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|  | **Guidelines for**  **PROGRAM ADVISORY COMMITTEE (PAC) ACTIVITIES** |
| **2015** | **Guidelines for the DOE and Program Chair or Lead Instructors** |
|  | The purpose of a Program Advisory Committee is to assist in structuring and improving the programs offered at all institutions. An advisory committee is central to the institutions’ educational development in such areas as curriculum, facilities, and equipment. It is important to the viability and validity of our institutions and of paramount importance in providing input and feedback for the development, structuring, and delivery of the institution’s educa­tional programs.  The following guidelines have been developed to assist Program Chairs and Lead Instructors in:   |  |  | | --- | --- | |  | * understanding the need and roles of PACs; | |  | * structuring PACs with appropriate membership representation; | |  | * holding successful PAC meetings and generating quality minutes thereof; and | |  | * maximizing the benefits of PAC activities. | |

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# Purpose

The purpose of having Program Advisory Committees (PACs) is to seek advice of industry leaders and employers in order to refine our market-focused, competency-based curriculum, and improve education and training specific to the career field. The Program Advisory Committee assists in building a strong relationship with members in the industry, allowing the institution to produce enhanced and more qualified graduates in the occupations for which they are training. PAC meetings also help identify elements such as appropriate program lengths, comprehensive course outlines, learning objectives, instructional materials and equipment, the availability, accessibility and integration of adequate learning resource materials, and processes that prepare students for employment.

# Guidelines for PAC Activities

The guidelines below are created to assist Directors of Education and Lead Instructors in:

|  |  |
| --- | --- |
|  | * understanding the need and roles of PACs; |
|  | * structuring PACs with appropriate membership representation; |
|  | * holding successful PAC meetings and generating quality minutes thereof; and |
|  | * Maximizing the benefits of PAC activities. |

# Number of PACs Required

Accrediting bodies typically require that each school has an independent Program Advisory Committee for each program or a group of similar programs. In other words, each unrelated program or group of related programs must have its own PAC.

# General Functions of PACs

Program Advisory Committees are generally charged with the following tasks:

|  |  |
| --- | --- |
|  | * review the established curriculum of the program and comment as to the appropriateness and adequacy of the program objectives, program length, curriculum content, learning resources, and the adequacy of facilities and equipment. * review and comment on student retention and graduation outcomes, graduate employment outcomes, and where required, state licensing examination outcomes of each program. * review and comment on each new program including the appropriateness of curriculum objectives, program length, and curriculum content prior to the accrediting body’s approval of the new program. |

# PAC Membership & Composition

1. The typical size of a PAC is 5-7 members from the professional field. For COE, the minimum number is three for each PAC. **The majority of membership must be employers who are unaffiliated with the institution, representing the major occupation(s) for which training is provided.** The remaining members may consist of educators, state department of education officials, placement advisory, or other individuals who can provide meaningful review and comments for the school and its instructional programs. Additionally, school staff (instructors, Lead Instructors, department managers, etc.) should attend the meetings as school representatives. However, school staff is not PAC members and are listed separately from PAC members in the meeting minutes. Their purpose is to provide the committee with specific program information as well as state, federal and accrediting agency requirements.
2. In all instances, PAC meetings must include **at least three** members, (independent from the school), in attendance representing the employment community and/or practitioners from the major occupation or occupations for which training is provided.
3. Programs offered completely or partially online must include at least one additional individual who is a non-school employee with experience in the delivery and administration of distance education programs. This individual will review and comment on the school’s Learning Management System (LMS)/platform, methods, processes, procedures, and infrastructure in the context of the program/course content and objectives. This individual’s background has to be clearly demonstrated by education and/or work history, and noted on the resume.
4. Committee members should serve a minimum term of one year, which can be continually renewed. A member missing two meetings in a row without any extenuating circumstance should be asked to resign. This could be done with a nice Thank You letter from either the Lead Instructor or DOE.
5. Each school must maintain current lists of Program Advisory Committee members. The lists must contain such essential information about the members: *Full name;* ***professional title****; respective company, institution, or organization; business address; phone and fax numbers; and e-mail address.* Additionally, the Education Department must also maintain a set of resumes or bios to demonstrate the qualifications of PAC members.

