ACCREDITATION MIDTERM REPORT OCTOBER 8, 2007

Prepared for the

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

ANTELOPE VALLEY COLLEGE

Antelope Valley College
3041 West Avenue K
Lancaster, California 93536

TABLE OF CONTENTS

I.	CERTIFICATION OF THE MIDTERM REPORT

To: **Accrediting Commission for Community and Junior Colleges (ACCJC)**
          Western Association of Schools and Colleges (WASC)

From: **Antelope Valley College**

This midterm report provides further summary of institutional responses to recommendations cited in the WASC-ACCJC January 31, 2005, letter in response to the October 19-21, 2004, commission visitation. This report also provides a summary of the progress made in the institution's own self-identified plans and a forecast to the future.

We certify that preparation of this report included opportunities for participation by the campus community, and the midterm report accurately reflects the nature of this institution in relation to the issues addressed.

_____   _____
Dr. Jackie L. Fisher, Sr.   **Date**
Superintendent/President Antelope Valley College

_____   _____
Earl Wilson   **Date**
President, Board of Trustees

_____   _____
Sharon A. Lowry   **Date**
Vice President of Academic Affairs
Accreditation Cochair

_____   _____
Patricia A. Marquez Sandoval   **Date**
Academic Senate President
Accreditation Cochair

II.	STATEMENT ON REPORT PREPARATION

At the completion of the 2006 Progress Report, it was agreed that the Academic Senate President and Vice President of Academic Affairs would continue as cochairs. It was also determined that the Accreditation Steering Committee used for the progress report that contained one chair from each standard, the Director of Institutional Research and Planning, one community member, one board member, one student, and the faculty cochair from the 2004 self study would remain. The cochairs met and discussed a process for preparation of the midterm report, and the following process was agreed upon:

- A timeline to complete the midterm report.
- Memorandums requesting a summary on the plans included in the progress report by June 1, 2007, were sent out to campus constituencies.
- A presentation was given at the April 11, 2007, Board of Trustees Retreat highlighting recommendations and timeline.
- The Strategic Planning and Budget Council (SPBC) met on June 20, 2007, to discuss the completed Educational Master Plan and to discuss the future forecast of the college district.
- The Accreditation Steering Committee met to review and discuss the sixty-two self-identified plans and continual progress on the six recommendations.
- The Accreditation Steering Committee met to review the SPBC's discussion of the future forecast of the college.
- The accreditation cochairs drafted a midterm report. They then gave a copy to the Superintendent/President for review. After that, the Superintendent/President and the accreditation cochairs met to discuss possible revisions to the report.
- The Accreditation Steering Committee was given a copy for review.
- Time was allowed for the steering committee to distribute copies to the members of the standards committees and to make suggestions for revisions.
- The Accreditation Steering Committee reviewed a revised draft. Once they gave final approval, a draft was posted on myAVC and an email was sent to notify the campus that the report was available for review and feedback.
- At the August 24, 2007, Welcome Back meeting, the final report was presented to faculty, staff, and students giving everyone the opportunity to review the report and a chance to provide final comment.
- Before submission to the Accrediting Commission for Community and Junior Colleges, the midterm report was presented as an informational item at the September 10, 2007, meeting and for final approval at the October 8, 2007 Board of Trustees' meeting.

_____   _____
Dr. Jackie L. Fisher, Sr.   **Date**
Superintendent/President Antelope Valley College

III.	RESPONSES TO THE RECOMMENDATIONS OF THE COMMISSION BEYOND 2006 PROGRESS REPORT

Recommendation #1: **The college must develop a complete blueprint for planning that includes a review of the mission statement, and the research, planning, and evaluation process and ensure clear communication of these processes to faculty, staff, and the community. (Standards I.A.3, I.B, I.B.3, I.B. 4, I.B.6)**

Progress Report: In the 2006 Progress Report, the campus acknowledged that in order for data driven decisions to occur, an operational Office of Institutional Research and Planning was essential. This past academic year, the Strategic Planning and Budget Council (SPBC) retrained and refocused the council members, along with the campus community, on the new budgeting process implemented in making budget decisions.

Since the June 1, 2006, hiring of the new Director of Institutional Research and Planning, the office has focused on four areas: 1) becoming acquainted with the current campus status, 2) producing research products to meet immediate campus needs, 3) advertising the services of the research office, and 4) acquainting the campus with research methods and products, including their availability. An important initial function of the research office has involved meeting the need for evidence for Student Learning Outcomes (SLOs) at both the course and program level. The new budgeting process developed in 2005 by SPBC incorporated Institutional Learning Outcomes (ILOs). The process is now ready for the assessment phase, and with the help of the Director of Institutional Research and Planning, the campus will be able to determine if ILOs are being met. The transition to a campus research culture is still in progress. Workshops on the meaning and application of research techniques are occurring this fall, and training will continue to be a long-term goal for the college. The fall research workshops will be used to publicize the start of an online forum hosted through myAVC, the campus web portal, for answers to research questions from the campus community. The research forum will be geared toward general research questions from specific members of the campus community. The research forum will also be geared toward general research questions that would be of interest to many members of the campus community.

Several planning documents identified by the new SPBC process are underway, with several near completion. The Human Resource Plan subgroup developed a process for development of a staffing plan, as well as an outline for completing the plan itself. It is expected that the plan will be presented to SPBC by the end of the fall 2007 semester, now that the Educational Master Plan update is complete. The Educational Master Plan was presented to the Board of Trustees as an informational item in July 2007 and approved at the August 2007 meeting.

The Enrollment Management Committee worked diligently to develop an Enrollment Management Plan and to make recommendations regarding student needs for enrollment, access, success, and retention, while still meeting the ongoing educational needs of the community. The Enrollment Management Plan is complete, and the committee presented it to SPBC on March 21, 2007. The plan was presented to the Board of Trustees on June 11, 2007, as an informational

item and placed on the October agenda for action. The mission statement developed by the committee is: D*evelop, implement, and evaluate a comprehensive strategic plan involving the entire campus to achieve and maintain optimum student enrollment, promote access and student success, enhance retention and meet the educational needs of our community.*

The Finance Plan subgroup has not met. It was agreed by the SPBC that the other plans, particularly the Human Resource Plan, need to be completed before a realistic finance plan can be drafted. The Technology Plan is being updated to reflect the updated Educational Master Plan. The Information Technology Committee reviewed their revisions on September 6, 2007. A final draft was presented to SPBC in October 2007.

