenwriter requires knowledge, hard work, and creativity. Taking several courses in screenwriting will prepare students of what is required in the industry. A certificate in screenwriting will make students into solid screenwriters.

**5) Television and Video Production Certificate of Career Preparation**

Rationales for Approval:

1. By providing students with the single and multi-camera experience of production, not only prepares them for television production work, but also is vital to explore several expanded paths toward documentary, non-profit and corporate employment opportunities.

2. I highly recommend Cinema 80 Producing for Broadcast and Cinema a required class, rather than an option of three classes.

3. Broadcast 60 Beginning Single Camera Production course would correlate well with the Broadcast 62 Beginning TV Studio Production course, and a new Studio production course focusing on another element of TV Studio Production.

4. With the training in this certificate, students have a better opportunity of getting internships and beginning jobs at cable TV facilities and Internet video programming upstart companies.

5. The student who wishes to prepare for a career in TV and Video Production must have a basic understanding of not only the processes involved, but also the equipment and procedures for actual video production. Beginning Single Camera Production (BRDCAST60) covers this information for the student who wishes to make TV and video programs using the single-camera technique, a ubiquitous process in production.

6. Similarly, an understanding of multi-camera production as is offered in Beginning TV Studio Production (BRDCAST62) provides the basics of TV and Video production in a TV studio where students get hands-on experience using studio cameras, TV switchers, graphics generators, sound console operation, lighting, and procedures for producing live programs.

7. High Definition Cinematography (BRDCAST74) offers the student practical knowledge and experience with high definition video equipment that is the format for all TV and video production today. With this knowledge, the student would be prepared to pursue a career in TV or Video Production.

8. A certificate in television and video production will prepare students for any career

opportunities. A majority of jobs today require experience in production. Students must know what they are doing and expected when working on a project. Also, currently companies of different industries are looking for people who have experience in television or video production. Companies are using marketing tools to promote their products and services. An important marketing tool is video production. Not only will student have opportunities in the entertainment industry but also they will have opportunities in other industries.