# Meetings and Minutes

1. Meetings are to be held at times convenient for the members to attend.
2. Develop an agenda for the meeting. List the main items that will be discussed during the meeting. (*See Exhibit 1 for an example*) The instructional staff should be included when deciding agenda items as they may have beneficial input and could be invited to the meeting when the topics of discussion are deemed potentially beneficial to them.
3. Four to six weeks prior to the meeting, invitation letters are to be sent to the Committee Members. (*See Exhibit 2 for an example*) Be sure to include the agenda with the invitation letter. In addition to the Committee Members, an agenda should also be sent to the Campus Director.
4. Each PAC must have at least two *valid* meetings each year. (A meeting is not valid unless attended by two-thirds of the committee members. At least one of the two meetings must be held face-to-face on the school site so the members can perform their required duties. The other meeting may be held offsite such as a restaurant, if necessary.
5. All attendees should sign-in for the PAC meeting to show attendance. Clearly note on the sign-in sheet the PAC members and the campus staff. **An accrediting body will not consider a meeting official without a sign-in sheet**. (*See Exhibit 3 for an example*)
6. Input from PAC members should be taken into consideration in making curriculum revisions and/or operational practices. When such actions are taken, they need to be reported back to the PAC. If certain ideas are not implemented, appropriate explanations should be given to PAC members in a future meeting. Such reports/explanations should also be recorded in the appropriate part of the minutes.
7. Quality written minutes of each PAC meeting must be maintained in a binder at the school and be made available for internal and external audit purposes. A copy must be sent to the Campus Director for posting to the PAC Section of the Compliance eLibrary. Essential elements of PAC meeting minutes include:

|  |  |
| --- | --- |
|  | * Date and time when the meeting is held; |
|  | * Location where the meeting is held; |
|  | * Lists of members and ex-officio members present and absent (if any); |
|  | * List of school personnel as observers (including titles); |
|  | * List of agenda items; and |
|  | * Minutes of agenda items and participants’ corresponding comments, discussions, and/or actions taken or proposed. |

# Accountability of Compliance

While the Lead Instructor should be tasked with the responsibilities to form the PACs and plan and conduct their activities, the Director of Education is ultimately accountable for full compliance with accreditation requirement for PACs. The Director of Education must make sure that sufficient financial resources be budgeted for appropriate PAC activities.

# Recommended Practices

1. **Recruitment of Members:** Conscious effort should be made to recruit the major influential professionals of the program field in the local community to serve on the PAC. Faculty members and Career Services are often good resources for recruiting PAC members. An official invitation from the Lead Instructor or Director of Education with an explanation of the role of PAC and the member’s duties and responsibilities not only orients the candidate to the functions of PAC but also communicates clear expectations of the prospective member.
2. **Create a List of Duties and Responsibilities:** It is recommended that a list of duties and responsibilities of PAC members be created and used as an orientation tool for new PAC members. *(See Exhibit 4 for an example)*
3. **Planning for PAC Meetings:** Careful planning is the key to success PAC meetings. The following practices have been proven to be effective:

|  |
| --- |
| * Select a convenient time for the meeting and notify the PAC members in writing at least four weeks ahead of the coming meeting; |
| * Generate a meeting agenda that would address the essential tasks of the PAC meetings and send it along with the notice for the meeting (DOE’s prior approval of the agenda recommended); |
| * Request for RSVP via phone and follow up with a phone reminder a week before the scheduled meeting time; and |
| * Choose a strong minutes-recorder for the meeting. |
|  |

# Standardized Minutes Format

It is crucial that quality minutes be taken and maintained for all PAC meetings. To ensure consistency and quality, it is recommended that a standard minutes format be used to take PAC meeting minutes. The format of minutes must incorporate the essential elements listed in the earlier section on "Meetings and Minutes*." (See Exhibit 5 for an example)* The meetings minutes must clearly identify all partici­pants, including school participants, by name, professional title, certification, and organizations represented, as well as delineate attendees who are committee members from those who are attending as observers.