At the June 11, 2007, Board of Trustee meeting, the district's Five-Year Construction Plan was approved. The plan includes a proposed schedule for state funding and final project proposals for the Art and Music Building addition and the Fitness and Wellness Center. Initial project proposals for the High Technology Learning Center, the Gymnasium Renovation and Expansion, and Language Arts and Social Sciences Building are also included. The Five-Year Construction Plan is now part of the Facilities Plan.

As part of the process for developing the updated Educational Master Plan, Planning Information Forms were collected from 33 divisions/areas covering all aspects of campus operations (Table 1). The Planning Information Forms covered current needs as well as short-term (three-five year) and long-term (ten year) plans. Where appropriate, plans for the divisions/areas at the Palmdale site for the same three time frames were also included.

Table 1. Divisions/Areas Completing Planning Information Forms

Business, Computer Studies, and Economic Development Division	Auxiliary Services – Marauder Bookstore	EOPS (Extended Opportunity Programs and Services
Health Sciences Division	Auxiliary Services – Food Service	STAR Student Support Services
Institutional Research and Planning	Campus Police	Admissions and Records
Instructional Resources/Extended Services Division	Facilities Planning and Campus Development	Counseling
Language Arts Division	Maintenance and Operations	Financial Aid
Math, Science, and Engineering Division	Human Resources	Student Health Services
Physical Education and Athletics Division	Risk Management	Information and Welcome Center
Social and Behavioral Sciences Division	Information Technology Services	Job Placement Center
Technical Education Division	Institutional Advancement and Foundation	AV SOAR (Students on the Academic Rise)
Visual and Performing Arts Division	CalWORKs	Student Development and College Activities
Business Services	Disabled Student Services	Veterans Services

The plans were developed using data provided by the Office of Institutional Research to give a common basis for all departments. Plans were developed with guidance from the Educational Master Plan Steering Committee and the Director of Institutional Research and Planning by teams within each division/area including faculty, staff, and administrators. The college's mission statement and core values were reviewed during this process to ensure that the newly developed fourteen guiding principles (appendix A) support the ILOs developed last year.

Summaries of current and short-term staffing needs were compiled from the Planning Information Forms and given to the Human Resources Plan subgroup to begin development of the Human Resources Plan. Division technology needs for the current and short-term time periods are being compiled from the Planning Information Form responses to assist the Technology Plan committee in the development of the revised Technology Plan. The Palmdale plans from the divisions that anticipate participating at the Palmdale site in the next three to five years were reviewed and summarized as part of the Environmental Scan Implications section of the Educational Master Plan. In addition, the Palmdale plans were reviewed by the Enrollment Management Committee and included in the Enrollment Management Plan. The Director of Institutional Research and Planning has been given interim oversight of the Palmdale site, and a Palmdale Task Force was formed to collect survey and focus group data from the community, students, and staff in Palmdale to help guide implementation of the division plans. Using the information from the responses in the Educational Master Plan as the basis for the other plans helps ensure a seamless implementation of the process as the campus moves forward.

As mentioned in the progress report, the campus recognizes that several planning cycles will be required before it can be determined how well the new SPBC budgeting process is working. The college recognizes that it must carefully assess the communication efforts by the SPBC Communication subgroup during the early evaluation of the new budgeting process, making necessary adjustments if required. By SPBC guiding the Educational Master Plan update from the Mission, Vision, and ILOs of the campus, along with the individual plans, it has proven to be an effective way to maintain continuity within the planning process, resulting in broad campus participation and awareness.

The Mutual Agreement Council (MAC), as defined in the Participation in Local Decision-Making administrative procedure, began to meet early in the fall 2005 semester. Each academic year, the council identifies "mutual agreement" items, and it has been able to complete several major tasks, including the Educational Program Evaluation and Discontinuance Procedure and the Hiring Procedure for Full-time and Adjunct Faculty.

This past academic year, there has been disagreement on issues, such as the interpretation of Title 5, and Education Code, particularly relating to equivalency and the hiring of new faculty. The Vice President of Human Resources and Employee Relations has expressed strong opposition to the revised Equivalency Procedure developed by the Senate's Equivalency Committee, which includes the Vice President of Academic Affairs and the Senate Executive faculty members. The vice president's main concern is the establishment of a three-year timeframe to update equivalencies by discipline faculty. As a result, this was the main topic for most meetings. The Academic Senate Executive recommended that the college obtain technical assistance to discuss Title 5 and Education Code. The district's legal counsel, on June 27, 2007,

met with the Mutual Agreement Council and was presented three questions on equivalency. The district's legal counsel offered suggestions on the process and documentation in the review for an equivalency. The Academic Senate presented these suggestions to the faculty for their consideration and approval in early fall for possible implementation.

Plan
1. Continue in the development for the new budgeting process and the assessment phase in determining if the institutional learning outcomes are being met.
2. Assess communication efforts by the SPBC Communication subgroup during the early evaluation of the new budgeting process, making necessary adjustments if required.
3. Complete the Human Resource Plan and present to SPBC by the end of fall 2007.
4. Begin development of the Finance Plan by spring 2008.

Recommendation #2: **The college must improve communication by engaging in dialogue that is inclusive, informed, and intentional about institutional quality and dialogue must include formal pathways for effective communication links so that information and recommendations are disseminated to all constituent groups. (Standards I.A.4, I.B.1, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7)**

Progress Report: The SPBC Communication subgroup and the SPBC constituent representatives have continued to inform the campus and general community about how budget decisions are being made. Each year, an annual review is produced that highlights achievements and goals. This project again was planned for summer 2007, with the annual review ready for campus use by the fall. The report is always offered in both printed and online formats. The general public is also offered access to the annual report through the college website, using the links for Campus Organizations, SPBC documents.

