



“INTEGRATED PLANNING IS A SUSTAINABLE APPROACH TO PLANNING THAT BUILDS RELATIONSHIPS, ALIGNS THE ORGANIZATION, AND EMPHASIZES PREPAREDNESS FOR CHANGE.” (SCUP, 2018)

PURPOSE

The Strategic Planning Committee (SPC) is a participatory governance committee, which provides oversight and monitoring of the various planning documents within the institution in order to accomplish the mission and goals of the district. SPC utilizes the Educational Master Plan, which is the district's strategic plan, to review the mission, vision, values, and practices of the institution and to monitor and modify the Strategic Goals and the Institutional Learning Outcomes.

SPC Goals:

1. Ensure alignment of AVC's Strategic Plan/EMP Goals with the CCCC Vision for Success Goals.
2. During 2021-22, monitor the college's progress on Vision for Success (VfS), Student Equity & Achievement (SEA), and Institutional Set Standards (ISS), metrics.
3. Continued improvement of integrated planning and budgeting processes during 2021-22, in collaboration with the Budget Committee at joint meetings and the program review committee.
4. Ensuring greater college-wide involvement in planning during 2021-22.

**STRATEGIC PLANNING COMMITTEE
AGENDA – ZOOM MEETING**

**August 3, 2022
@ 2:30PM – 4:00PM**

COMMITTEE MEMBERS:

Co-Chair: Meeta Goel (Dean, IERP/Library)
 Co-Chair: Van Rider (AS, President)
 Allison Burch (Library Faculty)
 Svetlana Deplazes (Director, IR)
 Tamira Palmetto Despain (At Large Faculty)
 Nate Dillon (Faculty Union)
 Dioquino (Designee-Director, ITS)
 Michelle Hernandez (Associate Dean, Student Life)
 Samuel John (AS: Adjunct Faculty)
 Jim Landreth (Classified Union)
 Desiree Lee (Classified Union)

Dawn McIntosh (Exec. Director of Facilities)
 Rick Motawakel (Co-Chair Enrollment Mgmt)
 James Nasipak (Director, Auxiliary Services)
 Rodney Schilling (AS, Transfer Faculty)
 Jenell Paul (Classified, Student Services)
 Kim Sennett (AS: CTE/Vocational Faculty) Michael
 Veronica Sirotzki (Classified, ITS)
 Erin Tague (Director, Facility Planning & Logistics)
 Jill Zimmerman (Dean, Student Life)
 Casey Scudmore (CMSA: Associate Dean, Health Sciences)

VACANT MEMBER REP:

EX-OFFICIO:

Jennifer Zellet (Superintendent/President)
 Shami Brar (VP, Administrative Services)
 Peter DeArmond (Interim Exec. Director, Marketing)
 Howard Davis (Interim Assist. Superint/VP of AA)
 Jose Rivera (Interim VP, Student Services)
VACANT (VP, Human Resources)

ITEMS	PERSON	ISSUES DISCUSSED/ACTION
I. Approval of Minutes: (June 15, 2022)	All	
II. Opening comments from the Co-Chairs	Meeta & Van	
III. EMP 2022 and Strategic Plan	Meeta & Van	
IV. CCSSE 2022 Results-First Look (attachments)	Meeta, Svetlana & Vanessa	
V. Continue with 2022 EMP Goal Development & Next Steps (attachment)	All	

Next Meeting: September 7, 2022

SPC MEETING Dates (July 20, 2022 – June 7, 2023)
SSV-151 or Zoom @ 2:30 – 4:00pm
SPC Meetings 1st Wednesday/Monthly (Dates are subject to change)

July 20, 2022	November 2, 2022	March 1, 2023
August 3, 2022	December 7, 2022	April 5, 2023
September 7, 2022	January 4, 2023	May 3, 2023
October 5, 2022	February 1, 2023	June 7, 2023



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**STRATEGIC PLANNING COMMITTEE
Minutes – Draft**

**June 15, 2022
@ 2:30PM – 4:00PM**

COMMITTEE MEMBERS:

Co-Chair: Meeta Goel (Dean, IERP/Library)
 Co-Chair: Van Rider (AS, President)
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 Howard Davis (Interim Assist. Superint/VP of AA)
 Jose Rivera (Interim VP, Student Services)
VACANT (VP, Human Resources)

ITEMS	PERSON	ISSUES DISCUSSED/ACTION
I. Approval of Minutes: (May 18, 2022)	All	Minutes were approved as presented.
II. Opening comments from the Co-Chairs	Meeta & Van	Meeta noted that the values have gone to the Board. The values, and a couple of the recommendations that Fred and Deborah made as examples for objectives and tactics that we might have for the broad goals, were added to the brainstorming at the last meeting.