It is also recommended that a complete set of PAC minutes be kept in the Director of Education’s office for internal auditing and accreditation staff review. Additionally, the minutes of all PAC meetings must be submitted to the Campus Director for compliance review and so that the final copy may be kept in the institution’s electronic Compliance Library.

# Exhibit 1 EXAMPLE agenda

Florida Vocational Institute

Program Advisory Committee

Example Agenda

Medical Assistant (Online and Traditional) Meeting

March 7, 2015

6:00 PM Dinner

6:30 PM Welcome and Introductions

Role of the Program Advisory Committee

6:40 PM Review of Previous Meeting Minutes

Old Business

New Business

* List a few additional
* Items that
* You plan to
* Discuss here

Review of Medical Assisting Curriculum and Textbooks

Review of Externship

Placement, Completion, and Certification Exam Outcomes

Review of Student, Externship, Graduate and Employer Surveys

Review of Program Effectiveness Plan

Questions and Answers

7:30 PM Closing Statements

Set Tentative Next Meeting Date

School Tour

Complete Program Questionnaire

7:45 PM Adjournment

# EXHIBIT 2 EXAMPLE Invitation Letter

(On School Letterhead)

January 11, 2015

Sunshine Health

1023 Sorrento Circle

Suite 301

Miami, FL 33101

Dear Mary:

You are cordially invited to the next Program Advisory Committee meeting. Twice a year we welcome allied health professionals to our school to review the latest happenings in the Patient Care Technician, Home Health Aide/Nursing Assisant and the Medical Assisting programs. The first meeting of the year is scheduled for Thursday, March 7, 2015 at 6:00 pm. The meeting will take place at the Florida Vocational Institute (FVI) campus. Dinner will be provided.

Your willingness to give of your time to help FVI keep abreast of industry needs and trends is greatly appreciated. It is only through this kind of dialog that we are able to ensure that our curriculum is on track with what is happening in the real world. The agenda for the meeting is enclosed for your review.

Thank you again, and we look forward to seeing you on March 7th. Please RSVP by February 21st. If you are not able to attend, please extend the invitation to others on your staff.

Sincerely,

Jore Gomez

Lead Instructor, Medical Assisting

7757 W. Flagler Street, Suite 200

Miami, FL 33144

305-665-1911

jgomez@fvi.edu

Enclosures (2)

# Exhibit 3 EXAMPLE Sign-IN

Floida Vocational Institute

Nursing Assistant/ Home Health Aide and Patient Care Technician

**Program Advisory Committee Sign-in**

for PAC meeting held

Type Date

Please Sign Below:

|  |  |  |
| --- | --- | --- |
| Name |  | Employer and Job Title |
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# Exhibit 4 Duties and responsibilites of PAC Members

**Florida Vocational Institute**

**Duties and Responsibilities of PAC Members**

Program Advisory Committee (PAC) members play a significant role in structuring the program of training and in assisting FVI to maintain and improve the quality of the program. By accepting the invitation to serve as a PAC member, the individual commits to the following duties and responsibilities:

1. Help review the established curriculum of the program and provide input on the appropriateness of the program’s objectives, content, and length, and access the adequacy of facilities and equipment to help determine if they are keeping pace with the changing nature of technology;
2. Help review any proposed new program and provide input on the appropriateness of the program’s objectives, content, and length prior to submission for accreditation review and approval.
3. Help review and comment on student retention/graduation/completion and employment rates, and, where required, state licensing examination outcomes;
4. Make recommendations for curriculum revisions or review proposed revisions to the program;
5. Assist FVI in securing externship/clinical opportunities, guest speakers, field trip opportunities, etc.;
6. Provide input on latest developments in the industry and suggest any appropriate adjustments of the practices of the program;
7. Help promote the program in the local community; and
8. When possible, serve as guest speakers for classes and participate in school functions such as meeting a visiting accreditation team and other ad hoc projects.
9. Assist in ensuring that students are prepared for employment in the field for which they are being trained.