The Fact Book was again prepared this year, with the first revision scheduled for winter, after completion of the fall 2007 term. Graphics were updated, the full set of figures and tables from previous editions were included, and data was validated. Spreadsheets and formulas were saved, as well as listings of data sources, to ensure continuity of future college Fact Books. Extra efforts were taken during the 2006 revision to make production of future versions easier to develop and to ensure that all data was from the most relevant sources. Hard copies have been distributed to the Library, President's Office, Vice Presidents' offices, Academic Senate Office, and each division office. An electronic copy has been emailed to the entire campus and posted on the campus website.

The Student Learning Outcomes (SLO) Committee is presenting professional development workshops for faculty and the general campus community regarding the development of both course and program level SLOs. The workshops are available both through the Flex Program and Faculty Academy Program. The committee's workshops, which started this fall, are offered at various times and on different days of the week to accommodate individual work schedules. The committee chair started attending division meetings in spring 2007 to give short presentations on the college's direction on SLOs. The chair also met with staff members in the Student Services area to help move them forward in the area of assessment (see recommendation 3).

The Superintendent/President has continued holding Dialogue with the President forums. During the 2006-2007 academic year, seven dialogues were held in the effort to keep the campus community, including students, informed about important issues. The forums also offered the campus community another venue to provide discussion of ideas and campus concerns. Some of the topics this past academic year were: College Budgeting Process; What is an Educational Master Plan and Why Is It So Important to the Future of Antelope Valley College?; Learn How the College Works to Meet the Needs of Students Through Enrollment Management; Building Projects for AVC; and AVC Annual Goals and Accomplishments. To encourage more employee participation in the meetings, the opportunity for faculty to earn individual Flex credit was made available this past year and noted in meeting announcements and emails. In addition, the Flex Committee approved the inclusion of the dialogues for the 2007-2008 Flex Program, which allows faculty to earn institutional Flex credit. Based on campus recommendations, future

dialogue sessions will include the following topics: grant opportunities, including training for grant writing; Palmdale campus update, and outreach services: community partnerships.

As was the case last year, the campus community identified ten goals for the college president, and they were finalized by the Board of Trustees at the regular June 11, 2007, meeting. The goals include: continue to implement 2004 accreditation team recommendations; in consultation with the campus community, continue to responsibly implement bond program; and ensure staffing is sufficient to meet current and future growth *(*appendix B*)*. Communication was a key campus goal identified for the entire campus community, including the Board of Trustees. The Superintendent/President accomplishes communication through a variety of venues: email, small group meetings, Academic Senate meetings, and community committee membership.

To address campus concerns related to myAVC and the support offered by the help desk, a position description for a permanent classified Help Desk Technician has been developed and is currently under review by the classified union. SPBC will be presented with a request for this position to specifically support students and employees using myAVC. While there have been numerous requests for funding of a Webmaster to maintain the public web content for the district, the web content is currently maintained using part-time contract labor. The Webmaster position has not yet been funded. In 2007, the college approved one-time money for the redesign of the college's website and the development of a more sophisticated content management system (CMS). The redesign is needed to improve the ability of users to access information quickly and easily. The CMS will enable multiple users around campus to post and maintain information on the site. It is expected that a new CMS and the addition of a webmaster will resolve the ongoing problem of outdated information, broken links, and missing links on the college's website. The process to identify an appropriate content management system and vendor is underway and is due to be completed in the 2007-2008 fiscal year.

In January 2007, a Technical Trainer was hired to provide employee training in the use of district's technology. The trainer provided forty-two workshops during January and February 2007, as well as more function-specific/personalized training sessions on using myAVC and its many features. The training topics ranged from general myAVC navigation to the use of myAVC email, calendar, calendar synchronization, course consolidation for faculty, targeted messaging, and myAVC group services. For the 2007-2008 year, the Technical Trainer is scheduled to offer 107 technology training sessions, with many as part of the faculty Flex Program and Faculty Academy Program. Some of the topics are Blackboard online course management, web content development and management, Banner student information system basics, and the new online self-service Information Technology Services (ITS) Help Desk features. Now that this position is filled and the trainer is providing a variety of training workshops, the college will need to assess whether the concerns identified in the progress report have been resolved.

In addition, the Director of Institutional Research and Planning has begun training staff on the use of statistical software, data entry and validation methods, survey design, and sampling methods. The director has also begun a series of "brown bag" lunches for informal discussions with faculty and staff on research methods. This training program is being expanded to a regular

schedule. Several online discussion technologies are being reviewed, in consultation with ITS, and will be implemented in the fall of 2007.

Plan
5. Implement training sessions for SLOs and the use of district technology.
6. Conduct a survey to identify and address campus ITS concerns and the need and support for technology.

Recommendation #3: **The college must develop and implement student learning outcomes for all its courses, programs, services, and for the institution as a whole while linking the outcomes to planning and the budgeting process. Equally important, the college must develop mechanisms for measuring those outcomes and commit to using the findings to improve student learning for its diverse students. (Standards I.B, I.B.3, II.A.1c, IIA.2a, IIA.2d, IIA2e, IIA.2f, II.B.3, II.B.4, II.C.2)**

Progress Report: The Student Learning Outcomes Committee has been very involved in understanding Student Learning Outcomes (SLOs) and has conducted internal committee training. The chair attended two major conferences: Faculty Academy of California Community Colleges in Cupertino on March 2-4, 2007, and the Southern California SLO Coordinators meeting in Rancho Cucamonga on April 11-12, 2007. In addition, the chair and two committee members attended the Student Learning Outcomes Institute sponsored by the Academic Senate for California Community Colleges on July 11, 2007. The college has been very supportive in providing campus resources so the committee is well versed on SLOs.