<p>III. EMP: Presentation on Opportunities for the Future & Projections for Growth</p>	<p>Dr. Fred Trapp & Dr. Deborah Dithomas</p>	<p>Fred gave an EMP Presentation on “Opportunities for the Future & Projections for Growth.” He shared a reminder slide of the significant chapters unfolding in our EMP and the first projections that AVC has for the future.</p>
<p>IV. Draft Recommendations from Cambridge West for AVCs (Attached)</p>	<p>Dr. Fred Trapp & Dr. Deborah Dithomas</p>	<p>Fred shared the recommendations from AVC, and Cambridge West put them together as a draft. He stated that the first half (13 items or so) was their attempt to restate things that they heard in their follow-up interviews or completed questionnaires that people did for Cambridge. The second category of 16 items represents things that AVC may not have mentioned, but from what they can see from AVC’s data.</p>
<p>V. Continue Brainstorming of Ideas for New 2022 EMP Goals Based on Environmental Scan Information from Cambridge West</p>	<p>All</p>	<p>Meeta stated that everyone did an excellent job at the last meeting brainstorming ideas. SPC added more suggestions and continued brainstorming ideas for the new 2022 EMP based on the environmental scan information from Cambridge West. Some ideas added:</p> <ul style="list-style-type: none"> - Onboarding of students and employees - improving transcript evaluation - Intrusive Advising-Edunav - “Shifting Access and Navigation Burdens from Students to Institutions” – from June 15th CCCC Webinar.” - “Reform Policies, Shift Burdens, Increase Access” <p>Svetlana shared a slide on Streamline Reporting and Focus & Intentionality.</p> <p>The committee continued to brainstorm ideas for the new 2022 EMP goals.</p>
<p>Next Meeting: August 3, 2022</p>		

SPC MEETING Dates (June 23, 2021 – June 15, 2022)
SSV-151 or Zoom @ 2:30 – 4:00pm
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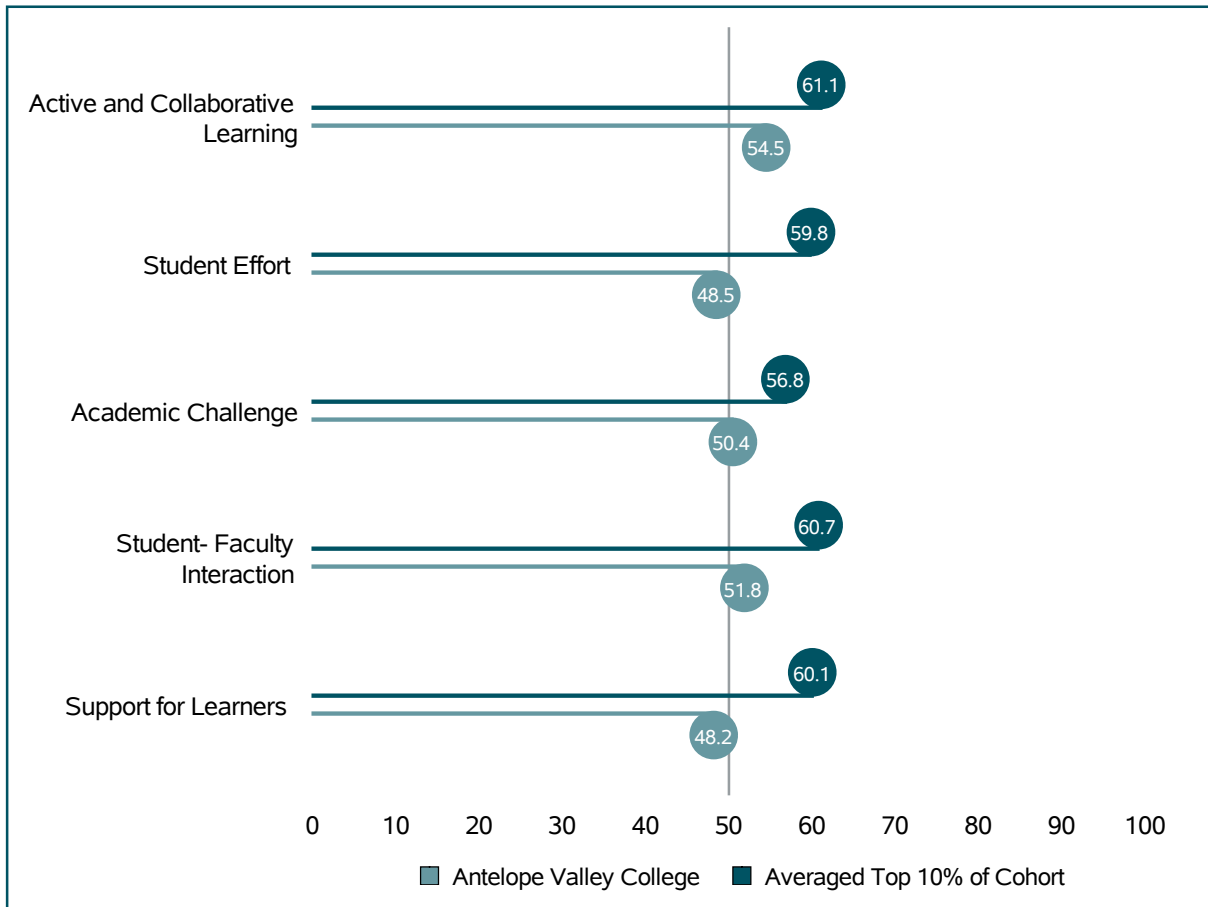
<p>July 20, 2022</p>	<p>November 2, 2022</p>	<p>March 1, 2023</p>
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Antelope Valley College