# Exhibit 5 eXAMPLE PAC Meeting Minutes

**Florida Vocational Institute**

**Medical Assisting Program**

**Program Advisory Committee Meeting Minutes**

**March 7, 2015**

**Committee Members in Attendance**

Mary Hart Dr. Larry Bird

Medical Assistant 1013 Pullman Road

Miami, FL 33144

703-215-4912

Susan Spear Greenburg Medical Associates.

Office Practice Manager 3279 Kennedy Blvd

Miami, FL 33144

757-849-7600 Ext 1022

Julie Small Medical Group

Medical Assistant 200 Magnolia Way, Suite 200

Miami, FL 33144

305-567-4354 Ext 231

Brenda Walker Dr. Juan Flores

RMA 11034 Bird Road

Miami, FL 33144

305-576-6323

Julie Hall Richmond Allergy Associates

Medical Assistant 1236 North Hampton Circle

Miami, FL 33144 305-534-6701

Cookie Roberts ET Cardiology Group

Medical Assistant 7700 Landing Way

Miami, FL 33144

305-240-4000 Ext 1010

Suzanne Castle Dr. Pradeep Mathur

Medical Assistant 3567 Global Way

Miami, FL 33144

305-529-6752

**Florida Vocational Institute Staff in Attendance**

Denyse Antunes Campus Director

George Washington Program Director

Jorge Gomez Lead Instructor, Medical Assisting

Andrea Holguin Director of Career Services/Externship Coordinator

First and last name Faculty, Medical Assisting

On March 7, 2015 at 6:00pm the Medical Assisting Program Advisory Committee (PAC) Meeting was held at Florida Vocational Institute in Miami, Florida. The evening started with dinner.

**Welcome and Introductions**

Campus Director Denyse Antunes welcomed the PAC Members to the first meeting of the year and thanked them for their participation. Introductions started with Florida Vocational Institute Staff, who defined their roles at the institution. The Committee Members introduced themselves and stated their employment and experience in the Medical field.

Mr. Washington, the Academic Dean reviewed the Mission of FVI while the Committee Members followed along in their copy of FVI catalog. He shared the history of Florida Vocational Institute Richmond campus, its parent company Education Affiliates and discussed the goals of the company. Mr. Washington then reviewed the role of the PAC. He explained that the members of the PAC provide excellent input to us in regards to current trends and changes in the industry. This input allows us to evaluate and improve our curriculum and classroom experience for our students. The invitation was extended to all members to visit Florida Vocational Institute as well as attend any college activities such as Family Day and Graduation. He also welcomed the members to volunteer as guest speakers and/or to hold field trips at their healthcare facility for our students. Committee Member, Cookie Roberts, volunteered to host a field trip at her site. Ms. Brenda Walker, Committee Member, stated she would check into hosting a field trip as well however, would need very small groups.

**Old Business**

Medical Assistant Lead Instructor Samantha Green reviewed the meeting minutes from the previous PAC Meeting held on September 20, 2014. The previous PAC members discussed the advantages of electronic medical records (EMR). Ms. Green reported that the topic of EMR is being reviewed by our curriculum department at EA. She continued to let the members know that we are researching ways of introducing EMR to the classroom environment so it can provide the best opportunity to our students. Continued use of manual charts will continue even after decisions are made on how to best introduce EMR to the students so that they have complete understanding of medical documentation. Ms. Green reported that following the suggestion of a Committee Member to ensure students are more familiar with medical terminology we have started requiring the use of terminology in the classroom. This will assist the students in knowing the terms along with their proper use and pronunciation. A Committee Member suggested putting more emphasis on correct completion of insurance claim forms. In response to this suggestion we have begun returning the insurance claims projects to the students with areas of error marked for correction. The students are then required to correct the forms. Committee Member, Susan Spear, suggested turning back the claims without marking the areas of error but rather writing “claim denied” and having the students research the errors on their own. She felt it would help but more emphasis on the correct completion as well as how to achieve a clean claim. A previous Committee Member suggested adding more role-play in the classroom environment. Ms. Green asked for Committee Members to submit any suggestions they would have for role-play in the classroom. Ms. Green further encouraged all Committee Members to email or call with any suggestions they have to add to classroom role-play.