To that end, three SLO workshops approved by the Flex Committee are being presented this academic year and are part of the Faculty Academy Program. The various conferences attended by the chair and committee members are helping with the new information that will be shared with the campus community. The first workshop involves a hands-on training on writing SLOs using measurable learning objectives as a basis for development. The second workshop is on assessment development based on the previous workshop on SLO development. The third workshop is discussion and feedback, so that the SLO Committee can assess the participants' overall understanding of the SLO process. The Director of Institutional Research and Planning is a permanent member of the SLO Committee and is assisting in the development and presentation of the second and third workshops. The SLO Committee chair has worked with the Program Review Coordinator in meeting with divisions/areas that are beginning their self study (see recommendation 6). A major revision just approved at the May 31, 2007, Academic Senate meeting was the inclusion of SLOs and Institutional Learning Outcomes (ILOs) as related to program review. The relationships between SLOs at the course and program levels are now more clearly connected. The Office of Institutional Research and Planning is working with the Learning Center, Financial Aid, and Career Center as they begin review to select appropriate data, design and collect additional data, and provide analysis and interpretation of results with the ultimate goal of having statistically valid assessment tools included within the program review documents.

The Vice President of Student Services has worked with the committee to develop a timeline for Student Services to complete SLOs, along with assessment. Most of the departments/areas will have SLOs complete by spring 2008, with the balance by spring 2009. To complete the planning for this process, the SLO Committee chair met during summer 2007 with the Student Services deans and directors.

The Vice President of Academic Affairs has also worked with the committee to develop a timeline proposal for having SLOs attached to both new and revised CORs. The proposal also includes requirements for specific disciplines to create SLOs by a percentage base per academic year. Further development of the timeline occurred in consultation with the SLO Committee

chair and Academic Policies and Procedures (AP&P) Committee cochair during the summer, and the timeline was presented to the Academic Senate as an action item in the fall. This was a joint recommendation from the SLO and AP&P committees to the Academic Senate.

At the May 31, 2007, Academic Senate meeting, the SLO Committee brought forward a recommendation to change the committee leadership. It was the opinion of the committee that the work was significant and the mission could be better accomplished if the chair position was changed. The Academic Senate passed the motion to have a faculty cochair appointed by the senate with the Vice President of Academic Affairs or designee serving as cochair. The faculty cochair reports at least twice a semester to the Academic Senate on SLO Committee activities (appendix C).

The Office of Institutional Research is helping the campus move toward collection and assessment of data for SLOs and ILOs through three related efforts. First, the director and Research Technician have begun participating in the program review process at the peer review phase, as well as in the initial stages of program review. Where appropriate, the data collection and assessment efforts are tied to SLOs and ILOs within the program. A second effort has involved working through the Educational Master Plan update process to identify and produce relevant data and summary statistics standardized across instructional and non-instructional divisions and areas. A third effort is the assistance of the Director of Institutional Research and Planning in producing and presenting the second and third SLO workshops.

The Distance Education Committee (DEC) has been offering ongoing training on the use of Blackboard. For the 2006-2007 academic year, nineteen training sessions were offered. All new faculty are given an introduction to the single platform during the New Faculty Orientation held each August. The DEC mission statement was completed on October 10, 2006, and states: *To coordinate, encourage, and promote educationally sound Technology Mediated Instruction (TMI) at Antelope Valley College.* At the May 31, 2007, meeting, the Senate approved the DEC's "Guideline for Course Design Rubric" that helps faculty develop an online class. In keeping with the mission and purpose of distance education, the committee has created and maintains several websites: Blackboard training schedule for faculty and staff *www.avconline.avc.edu/de/Blackboard TrainingWorkshops.htm*; Blackboard login and information Web page *www.avconline.avc.edu*; and a publicly accessible DEC Web site *www.avc.edu/organizations/dec/index.htm*. The faculty cochair provides a detailed report to the Academic Senate at least twice a semester.

During spring 2007, a Basic Skills Taskforce was established to begin the self-assessment of the entire campus, within both Academic Affairs and Students Services courses and programs. The Basic Skills Taskforce charged the Office of Institutional Research with analyzing data on students taking basic skills classes. The analyzed data identifies factors that can be used to determine successful and unsuccessful students. The taskforce has asked that the College Coordinating Council accept its recommendation to make it a campuswide committee. The taskforce has identified courses and support services which are discussed in the RFP document for Basic Skills Best Practices. The taskforce has agreed to secure a keynote speaker on Basic Skills and obtain technical assistance from the System Office if needed. The taskforce is currently cochaired by the Academic Senate President and the Vice President of Academic

Affairs and includes key faculty and staff in areas such as math, English, English as a Second Language (ESL), learning specialist, and Disabled Student Services (DSS). The taskforce attended the regional conference in Ventura sponsored by Academic Senate for California Community Colleges this past August and is committed to making basic skills a primary campus focus.

Since the progress report, 275 additional Course Outlines of Record (CORs) have been revised, leaving 175 more. By the end of fall 2007, any COR older than 2000 will become obsolete and not placed in the 2008-2009 college catalog. To assist discipline faculty in remaining current on COR revision, AP&P developed a COR Matrix, which has been distributed to all deans, AP&P representatives, the Program Review Coordinator, SLO Coordinator, Academic Senate President, and Transfer Center Coordinator.

Plan
7. Implement best practices for Basic Skills across disciplines and student services.
8. Continue training in the use of research as part of the decision-making process.

Recommendation #4 The college must provide and sustain an environment in which all persons in the college community can interact on a basis of accepting differences, respecting each individual, and valuing diversity. It is imperative to identify and implement the processes that actively promote diversity in the everyday environment and the academic programs of the college. (Standards II.A1, II.A.ia, II.B.3d, III.A.4a, III.A.4b)

Progress Report: The 2006 Progress Report noted that the Student Equity Committee and Student Success Committee were combined since they had similar missions. This past academic year, the newly formed Student Success and Equity Committee developed a mission statement, which states: *To coordinate, improve, create, and monitor student success by access, retention, and persistence.*   One of the main goals for next year is to utilize the mission statement as a framework in developing Student Learning Outcomes and methods for their assessment. Currently, the committee's focus is to identify and incorporate strategies that increase retention and persistence for all students into campus life. One such activity found to be successful through anecdotal evidence was the Women's Tea. Faculty were encouraged to invite a student to share conversation, tea, and hear Dr. Barbara Young speak on "The Challenge: Transforming Yourself for Success." Another activity incorporated into campus life was Welcome Back Week, which provides students with campus tours, academic survival tips, and information about support services offered by the college. The Learning Center staff, and used by the committee, created a flyer titled, "10 Steps to Being a Successful Student." The flyer provides information about identifying your learning style, improving test taking skills, and taking care of yourself physically.

