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Letter from the President

Dear Advisory Board Members:

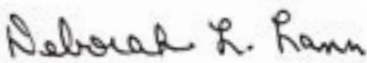
Thank you for agreeing to serve on an advisory board at Edgecombe Community College. I appreciate your willingness to share your time and talents with college faculty and staff so that we may better serve the educational and training needs of our county.

Today, our student body comprises more than 2,500 degree-seeking individuals as well as thousands more who enroll in continuing education classes. We are proud to serve roughly 9,500 students each year. What distinguishes Edgecombe Community College from other educational institutions is our uncompromising commitment to students. Faculty and staff are dedicated to the students who fill our classrooms and labs.

As an advisory board member, you will play a vital role in helping the college ensure that our programs of study are adequately preparing graduates for the workplace. Accordingly, please share your ideas for improvement with the dean of the division, program head, or instructor. We will take your suggestions seriously as we maintain a continuous review process, always looking for ways to improve our delivery of programs and services.

Thank you again for demonstrating a commitment to the college by sharing your knowledge and expertise. With your support, Edgecombe Community College will continue to be a leader in higher education in North Carolina.

Sincerely,

A handwritten signature in cursive script that reads "Deborah L. Lamm". The signature is written in dark ink on a light-colored background.

Deborah L. Lamm, Ed.D.
President

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ECC Advisory Board Members

Introduction

Welcome to membership on an advisory board at Edgecombe Community College. In accepting membership, you are committing your time and expertise to strengthen ECC's programs and services. We are grateful for your assistance. We value your involvement in our quest for educational excellence and solicit your active participation in all phases of the work of your board.

An advisory board is a group of citizens who advise appropriate college members regarding the establishment, maintenance, and effectiveness of the college's educational programs and services.

Your selection is based on:

- Leadership
- Knowledge
- Expertise
- Professionalism
- Commitment

You are the link that we need to make our programs outstanding and responsive to the needs of the community.

Your experience makes a difference.

This manual is intended to present information that will be helpful to you. It includes the purpose and functions of, as well as the operations relating to, boards. Please read and retain this manual as a handy reference.

Vision Statement

Edgecombe Community College will be the “preferred choice” for quality education and training.

Mission Statement

Edgecombe Community College is dedicated to fulfilling the educational, training, and cultural needs of the community.

College Goals

GOAL I To provide a comprehensive range of educational opportunities, quality training, and educational access to all adults in the College’s service area.

- a. Provide a broad range of Associate Degree, Diploma, and Certificate Programs.
- b. Provide a broad range of Continuing Education programs.
- c. Provide Learning Resource Center services and distance learning opportunities that enable students to meet their educational goals.
- d. Provide support services assisting students in meeting their educational needs and goals.
- e. Improve cooperative relationships with public and private schools, colleges, & universities.
- f. Stimulate and support economic growth in the Service Area through education, training, and retraining of its citizens.

GOAL II To bring multicultural awareness to our community.

- a. Provide community service activities and programs.
- b. Encourage cultural awareness through diverse offerings.
- c. Employ, retain, and support highly qualified personnel with diverse backgrounds.
- d. Recruit and support students with diverse backgrounds.
- e. Raise community awareness of global issues by providing new learning opportunities.

GOAL III To ensure quality throughout the College.

- a. Evaluate and ensure quality instructional services.
- b. Employ, retain, and support highly qualified personnel.
- c. Provide quality facilities, equipment, and environment.
- d. Ensure, through a planned process, that the College has clearly identified priorities, strategies for achieving them, and a means for evaluating their effectiveness.
- e. Provide effective leadership and sound management practices.
- f. Allocate funding equitably to meet goals.

Approved by the ECC Board of Trustees, May 2007

Purpose and Role of Advisory Boards

The primary purpose of advisory boards is to promote collaboration between educational programs and business.