**New Business**

**Curriculum**

Medical Assisting Lead Instructor, Samantha Green, reviewed with the Committee the objective of the Medical Assisting program. She referred the Committee to the Medical Assisting course list and explained the length of the program. The PAC Members were given syllabi and course outlines for each of the Medical Assistant classes.

Ms. Green began the course review by briefly discussing the focus of each class. During discussion of AHP105, Medical Terminology, Susan Spear, Committee Member, questioned if EHR (electronic health records) had been introduced to the students. Ms. Green explained that the campus is current collaborating on this with the corporate curriculum department. The Committee Members all agreed that the addition of EHR training would be of great benefit to the students and to their future employers. Committee Member, Susan Castle, suggested that students be more familiar with medical terminology specifically how to pronounce the medical terms. She felt that by requiring them to utilize the terminology more frequently in class it would benefit the office environments they extern or work in. Mary Hart, Committee Member, felt that medical terminology should become a second language to the students so that when they enter the field they are well prepared. She also felt that additional knowledge of medications would be helpful. Fellow Committee Members agreed that working on terminology words, definitions and pronunciation is important to a well-rounded education base for the medical assistant, including knowledge of medications. Ms. Green explained the addition of LRC projects into the curriculum which utilize the LIRN online resources.

Discussion continued with review of MAS 110, Clinical Procedures and Techniques. Ms. Green referred the Committee Members to copies of new additions to the curriculum. The additions involve a change in the methodology of injection instruction. Injection technique will be taught utilizing simulation arms, forearms, and gluteus. The students will give the injections until direct supervision. They will no longer be injecting each other. Julie Small, Committee Member, felt it was important for the students to have some type of practice injecting the needle into a person to overcome the fear of sticking people. Brenda Walker felt that practicing on simulation devices would not be that same as person. There would be no emotion to the process and it would be impossible to create a device that would accurately mimic skin and tissue. Cookie Roberts also expressed the need for practicing on humans. She suggested practicing on the simulation devices first and then practicing the injection on each other. All of the Committee Members were in agreement that there needs to be some practice with needles on people even if it were merely the act of injecting the needle and removing it.

Next, Ms. Green reviewed MOA 115, Medical Records and Insurance. All of the members present use computerized billing in their offices. Ms. Green explained that we are working to add curriculum on EHR. All of the Committee Members expressed the importance of introducing EHRs to the students. Ms. Green inquired if the sites were using HCPCS coded, most of the members related that they did not use them. Susan Spear stated that there were a couple of codes that they had to acquire from the HCPCS book. All of the Committee Members agreed that it would be an important attribute to know how to use the HCPCS book although they felt that the students did not require a lot of practice with it.

Ms. Green continued with review of MAS 115 Laboratory Procedures and Techniques. Julie Hall stated that it is important for students to understand that patient names on the lab requisitions and tubes are required and must be easily read. If there is a question at the lab Ms. Hall reported that they send it back as unable to confirm. Most members agreed that the local laboratories will not accept any labs that they cannot read or are not an exact match to the requisition. Ms. Hall also suggested that we review lab report forms and critical values as most of the labs are faxing the reports over and not calling in abnormal. The Committee Members felt that the curriculum was complete and well-rounded for this course.