This past spring semester, the college president, the college foundation, and the Academic Senate provided funding to support the establishment of the USHINDI pilot program. The pilot program assists in statewide efforts targeting the retention and academic success of African American students. Additional support, including counseling, tutoring, mentorship, campus life activities, and courses in cohort groups with other members of the USHINDI program, is provided to participants. The program is comprehensive and holistic in composition affecting all aspects of the person. The USHINDI program will be assessed for its effectiveness through the establishment of SLOs as they connect to the Institutional Learning Outcomes (ILOs) for the college.

While the college attempted three times to fill the Equal Employment Opportunity (EEO) Director position, there has not been a viable pool to fill the position. The Vice President of Human Resources and Employee Relations took a request to SPBC asking that the position be changed to the Director of Human Resources. It was the vice president's opinion that the change to a generalist position would yield a potentially stronger pool of applicants, and the role and responsibility of equal employment could be shared between the director and vice president. The duties would include training diversity representatives for all hiring committees, cochairing the campuswide EEO Advisory Committee, and working with the EEO Advisory Committee to develop the district EEO Plan. The Human Resources Director would also conduct investigations of discrimination complaints levied by students and staff. Currently, the hiring committee is reviewing potential candidates for interview.

In the meantime, the Vice President of Human Resources and Employee Relations has reconvened the EEO Advisory Committee. The committee met three times during the spring 2007 semester and has reviewed its mission statement, which states: *The Equal Employment Opportunity Advisory Committee, following state and federal regulations and guidelines, monitors equal employment opportunity progress, and provides suggestions for the Equal Employment Opportunity Plan revision as appropriate.* The committee also revised the district's Discrimination Policy and Procedure. Once campus constituencies have had an opportunity to review the revised document, it will be presented to the Board of Trustees for approval. After approval of the new policy and procedure, the advisory committee will begin review of the System Office's EEO Model Plan and develop the district EEO Plan.

In October 2006, three EEO training sessions were conducted for college staff, with two in March 2007. A total of eighty-one individuals participated**.** These individuals were then encouraged to serve as EEO representatives on future hiring committees. Only eight individuals submitted their names for the EEO pool.

Sixteen new faculty were hired in 2006 and twenty in 2007. During the same period, fifty-nine new classified members were added to the college staff. The Vice President of Human Resources and Employee Relations, who acts as the district's EEO Compliance Officer, provided EEO training at the 2005, 2006, and 2007 New Faculty and the New Classified orientations. A new video, available in the Instructional Multimedia Center, provides an additional opportunity for staff to obtain EEO training. A contract with New Media Learning to create an EEO training website was made available in fall 2006 as well. Both the video and the website are available for those who did attend on-campus training, but may want to obtain additional EEO information. During summer 2007, the Vice President of Human Resources and Employee Relations coordinated diversity training from the Museum of Tolerance. It is the expectation that a group of staff members will participate in tolerance training throughout the academic year, beginning in the fall semester.

The college was fortunate to obtain a Minority Science and Engineering Improvement Program (MSEIP) grant in September 2006. The purpose of the grant is to affect long-range improvement in science and engineering education at predominately minority institutions and to increase the flow of underrepresented ethnic minorities, particularly women, into scientific and technological careers (STEM education). The college's project aims to improve performance of students in basic skills mathematics by infusing the use of technology in the teaching and learning of mathematics, resulting in a reduction in attrition rates and the preparation of a higher number of better-prepared students who will take higher-level mathematics courses. The project will result in the enhancement of the math infrastructure in ME 100, training for faculty in the use of technology, and new web enhanced instructional procedures. Funding is for the period 2006-2009.

Lastly, the DEC has made significant strides in bringing more courses online. Initially, there were thirteen courses that faculty taught online. In spring 2007, forty-six courses were taught. Currently, fall 2007 there are fifty-nine courses, a 28 percent increase in one semester (see recommendation 3).

Plan

9. Expand activities, programs, and services for the campus on the awareness and appreciation of diversity.

Recommendation #5: **The college must provide the following organizational structures that are congruent with institutional effectiveness: (1) a fully functional human resources division, and (2) adequate research capacity to gather and analyze the college's data as the basis for dialogue and informed decision making, (Standards I.B.3, IIA.1.a, II.A.1c, II.A.2b, II. A.2e, II.B.3, II.B3.c, II.B.4, II.C.2, III.A.1b, III.A.3, III.A.4a, III A.4b, IV.A. Preamble, IV.A.5, IV.B.1, IV.B.1b)**

Progress Report: (1) The new organizational structure for Academic Affairs and Student Services has been implemented. The seven dean positions were filled, but the newly hired Dean of Instructional Resources and Extended Services recently accepted a position at another college. The college will reevaluate this position to assess and evaluate the responsibilities and duties.

A taskforce that includes a faculty union representative, an Academic Senate representative, and the Vice President of Student Services is developing the job description, selection process, and compensation guidelines for faculty department chairs. It is anticipated that the plan will be completed by early fall 2007 for each constituency to review and provide feedback. It is the expectation that constituency support will be obtained by the end of fall 2007, so that implementation can begin by spring 2008.

With the latest reorganization, Student Services created two expanded positions to replace what had been a combined Dean of Counseling and Admission and Records position. The positions are the Dean of Counseling and Matriculation and the Dean of Enrollment Services. The new Dean of Counseling and Matriculation began in January 2007. The Dean of Enrollment Services position was filled by a one-year interim appointment while the position was being advertised. The permanent position has now been filled and the new Dean of Enrollment Services began work July 1, 2007.