CCSSE 2022 Executive Summary of Results



Standardized Benchmark Scores



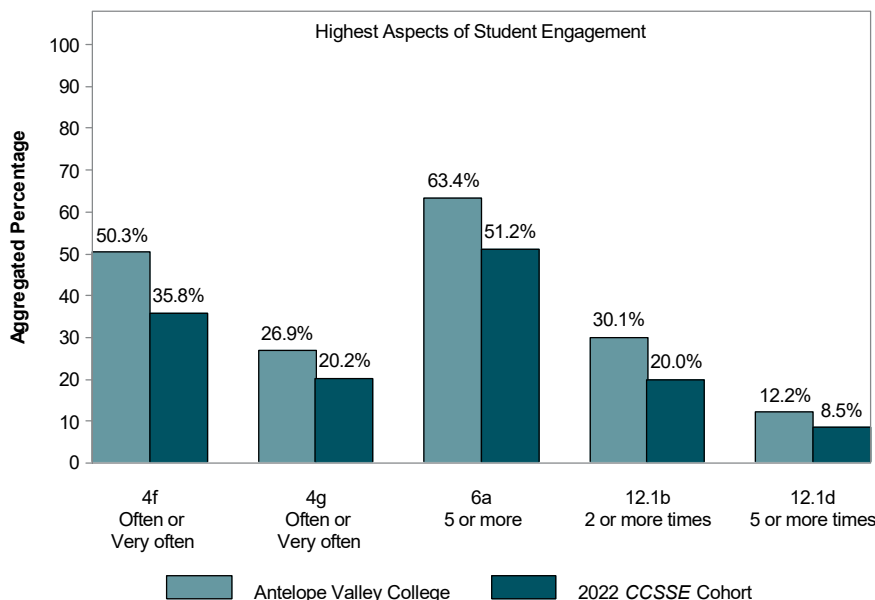
The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