Ms. Green then opened the floor for discussion. Mary Hart felt that more time should be spent on throat cultures and rapid strep testing. This is something he feels that the students would benefit greatly from. She also suggested that it be added to the final check-offs. The Committee Members agreed that this was an important procedure and should be a check-off. Ms. Green stated she would recommend that this be added to the final check-offs. Fellow Committee Member, Cookie Roberts, suggested adding pulse oximetry to the curriculum. Although it is not hard to do she felt that if the students were to practice with the vitals they would not forget to do them in the office. Again, the Committee Members felt that this would be an important component to add and felt that it would be best if added in with vital signs. Susan Spear questioned if we discussed assisting disabled individuals and elderly patients. Ms. Green related that it is included in curriculum and discussed. In fact, the students often role-play to insure that they remember to allow the patient to do things they are able to on their own.

Once the curriculum discussion came to a close, Ms. Green distributed the textbooks to the Committee Members for viewing. The Committee Members were impressed by the textbooks and noticed that the editions were up-to-date.

**Review of Externship**

Ms. Green provided information regarding externships, including completion rate and the number of students hired at their externship sites. There were no additional comments from PAC members.

**Retention/Graduation/Completion, Certification Exam & Placement Outcomes**

The Director of Career Services Victoria Lincoln discussed the services of the Placement Department and provided the Members with information on our current placement and retention/graduation/completion rates. Currently, the placement percentage is 85% (July 1, 2014 to February 28, 2015). The overall retention/graduation/completion rate is 79%, and this information comes from the most recently published Outcomes report compiled and submitted to the Regional Dean at Education Affiliates. This number reflects the number of students who graduated within the normal time frame for their program and does not reflect students who graduates outside of the time frame due to leave of absence, failing and repeating course, etc. The certification exam pass rate is 65%. Ms. Lincoln explained that our goal as a campus is to keep our staff and students focused, motivated and dedicated to provide the best education possible. She continued by saying that along with the assistance of the Committee, we can continue to educate the best Medical Assistant students in the area. Ms. Lincoln also explained that our college offers students continuous education without fee. This separates us from many of the other colleges in that our students can refresh materials at any time. The PAC members offered the following feedback regarding the outcomes presented.

**Review of Student, Externship, Graduate and Employer Surveys**

Mr. Washington reviewed with the Committee Members the results of externship, student, graduate and employer surveys. The Committee Members were impressed with the positive responses received and to the actions taken.

Ms. Lincoln also discussed externship site and employer surveys along with the importance of the feedback that is provided. The information received is vital to our college and is taken very seriously.

**Review of Program Effectiveness Plan**

Ms. Green reviewed with the Committee Members the most recent update to the program effectiveness plan. He pointed out the updates to the retention, certification and placement rates, as well as the updates to the survey sections. In addition, the updates to the curriculum assessment section included comments from the Committee Members made in prior meetings. The Committee Members suggested that the comments regarding the throat cultures and rapid strep testing be added. Ms. Green stated that once the faculty reviewed the suggestions and determined how best to act on them, this information would be included in the next update.

**General Comments and Recommendations from the PAC**

* All of the Committee Members were in agreement that there needs to be some practice with needles on people even if it were merely the act of injecting the needle and removing it.
* The Committee was in full agreement that our program is effective in both content and length and that the proper training and education is provided to students to enable them to begin a successful entry level career as a Medical Assistant.
* Summarize PAC member recommendations for improving outcomes.

**Close of Meeting**

Mr. Washington thanked everyone for their participation and invited Members to a tour of the campus, including the Medical Assistant classroom/laboratory and LRC. Ms. Green also thanked the Committee for their participation and the information they provide to help improve and maintain our program. She encouraged the Committee members to be guest speakers, host field trip and attend any of FVI events.

The PAC Members were asked to complete a questionnaire (*See Exhibit 7)*. Certificates were given to each Member.

**Advisory Board Questionnaires Completion and Analysis**

* Advisory Board Questionnaires were distributed, completed, and collected. The Members made additional comments and suggestions including board members offering to be guest speakers in class on the subject of professionalism.

The next PAC meeting is tentatively scheduled for October 9, 2015.

The meeting was adjourned at 8:45 p.m.

Respectfully submitted,

Samantha Green, B.S., R.M.A.