First introduced and discussed at a Mutual Agreement Council meeting was the need for new definitions of terms that more appropriately reflect the new campus organizational structure. Initial definitions for division, department, and area were developed and shared at the Academic Senate meeting on February 15, 2007. The definitions were also reviewed at an Administrative Council meeting. Once the campus had an opportunity to think about and discuss the new terms and how they would apply to the new organizational structure, the College Coordinating Council, at its April 18, 2007 meeting, finalized the following terms: "Division" is an academic area that consists of faculty (instructional); "Department" is a section of the college that deals with a particular field of service or knowledge; "Area" provides a service and does not consist of faculty (noninstructional); and "Office" identifies the organizational structure for the president and vice presidents. The president and four vice presidents have now applied these terms to their respective areas of responsibility. New organizational charts have been developed. The final step to the reorganizational structure is the implementation of faculty department chairs. For Student Services, only the area of Counseling and Matriculation has been identified for a faculty department chair position. For Academic Affairs, all the divisions, with the exception of Social and Behavioral Sciences and Technical Education, have determined that faculty department chairs are needed. Once the faculty chair job description is finalized, each division will reconsider their need.

Following adoption of the new classified evaluation form and guidelines, all administrators and supervisors received training on the evaluation process at an Administrative Council meeting. Additional training sessions will be necessary as new administrators and supervisors are hired. The Vice President of Human Resources and Employee Relations will schedule, provide, and ensure that these training sessions occur.

The Classified Relations Committee, as it was formally constituted, has not met. The Superintendent/President and President's Executive Council meet informally with the unions on a biweekly basis to discuss employee relations. The Vice President of Human Resources and Employee Relations reconvened the committee during summer 2007.

The Human Resources Subgroup of the SPBC has met several times to begin development of the Human Resources Plan (see recommendation 1). The Educational Master Plan final draft was presented at the June 20, 2007, SPBC meeting. The campus had an opportunity to review the document and provide comment. SPBC accepted the plan and sent it forward to the Board of Trustees for review at the July 9, 2007, meeting, and approval at the August 13, 2007, meeting. With the Educational Master Plan update complete, the Human Resource Plan should be ready by the end of fall 2007 semester.

(2) After the Director of Institutional Research and Planning became oriented to the campus and its research needs, a Research Technician position was identified and filled on November 10, 2006. The work capacity of the Office of Institutional Research has increased with the addition of the Research Technician. In the first six months, the Research Technician completed forty-nine large projects and ten to twenty small projects for various constituents of the college community, including committee requests (ten projects), departmental requests (seventeen projects), program review requests (five projects), and term reporting (four projects) (see recommendations 1, 2, and 3). As the technician gains experience, the number of projects that can be completed will increase.

Individual and small group training sessions were conducted in statistical software use, survey design, survey sampling, data analysis and reporting, and data validation. Presentations regarding relevant statistical methods such as interpretation of regression, contingency table analysis, survey methodology, and trend analysis were made to the Enrollment Management Committee, Student Success and Equity Committee, Administrative Council, and President's Executive Council. Interpretation of Accountability Report for Community Colleges (ARCC) statistics and results of the 2007 pilot ARCC report were presented to the district's Board in March of 2007 as required by AB1417.

Plan
10. Complete the development of the tier structure that incorporates faculty department chairs.
11. Encourage more research tools to increase the campus ability to conduct research.
12. Continue to provide resources and activities for staff professional development.

Recommendation #6: The Board must review and develop (1) personnel policies and procedures, including but not limited in recruitment, hiring, labor relations, classification, compensation, benefits, and staff development and training; (2) participatory governance policies (Board Policy 2051) with an eye to incorporate a directive to include data, both qualitative and quantitative, in participatory governance planning and decision making; and (3) program review (Board Policy 5041) to incorporate data-driven analysis. Furthermore, program review reports must be prepared on a regular cycle, and the report findings and recommendations must be disseminated campuswide. Report recommendations must be actively incorporated into campus planning and decision making to enhance student learning. (Standard III A.3, I.B.3, II.A.1a, IV.B.1b)

Progress Report: (1) The revision of several administrative procedures is still underway. After the revision process had been substantially completed, new Board Policy and Administrative Procedure manuals were distributed to the Board of Trustees, all members of the Administrative Council, the Academic Senate President, the Antelope Valley College Federation of Teachers President, the Antelope Valley College Federation of Classified Employees President, the confidential/management/supervisory employees' representative, the Associated Student Organization President, the Library, and the Human Resources Office in November 2006. A Board Policy group created on myAVC provides campuswide access to the most up-to-date policies and procedures, as well as those still under review. Three new board policies and five new administrative procedures have been approved since the manuals were distributed. In addition, the district has made efforts to ensure that the policies and procedures are kept current and relevant with the revision of thirty-two policies and procedures since November 2006. Task force groups have been created to review classified and administrator hiring procedures during summer 2007, and revisions will be incorporated into the newly approved Administrative Procedure 7120 Recruitment and Hiring.

The revised procedure for hiring full-time and adjunct faculty is complete. At the May 31, 2007, Academic Senate meeting, the final revision that included feedback from divisional faculty, Mutual Agreement Council (MAC), educational administrators, and faculty union was considered. The procedure was presented to the Board of Trustees at the June 11, 2007, meeting as an informational item. During the spring 2007 semester, the faculty union completed an option and procedure for faculty reassignment that is now part of the faculty contract. A process for the announcement and reassignment of open faculty positions is being reviewed.

The Academic Senate approved a new equivalency procedure at its May 31, 2007, meeting. The new procedure identifies committee membership and structure as well as a process for the establishment and maintenance of equivalency currency for each discipline. The Academic Senate also directed the AP&P Committee to develop a Discipline's List that contains the minimum qualifications for the discipline and a list of courses taught in each discipline. The Academic Senate approved the Disciplines List at its May 17, 2007, meeting, and the Board of Trustees approved the list at its June 11, 2007, regular meeting.