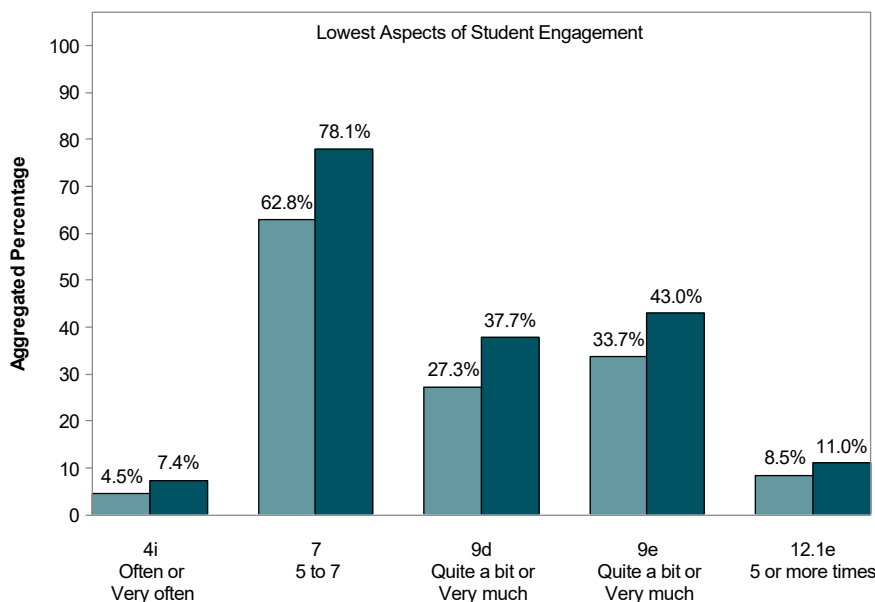
Therefore, provided above is a comparison of your college's standardized benchmark scores with the averaged benchmark scores from the top 10% of the current three-year cohort.

For further information about *CCSSE* benchmarks and how they are computed, please visit www.cccse.org.

Highest and Lowest Aspects of Student Engagement



Item	Benchmark
4f. Worked with other students on projects during class	Active and Collaborative Learning
4g. Worked with classmates outside of class to prepare class assignments	Active and Collaborative Learning
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	Academic Challenge
12.1b. Frequency: Career counseling	Support for Learners
12.1d. Frequency: Peer or other tutoring	Student Effort



Item	Benchmark
4i. Participated in a community-based project as part of a regular course	Active and Collaborative Learning
7. Extent: examinations challenged you to do your best work	Academic Challenge
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	Support for Learners
9e. Providing the support you need to thrive socially	Support for Learners
12.1e. Frequency: Skill labs (writing, math, etc.)	Student Effort

One way to dig more deeply into benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks on which the college scored highest and the five items on which the college scored lowest relative to the 2022 CCSSE Cohort. It is important to note that some colleges' highest mean scores may be lower than the cohort mean, and conversely, some colleges' lowest mean scores may be higher than the cohort mean.

While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college's goals; thus, it is important to review all institutional reports on the CCSSE online reporting system at www.cccse.org.

Notes:

- For Item(s) 4 (except 4e), *often* and *very often* responses are combined.
- For Item(s) 6, 5–10, 11–20, and *more than 20* responses are combined.
- For Item 7, 5, 6, and 7 responses on the 1–7 challenge scale are combined.
- For Item(s) 9, *quite a bit* and *very much* responses are combined.
- For Item(s) 12.1a and 12.1b, *2–4 times* and *5 or more times* responses are combined because these services are typically used less frequently.



CCCSE

Department of Educational Leadership and Policy
College of Education
The University of Texas at Austin
3316 Grandview Street
Austin, TX 78705
512-471-6807

info@cccse.org
www.cccse.org

CCSSE (2017-present) BENCHMARK DESCRIPTIONS

Active and Collaborative Learning **ACTCOLL** (7 items)

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.

Item Number		Item Description/Variable Label	Variable Name			
Old	New		Old	Old Values	New	New Values
4a	4a	Asked questions in class or contributed to class discussions	CLQUEST	1 – 4	CLQUEST	1 – 4
4b	4b	Made a class presentation	CLPRESEN	1 – 4	CLPRESEN	1 – 4
4f	4f	Worked with other students on projects during class	CLASSGRP	1 – 4	CLASSGRP	1 – 4
4g	4g	Worked with classmates outside of class to prepare class assignments	OCCGRP	1 – 4	OCCGRP	1 – 4
4h	4h	Tutored or taught other students (paid or voluntary)	TUTOR	1 – 4	TUTOR	1 – 4
4i	4i	Participated in a community-based project (service learning activity) as a part of a regular course	COMMPROJ	1 – 4	PARTICCBP	1 – 4
4r	4q	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	1 – 4	OOCIDEAS	1 – 4

4i. “(service learning activity)” was added to item text. No other changes were made.

4r/4q: Because a prior item was removed, the item was renumbered.

Student Effort **STUEFF** (8 items)

Students' behaviors contribute significantly to their learning and the likelihood that they will attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process.