An advisory board's role is to inform, advise, and assist with planning, implementing, and evaluating the college's programs and services. Your counsel and advice helps the college anticipate and meet various community needs as well as address the constantly changing needs of the labor market. This link between ECC and the community is valued and considered vital to the overall effectiveness of the college.

Because you, as a board member, have expert knowledge in the areas you represent, your advice is carefully considered by college members. However, as advice, board activity is limited to suggestions, recommendations, and assistance. Board authority does not include administrative or fiscal control.

Functions of Advisory Boards

The advisory board's role is advisory in nature. The board's function is to advise and assist in program planning, development, and evaluation.

Each advisory board will advise on the development, operation, and review of the program for which it is appointed. The board functions are as follows:

Job Market Information

The advisory board may assist in determining

- Labor market trends and opportunities.
- The occupation(s) in greatest demand.
- The jobs within an occupation for which education and training are needed.
- The need for supplemental/up-grading training for currently employed individuals.
- The number of graduates from programs who might be needed for employment in the local area or region.
- New areas in which training should be developed.
- Recommendations on the program to be established, modified, expanded, or terminated.

Program Curriculum

The advisory board may assist in determining

- Expected student and program competencies or outcomes and their relation to the college's purpose.
- Occupational information to be included in the major courses.
- Emphasis given to human relations and employability skills.
- The content and objectives of each major course as it relates to the total program of study.
- Acceptable performance standards of students and graduates.
- The emphasis given to safety in the use of tools and equipment.

Student Placement

The advisory board may assist in student placement by

- Notifying the college's job placement office of job openings.
- Employing co-op students, technical scholars, and graduates.
- Serving as training sites for co-op students, internships, and/or clinical activities.
- Communicating expectations of employers and conducting mock interviews for students.

Public Relations/Recruitment

The advisory board may assist in

- Developing community awareness of all college programs.
- Suggesting ways to promote the college through speaking engagements, newspaper, radio, television, and other media.
- Supplementing instruction by serving as guest lecturers, substitutes, part-time instructors, or consultants.
- Facilitating tours and/or field experiences for instructors and students or establishing on-the-job training stations for students.
- Identifying and recommending potential faculty candidates and instructional resources.
- Helping the faculty update their technical skills through assistance with professional development and providing or recommending return-to-industry experiences for program faculty.

Equipment and Facilities

The advisory board may assist in

- Reviewing and recommending equipment and material acquisitions.
- Designing or remodeling instructional facilities according to current industry standards.
- Recommending the layout of the instructional facilities in view of current standards and maximum and efficient utilization.
- Reviewing the safety training aspects of the program.
- Assisting instructional personnel in locating sources of donated or low-cost instructional supplies and equipment.

Program Review/Evaluation

The advisory board may, in conjunction with the faculty and other college officials

- Compare program accomplishments with program objectives.
- Review program standards.
- Monitor employer satisfaction with program graduates.
- Formulate recommendations for program revisions and improvements.

Advisory Board Operations

Membership

The number of members on an advisory board varies with the size and nature of the program or service area, but five to eight members are generally desirable and recommended. A minimum of three members is required. Instructors and other college representatives may serve as ex-officio members of the board. The board also may include current students and graduates of the program.

Appointment of Members

Using membership guidelines as shown above, the advisory board and college officials may recommend new members. After the willingness of the individual to serve is confirmed, the department chair will submit the name to their respective division chair. The division chair forwards all names to the advisory board coordinator who then provides the recommendation to the president. The president of the college extends the official invitation to serve on the board.

Length of Term

Appointments to advisory boards are for a variety of periods depending on the program and the number of available members. Terms may be staggered to provide for the combination of experience and new ideas, which is deemed beneficial. Members may be recommended for an additional term(s).

Meetings

Advisory boards must meet at least once during the academic year with additional meetings determined by the board in response to the program of work. Two or more meetings per year are recommended. Meetings are scheduled at a date, time, and location convenient to the members.