In consultation with the Academic Senate, the faculty union and administration completed a revision to Faculty Service Areas: Competency Philosophy and Policy. The new

revision has been incorporated into the faculty contract and approved by the Board of Trustees at the May 14, 2007, meeting. During the 2006-2007 academic year, the faculty union and the Vice President of Academic Affairs, in consultation with the Academic Senate, substantially revised the Tenure and Evaluation Procedure. The focus for the 2006-2007 academic year was on probationary faculty, with a standardization of student and peer evaluation forms to be used by all faculty. It is expected that final revision will be completed by early fall. The remainder of the procedure revision for tenured faculty will occur during the 2007-2008 academic year.

The classified union president, along with the President's Executive Council, met to discuss mutual concerns and resolve employee relations proactively. While the Classified Relations Committee has not met formally in two years, the Vice President of Human Resources and Employee Relations plans to meet regularly with the classified union president and Grievance Officer to ensure that effective communication and trust building continues. It is expected that once the Director of Human Resources position is filled, the director will serve on the committee.

(2 and 3) Four divisions/areas have completed their program review cycle: Business, Computer Studies, and Economic Development; Instructional Multimedia Center; Social and Behavioral Sciences; and Technical Education. Two divisions/areas have completed their self studies, with peer reviews underway: Health Sciences and Physical Education and Athletics. Four divisions/areas are working on their self studies: Visual and Performing Arts; Math, Science, and Engineering; Library; and Learning Resources Center. Both self study and peer-review teams are encouraged to utilize and reference data from the Office of Institutional Research and Planning. The Director of Institutional Research and Planning and the Research Technician both attend peer-review meetings to provide data and assistance to team members. All completed program reviews are posted to the Academic Senate web page, myAVC, and hard copies are placed in the Academic Senate Office and Library. SPBC receives an executive report developed by the vice president(s), which is then forwarded to the Board of Trustees. Six divisions/areas will be oriented to begin their self-studies and are expected to be completed by early spring 2008 semester: Language Arts, Counseling and Matriculation, Enrollment Services, Financial Aid; Information/Welcome Center/Outreach, and Job Placement.

The Program Review Procedures for Academic Affairs and Student Services have been reorganized so they are more user friendly for both the self study and peer-review teams. Revision to the curriculum section has placed major focus on program level outcomes. The changes to these two procedures were approved at the May 31, 2007, Academic Senate meeting. The Academic Senate appointed faculty coordinator is working with administration in developing a program review procedure for non-instructional programs and services, which include Information Technology Services, Advancement and Foundation, Human Resources, Business Services, and the President's Office. A draft has been developed and is now going through revision.

Plan

13. Implement workshops to inform and increase knowledge on the board policies and procedures.
14. Complete and approve a program review procedure for non-instructional areas.

IV.	SIXTY-TWO SELF-IDENTIFIED ISSUES IN THE 2004 PLANNING AGENDA

Standard I: Institutional Mission and Effectiveness
A. Mission

The college, through the Strategic Planning and Budget Council (SPBC), developed a new budgeting process over the last two years that ensures effective communication regarding how budget decisions are made. The SPBC Communication Subgroup is charged with informing the campus and general community of the council's activities and reporting goals and outcomes on an annual basis. The annual report describes the budgeting process and includes a diagram of the process. The mission statement and Institutional Learning Outcomes (ILOs) are tied to Student Learning Outcomes (SLOs)/Operational Outcomes (OOs). The mission statement is reviewed through SPBC annually with a major campus review every three years. The updated Educational Master Plan includes fourteen guiding principles that connect to the California Community College system strategic goals, college strategic goals, accreditation recommendations, and ILOs. The Faculty Handbook, which is reviewed and updated annually, also contains the mission statement. Each academic year, Faculty Handbook updates are distributed to each full-time faculty member and made available to adjunct faculty members, while new faculty receive a copy at the New Faculty Orientation held in August. The Student Handbook is distributed to students during the first few weeks of each semester. It is updated annually and contains the college mission statement. The college catalog is also updated and reviewed annually and contains the mission statement. The catalog is used by college staff and made available to students in hard and electronic copy form. *(The college mission is addressed in greater detail in recommendation 1.)*

B: Improving Institutional Effectiveness

Research now plays a central role in influencing college decisions. Data collected through research findings have influenced outcomes for program review, enrollment management, technology needs, staffing needs, and facility needs. The Office of Institutional Research and Planning has provided much needed training to groups responsible for developing planning documents. *(Research training for campus constituents is discussed in greater detail in recommendation 2.)* In a relatively short period of time, the college has generated a significant amount of research; however, there is still much more that is needed. It will take some time before research is fully integrated in campus decision-making. *(Institutional research that provides data to influence budgeting decisions is addressed in greater detail in recommendations 1, 2, and 5.)*

The college continues to make progress in developing SLOs at both the course and program level. The SLO Committee is working more directly with the campus on SLOs and has identified training workshops. *(Student Learning Outcomes are addressed in greater detail in recommendations 2 and 3.)*

SPBC makes available documents on myAVC for council and campus community use. Some minutes and all distributed handouts are posted. *(SPBC is addressed in greater detail in recommendations 1 and 2.)*

Standard II: Student Learning Programs and Services
A. Instructional Programs

The Assessment Committee has implemented the validation studies needed for establishing prerequisites for developmental (basic skills) courses. Cut scores for math, reading, and English courses are in place. Students take the assessment test as part of matriculation requirements and meet with a counselor. In addition, the Office of Institutional Research and Planning conducts Course Validation Studies for college/transfer level courses at the request of the AP&P Committee. For those courses requiring prerequisites, students are flagged during registration, either online or in person, and if they do not pass the course, they are involuntarily dropped and directed to meet with a counselor.