Lead Instructor, Medical Assisting

Florida Vocational Institute

# Exhibit 6 PAC MEETING MINUTES TEMPLATE

Florida Vocational Institute

Allied Health (MA, PCT and NA-HHA)

**Program Advisory Committee Meeting Minutes**

for PAC meeting held

Type Date

**PAC Members in Attendance:**

* 1. Type Member Name Type Member's Employer

Job Title and/or Certification/Licenses Type Member Address

Type Member City, State & Zip

Type Member Contact Phone Number

* 1. Type Member Name Type Member's Employer

Job Title and/or Certification/Licenses Type Member Address

Type Member City, State & Zip

Type Member Contact Phone Number

3. Type Member Name Type Member's Employer

Job Title and/or Certification/Licenses Type Member Address

Type Member City, State & Zip

Type Member Contact Phone Number

4. Type Member Name Type Member's Employer

Job Title and/or Certification/Licenses Type Member Address

Type Member City, State & Zip

Type Member Contact Phone Number

5. Type Member Name Type Member's Employer

Job Title and/or Certification/Licenses Type Member Address

Type Member City, State & Zip

Type Member Contact Phone Number

**PAC Members Absent:**

* 1. Type Member Name Type Member's Employer

Job Title and/or Certification/Licenses Type Member Address

Type Member City, State & Zip

Type Member Contact Phone Number

* 1. Type Member Name Type Member's Employer

Job Title and/or Certification/Licenses Type Member Address

Type Member City, State & Zip

Type Member Contact Phone Number

**Institute Staff in Attendance**

1. List Names and positions of College/Institute staff

**Meeting called to order at:** Type time

**Welcome and Introductions**

Type Comments

**Old Business**

* List comments regarding prior meeting minutes

* List comments made regarding changes made as a result of PAC Input

* List any additional "Old Business" comments

**New Business**

**Curriculum**

* List PAC Members comments regarding program curriculum, objectives, length, content, textbooks, etc.

**Review of Externship**

* List PAC Members comments regarding Externship

**Tour of Facility**

* Type PAC Member comments regarding Library resources
* Type PAC Member comments regarding program equipment

* Type additional comments about facilities and/or equipment

**Retention/Graduation/Completion, Certification Exam and Placement Outcomes**

The latest retention/graduation/completion rate for Florida Vocational Institute, as reported to the US Department of Education, is Type school retention/graduation/retention rate. For the Type Program Name program, FVI/Institute’s retention/graduation/completion rate for the last reporting period was Type school retention/graduation/completion rate. For the Type Program Name program, FVI/Institute’s placement rate for the last reporting period was Type College/Institute placement rate. For the Type Program Name program, FVI/Institute’s certification exam pass rate for the last reporting period was Type school certification exam pass rate. FVI/Institute’s current placement rate is Type College/Institute's current placement rate. FVI/Institute also tracks the conversion of externships to full time paid employment. FVI/Institute’s current conversion rate for the Type Program Name program is Type program conversion rate.

* List PAC Members comments regarding retention/graduation/completion, employment, and certification exam pass rates

**Review of Student, Externship, Graduate and Employer Surveys**

FVI/Institute periodically surveys its graduates and employers of our graduates to solicit feedback. Results of the most recent surveys follow:

* Type survey results

**Review of Program Effectiveness Plan**

* Type comments regarding the program effectivensess plan review and input from the committee members

**General Comments and Recommendations from the PAC**

* List additional comments from the PAC

**Close of Meeting**

The next PAC meeting is tentatively scheduled for Type Date.

The meeting was adjourned at Type time.

**Advisory Board Questionnaires Completion and Analysis**

* Advisory Board Questionnaires were distributed, completed, and collected. The Members made additional comments and suggestions including Describe the feedback from the questionnaires.

