



## **Your Public Member Serving on Your Advisory Committee**

### **Informing the Public Member:**

- Programmatic Handbook
- Advising Guide
- Your Program's Outcomes/Expectations
- The Definition of Your Profession
- The Job Description
- The Future Outlook for Your Profession
- Provide Relevant Facts about Your Program

### **Why Have a Public Member (Other Than a Requirement):**

- Another Aspect of Diversity and Inclusion
- Unbiased New and Different Views (Questions)
- Transparency and Openness for the Public
- They Learn of Programmatic Accreditation
- Becoming Ambassadors for Your Program
- Becoming Ambassadors for Your Profession
- There is Always some form of Collateral Benefit

## **Questions You Might Ask of Your Public Member:**

- **What would you look for as a practitioner in our profession?**
- **Why would you choose to work with one of our graduates (or be a consumer of their services) over other programs?**
- **How would you like to be informed about our profession/your program?  
(The General Public)**
- **How could the public have greater influence (impact) on our profession (your program)?**
- **How can we get the word out to lay persons of what we do?**

**Dr. Joseph B. Long/February 20, 2020**



## **Advisory Committee Questions: A Survey for Your Committee**

- What occupations/jobs within the industry are expected to grow in our local area?
- What are the highest demand jobs in the industry sector?
- Does our program curriculum align with industry expectations? Why or why not?
  - Does our curriculum develop the skills needed to meet the projected industry growth and high demand job needs?
    - If not, what is missing or needed?
  - Are we able to produce enough skilled graduates to meet job demands/needs?
  - Are we graduating too many students (over-saturating the market)?
- What skill needs do our industry partners identify as lacking in our program(s)?
- Does the level of our program meet industry needs? (Is a certificate, associate degree or higher appropriate to meet job needs? Are students able to find entry-level positions in their field after graduation? Are students leaving before completing?)
  - What changes are recommended to better align the program credentials with industry needs?
- Does the program sequence of courses ensure appropriate progression and level of skill attainment?
- What work-based learning opportunities are available for our students?
  - Are there enough work-based learning opportunities to support student enrollment?
  - What barriers are keeping students from participating in work-based learning opportunities?
  - What are recommended strategies to increase and/or improve work-based learning experiences?

- Which population groups are generally underrepresented in the industry (gender, race, ethnicity, disabled, etc.)?
  - What strategies may be employed to increase interest from students in these underrepresented groups?

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