Officers

Each advisory board elects a member to serve as chairperson who will assist the program chair with the development of the agenda; schedule meetings; preside at meetings; appoint subcommittees, as needed; and work closely with college officials on program-related matters. The secretary for each board is the program head/college representative for the board, who announces meetings, communicates information to the members, and records and distributes all meeting minutes.

Agendas

Meetings are conducted with a planned agenda. Responsibility for the agendas rests with the department chairs and with the program heads/college representatives, who publish and distribute them along with accompanying materials prior to the meetings. These preliminary steps give members the opportunity to study the materials and come to the meetings prepared to take an active part in the discussions.

Lines of Communication

Official minutes serve as the primary communications vehicle. Recommendations are highlighted in the minutes, responded to in writing by college officials, and included, as appropriate, in the planning process. The program heads/college representatives have the responsibility for coordinating and communicating responses to recommendations.

Minutes

Official minutes are prepared by the secretary and distributed to board members as soon after the meeting as possible.

Copies are filed in the office of the vice president and in the office of each department chair. The body of minutes should be descriptive of the discussions and actions of the board and include the following:

- The kind of meeting – regular or special
- The fact of the presence of the regular chairperson and secretary, or in their absence the names of their substitutes;
- Whether the minutes of the previous meeting were approved or their reading dispensed with;
- All the main motions and points of order and appeals, whether sustained or lost, and all other motions that were not lost or withdrawn;
- And, usually the hours of meeting and adjournment, when the meeting is solely for business.

Advisory Board Annual Reports

It is the responsibility of each department chair or designee to submit an annual report to the Office of the Vice President of Instruction regarding the activities of each advisory board. This report summarizes the year's activities, including a statistical analysis of the board's membership and attendance, a summary of the current year's recommendations, actions taken at the advisory board meetings, and actions taken by the department to meet the previous year's recommendations by the advisory board.

Advisory Board Agenda Format

Advisory Board _____

Date _____ Time _____

Place _____

Agenda

- I. Call meeting to order
- II. Introductions and welcome
- III. Approval of minutes of previous meeting
- IV. Status report from college representative
- V. Old Business
(Board reports, issues for discussion, suggestions, and reactions from members, etc.)
- VI. New Business
(Board reports, issues for discussion, suggestions, and reactions from members, etc.)
- VII. Plans for Next Meeting (Date, Time, and Place)
- VIII. Adjournment

Advisory Board Minutes Format

- Minutes of _____ Advisory Board
- Date
- Time
- Place
- Members present
- Members absent
- Others present
- Old Business topics
- New Business topics
- Others present
- **Submitted by:** _____

OPEN DOOR POLICY

Edgecombe Community College operates under the open door policy of the N.C. Community College System. Any person, whether a high school graduate or non-graduate, who is 18 years old or older and is able to profit from further formal education, may be served by the institution. The open door policy does not mean that there are no restrictions on admission to specified curriculums. Students are encouraged to enroll in programs which serve their needs and objectives in life, consistent with their backgrounds, aptitudes, and expressed interests. The restrictions on admission are flexible enough to allow each student opportunities to improve his/her educational status. Opportunities for preparatory or remedial studies are provided in the Basic Skills Center for students who lack specific academic skills necessary for admission to chosen programs.

ECC Advisory Boards

Accounting / Business Administration
Automotive Body Repair
Automotive Systems Technology
Basic Skills Compensatory Education & Literacy
Business & Industry
CT / MRI Technology
College Transfer
Computer Studies
Cooperative Education
Cosmetology
Criminal Justice Technology
Early Childhood Associate
Electrical / Electronics Technology
Facility Maintenance Worker
Family Enrichment
Health Information Technology
Human Resources Development
Human Services Technology
Industrial Systems Technology
Library
Manufacturing Technology
Mechanical Drafting Technology
Medical Assisting & Transcription
Nursing
Nursing Assisting
Office Systems Technology
Radiography
Respiratory Care
Small Business Center
Surgical Technology