Respectfully submitted,

Type name of meeting facilitator

Type position of meeting facilitator

Attachments:

1. PAC Sign-in Sheet
2. PAC Meeting Agenda
3. PAC Member Resumes or Profiles

# Exhibit 7 Program advisroy committee quesionnaire

**Florida Vocational Institute**

**Program Advisory Committee Questionnaire**

**We would appreciate your providing us feedback by completing this questionnaire.**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position/Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Employer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone No. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax No. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

● ***Program Objectives***

1. Are the program objectives appropriate for the field of training?

Yes \_\_\_\_\_ No \_\_\_\_\_ Unable to Determine \_\_\_\_\_

1. If achieved, will the school produce graduates who will be able to enter recognized levels of employment in their field?

Yes \_\_\_\_\_ No \_\_\_\_\_ Unable to Determine \_\_\_\_\_

1. Are there a sufficient number of jobs available at these levels of employment from the school’s graduates?

Yes \_\_\_\_\_ No \_\_\_\_\_ Unable to Determine \_\_\_\_\_

● ***Program Structure and Length***

1. Is the school’s system of training sufficient to meet the program objective?

Yes \_\_\_\_\_ No \_\_\_\_\_ Unable to Determine \_\_\_\_\_

1. Is the length of time required for training appropriate to meet the program

objectives?

Yes \_\_\_\_\_ No \_\_\_\_\_ Unable to Determine \_\_\_\_\_

● ***Course Outlines, Texts, and Teaching Materials***

1. Do the courses reflect what graduates must know and be able to do in current occupational settings?

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1. Does it appear that the school keeps its instructional materials up to date?

Yes \_\_\_\_\_ No \_\_\_\_\_ Unable to Determine \_\_\_\_\_

● ***Course Content***

1. Are the courses appropriate and adequate to develop the knowledge, skills and attitude required in the field of training today?

Yes \_\_\_\_\_ No \_\_\_\_\_ Unable to Determine \_\_\_\_\_

1. What topics, if any, should be added or removed from the subject matter?

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1. Are relevant and current practices being taught?

Yes \_\_\_\_\_ No \_\_\_\_\_ Unable to Determine \_\_\_\_\_

● ***Course Sequence***

1. Is sufficient time allocated to meet each course objective?

Yes \_\_\_\_\_ No \_\_\_\_\_ Unable to Determine \_\_\_\_\_

● ***Industry Standards***

1. Are students measured appropriately against industry standards in their class and lab work, and on externships/internships (if applicable)?

Yes \_\_\_\_\_ No \_\_\_\_\_ Unable to Determine \_\_\_\_\_

1. Do employers in the industry feel positive about the school’s method of training?

Yes \_\_\_\_\_ No \_\_\_\_\_ Unable to Determine \_\_\_\_\_

* ***Training Effectiveness***

1. Is the school’s method of assessing student progress effective?

Yes \_\_\_\_\_ No \_\_\_\_\_ Unable to Determine \_\_\_\_\_

1. Is the school able to measure and evaluate its overall program training effectiveness?

Yes \_\_\_\_\_ No \_\_\_\_\_ Unable to Determine \_\_\_\_\_

● ***Facilities and Equipment***

1. Are the quality, quantity, and necessity of course equipment adequate to meet the course objective?

Yes \_\_\_\_\_ No \_\_\_\_\_ Unable to Determine \_\_\_\_\_

1. What equipment, if any, is lacking?

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1. Are the facilities adequate to meet the program objectives?

Yes \_\_\_\_\_ No \_\_\_\_\_ Unable to Determine \_\_\_\_\_

1. Is the facility safe, sanitary, adequate in size, well lit, and well ventilated?

Yes \_\_\_\_\_ No \_\_\_\_\_ Unable to Determine \_\_\_\_\_

● ***Learning Resources Center***

1. Are the learning resources and reference materials appropriate and sufficient to support the objectives and needs of the program?

Yes \_\_\_\_\_ No \_\_\_\_\_ Unable to Determine \_\_\_\_\_

1. What other resources could be added to the library to enhance its support of the school’s training program?

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● ***Overall Program Review***

1. Will the school’s graduates be prepared for employment in their field of training?

Yes \_\_\_\_\_ No \_\_\_\_\_ Unable to Determine \_\_\_\_\_

● ***Additional Comments***

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**Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_