Item Number		Item Description/Variable Label	Variable Name			
Old	New		Old	Old Values	New	New Values
4c	4c	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	1 – 4	REWROPAP	1 – 4
4d	4d	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	1 – 4	INTEGRAT	1 – 4
4e	4e	Come to class without completing readings or assignments	CLUNPREP	1 – 4	CLUNPREP	1 – 4
6b	6b	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	See below	BKREADOWN	0 – 4
10a	10a	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	ACADPR01	0 – 5	ACADPR01	0 – 5
13d1	12d1	Frequency: Peer or other tutoring	USETUTOR	See below	FREQTUTOR	See below
13e1	12e1	Frequency: Skill labs (writing, math, etc.)	USELAB	See below	FREQLAB	See below
13h1	12h1	Frequency: Computer lab	USECOMLB	See below	FREQCOMLB	See below

6b. Response option numeric codes were changed as noted below. There were no changes to the item or response text.

Item	New Responses	Old Responses
6b	0 = None 1 = 1 to 4 2 = 5 to 10 3 = 11 to 20 4 = More than 20	1 = None 2 = 1 to 4 3 = 5 to 10 4 = 11 to 20 5 = More than 20

12d1, 12e1, 12h1: The response options were changed as noted below. No changes were made to the item text.

Item	New Responses	Old Responses
12d1	0 = Never, 1 = 1 time 2 = 2 – 4 times	0 = Don't know / N.A.
12e1		1 = Rarely/Never 2 = Sometimes

12h1	3 = 5 or more times	3 = Often
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Academic Challenge **ACCHALL** (10 items)

Challenging intellectual and creative work is central to student learning and collegiate quality.

Item Number		Item Description/Variable Label	Variable Name			
Old	New		Old	Old Values	New	New Values
4p	4o	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	1 – 4	WORKHARD	1 – 4
5b	5b	Analyzing the basic elements of an idea, experience, or theory	ANALYZE	1 – 4	ANALYZE	1 – 4
5c	5c	Forming a new idea or understanding from various pieces of information	SYNTHESZ	1 – 4	NEWIDEAS	1 – 4
5d	5d	Making judgments about the value or soundness of information, arguments, or methods	EVALUATE	1 – 4	EVALUATE	1 – 4
5e	5e	Applying theories or concepts to practical problems or in new situations	APPLYING	1 – 4	APPLYING	1 – 4
5f	5f	Using information you have read or heard to perform a new skill.	PERFORM	1 – 4	PERFORM	1 – 4
6a	6a	Number of assigned textbooks, manuals, books, or book-length packs of course readings	READASGN	See below	ASSIGREAD	See below
6c	6c	Number of written papers or reports of any length	WRITEANY	See below	NUMPAPRRPTS	See below
7	7	Mark the box that best represents the extent to which your examinations during the current academic year have challenged you to do your best work <u>at this college</u>	EXAMS	1 – 7	CHALNGXAM	1 – 7
9a	9a	Encouraging you to spend significant amounts of time studying	ENVSCHOL	1 – 4	ENVSCHOL	1 – 4

4p/4o: Because a prior item was removed, the item was renumbered.

5c: The item was replaced. (The previous item was “Synthesizing and organizing ideas, information, or experiences in new ways.”) *In cognitive interviews, students did not know what “synthesizing” means.*

7. The word “academic” was “school” in previous version.

6a & 6c: Response option numeric codes changed as noted below. Only the coded values change, this will have no effect on the benchmark scores.

Item	New Responses	Old Responses
6a	0 = None 1 = 1 to 4	1 = None 2 = 1 to 4

6c	2 = 5 to 10	3 = 5 to 10
	3 = 11 to 20	4 = 11 to 20
	4 = More than 20	5 = More than 20

Student-Faculty Interaction **STUFAC** (6 items)

In general, the more interaction students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

Item Number		Item Description/Variable Label	Variable Name			
Old	New		Old	Old Values	New	New Values
4k	4j	Used email to communicate with an instructor	EMAIL	1 – 4	EMAIL	1 – 4
4l	4k	Discussed grades or assignments with an instructor	FACGRADE	1 – 4	FACGRADE	1 – 4
4m	4l	Talked about career plans with an instructor or advisor	FACPLANS	1 – 4	FACPLANS	1 – 4
4n	4m	Discussed ideas from your readings or classes with instructors outside of class	FACIDEAS	1 – 4	FACIDEAS	1 – 4
4o	4n	Received prompt feedback (written or oral) from instructors on your performance	FACFEED	1 – 4	FACFEED	1 – 4
4q	4p	Worked with instructors on activities other than coursework	FACOTH	1 – 4	FACOTH	1 – 4

All items: Because a prior item was removed, these items were renumbered. Otherwise, there was no change in the item text or response scales.

Support for Learners **SUPPORT** (7 items)

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention.

Item Number		Item Description/Variable Label	Variable Name			
Old	New		Old	Old Values	New	New Values
9b	9b	Providing the support you need to help you succeed at this college	ENVSUPRT	1 – 4	ENVSUPRT	1 – 4
9c	9c	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	1 – 4	ENVDIVRS	1 – 4
9d	9d	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	1 – 4	ENVNACAD	1 – 4
9e	9e	Providing the support you need to thrive socially	ENVSOCAL	1 – 4	ENVSOCAL	1 – 4
9f	9f	Providing the financial support you need to afford your education	FINSUPP	1 – 4	FINSUPP	1 – 4
13a1	12a1	Frequency: Academic advising/planning	USEACAD	See below	FREQACAD	See below
13b1	12b1	Frequency: Career counseling	USECACOU	See below	FREQCACOU	See below

12a1, 12b1: Response options were changed as noted below.

Item	New Responses	Old Responses
12a1	0 = Never, 1 = 1 time	0 = Don't know / N.A. 1 = Rarely/Never
12b1	2 = 2 – 4 times 3 = 5 or more times	2 = Sometimes 3 = Often

EMP Goals Brainstorming Notes From the May 18th & June 15th, 2022 SPC Meetings

The committee reviewed and discussed ideas for new 2022 EMP goals. EMP-Related documents (from Dr Fred Trapp) can be found at <https://my.avc.edu/> (go to Groups/institutional-Wide/EMP).

Some broad ideas for the new 2022 EMP Goals and top priorities are:

(Fold in Vfs Goals, Guided Pathways Implementation-one of the strategies/mechanism for addressing/achieving college goals)

- 1) Expand outreach and offerings in order to better meet community needs and increase student enrollment:** a) Expand offerings e.g., corporate & community, ed. , dual credit, new program development, course scheduling (e.g. number of sections offered during evenings) b) Proactively meet community needs during changing times (rapid change and great uncertainty) -workforce development
 - Loss of revenue will impact every single aspect of college operations; how do we adjust to that? Fear that everything is going to crumble that puts us at odds, fighting over crumbs, can't have movement and fear simultaneously; come up with a plan collaboratively; Enrollment efforts in general, outreach, dual enrollment, marketing, cost/benefit analysis (campus climate change must happen for the college).
 - How required courses overlap e.g. Physics/Math/Bio and there might just be one section of a needed class and that conflicts
 - Can we also promote more opportunities for Independent Study when it comes to single session class offerings?
 - Field experience, work-based learning, internships, job placement, soft skills
 - Throughput
 - Another Idea: Teaching our students to be better advocates for themselves! They don't know what they don't know and it gets really frustrating for them to push forward.

- 2) Rethink the efficiency and effectiveness of college policies, practices, and processes to become more responsive to students, employees, and AVC's service area:** e.g. Onboarding of students (improving transcript evaluation) and employees, AP&P, Intrusive Advising-EduNav....Student focus ...eLumen
 - Innovative strategies understanding the current environment and technology needs of our community; Technology is all about change, and change is scary; Using technology with confidence
 - Being more future thinking, looking at what might be coming down the pike (more proactive)
 - Improving Communication, Marketing, Web Design (coming soon)

- 3) Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus:** e.g. Exit survey of students, finding out why they drop/stop, the majority not returning (Invoke Learning for insights). Student and employee retention and success; CI-change, resistance is futile....belongingness....professional development DEI-Access, Belongingness: a more inclusive learning environment for students; changing the culture to be more open-minded about change
 - Celebrating as a community with intentionality e.g. Veteran's BBQ; Therapy Dogs
 - Caring Campus Campaign
 - "Shifting Access and Navigation Burdens from Students to Institutions" - from 6/15/22 CCCCCO webinar"
 - "Reform Policies --> Shift Burdens --> Increase Access"