Distance education is now an accepted option for the delivery of instruction that is made available to all students. It is not unusual for theses courses to fill within a few days of registration. More and more faculty are being trained on Blackboard, orienting them to an alternative form of instruction. Some faculty use Blackboard as support to the traditional courses taught on campus, while others use the platform for online classes. *(Distance Education is addressed in greater detail in recommendations 3 and 4.)*

Learning community courses were first offered and evaluated in the fall of 2004. Some of the goals were to improve and increase student success in learning, to build community within the classrooms, and to promote collaborative and active learning. Preliminary findings from spring 2004 indicated that traditional courses had higher retention rates in all four courses offered. However, success rates for English 101 and 099 did increase over time more than did traditional courses. At the end of each term, students surveyed indicated that they felt comfortable in the learning community environment and had established friendships that were different from traditional classroom relationships. The overall rating for the first semester of learning community courses was one of success. Students, faculty, counselors, and the coordinator felt the experience was positive and were encouraged to develop additional courses. The third and last semester was also viewed as a success. A vocational link was added that attracted both male and female students. Now that the college has an Office of Institutional Research and Planning, student success rates for the learning communities in Psychology/English, Political Science/English, Math/English, History/Communication were again assessed. The retention rates for these classes have been as high as 100 percent with student success as high as 85 percent. The overall percentage rates for student retention among learning communities ranged from 50 to 100 percent. The student success rate of learning community classes ranged from 21.1 to 84.6 percent. While several faculty members are still interested in providing learning community courses to their students, funds will need to be identified if the college intends to continue in this area.

The Faculty Tenure Review Procedure is currently under revision. The entire process is being modified, so that it is streamlined, including the use of standardized and weighted evaluation forms. It is expected that this process will facilitate a more thorough review for both probationary and tenured faculty. The forms include evaluation with diverse instructional modalities, such as distance education. The self-evaluation form asks faculty to consider their involvement in the establishment of SLOs in their courses and in working with discipline faculty in the assessment.

The faculty cochair of the AP&P Committee provides workshops for new faculty on the importance and application of the Guidelines for Creating an Effective Syllabus. The handout is also available in the Faculty Handbook and on the AP&P web page for all faculty use. The faculty cochair also provides workshops on how to revise and update courses. The AP&P Committee has been aggressive in getting faculty to complete the revision of their CORs. In fact, those that are not completed by the end of fall 2007 will become obsolete and pulled from the 2008-2009 catalog. In the effort to remain current with the revisions to Title 5 and the System Office's curriculum handbook updates and best practices, the faculty cochair and the Vice President of Academic Affairs cochair attended the Curriculum Institute offered this past summer through the Statewide Academic Senate. *(COR revision is addressed in greater detail in recommendation 3.)*

The general Counseling Division completed SLOs for the Counseling Center, Career/Transfer Center, and Assessment Center. These SLOs are being reviewed as part of Counseling and Matriculation Program Review during the fall 2007 semester, with the assessment strategies being developed during the same semester. *(Student Learning Outcomes progress is addressed in greater detail in recommendations 2 and 3.)*

The Counseling Center, in consultation with the academic divisions, updates degree and certificate program requirement sheets and places them on display in the lobby of the Student Services Building. They are also available to all counselors electronically. In addition to the degree and certificate program requirement sheets, the Student Handbook, the College Catalog, and the Schedule of Classes are reviewed annually, thus ensuring that information is consistent and accurate.   Several years ago, the college started producing a new line of program brochures with the intent of doing about one-third of the brochures needed across campus each year. It was the college's expectation that there would be an ongoing rotation of campus brochures, thereby requiring a smaller publication budget. Through extra Vocational and Technical Education (VTEA) funds, a large number of brochures were completed just before the end of the 2005-2006 fiscal year.

A total of sixteen brochures were developed in 2005, including "Agriculture," "Park & Landscape Management," "Aircraft Fabrication," "Child & Family Education," and "Drafting/Computer Aided Design." In 2006, a total of fifteen brochures were developed, such as "Interior Design," "Deaf Studies," and "Respiratory Therapy." It should be noted that VTEA funding only covered the design and printing of brochures for approved vocational programs. While that included many with associate degree offerings, there were programs and disciplines not covered, such as English, math, and, science. In 2006-2007, brochures were completed for "Journalism," "Job Placement," and the "Palmdale Site." The Outreach Office, which is responsible for maintaining and distributing the brochures, estimates that the stocks of brochures for some programs are depleted for the 2008-2009 academic year. Since VTEA funds can no longer support the production of these brochures, the college will need to identify a funding source in its next budgeting cycle. Funds have now been identified for the Learning Center to provide brochures, handouts, and workshops for students. Once the new dean is hired, significant progress will be made in this area.

As reflected in the 2006 Progress Report, the Program Discontinuance Procedure and Institutional Code of Ethics were developed and are now in use. The Academic Freedom Policy now appears in the college catalog and Student Handbook.

B. Student Support Programs

For several years, the college has been offering students the option to register online through California Community College (CCC) Apply. The online application is becoming the preferred method for students applying to the college. An online financial aid orientation with a post-test has been established. An online Board of Governor's Fee Waiver is near the end of the development process and will be available to students for the 2008-2009 academic year.

A total of 128 students were administered the English and math assessment tests online at two local high schools: sixty-one students during the spring 2006 semester and sixty-seven students during the spring 2007 semester. Technical limitations prevented testing at other schools. Additional testing is planned for the 2008-2009 academic year after the local high school district completes a districtwide technology upgrade. In addition, high school students are offered two Saturday opportunities, before and during high school senior orientation, to take the assessment test. The Windows version for Compass testing is used on campus, while the Internet version is used for off-site locations.

During the 2007 spring semester, efforts were made to strengthen ties with California State University, Bakersfield Antelope Valley (CSUB-AV) campus by clarifying and streamlining the dual admission process for Antelope Valley College (AVC) students who wish to continue pursuit of their bachelor degree at CSUB-AV or the main campus. An updated dual admission brochure, reflecting the current degree programs at CSUB and dual admission requirements, is under development. In addition, a full-time counselor was hired through a Title V grant to establish connections with students from local feeder high schools who might benefit from the Dual Admission program at CSUB. The college also hired two additional counselors, hoping to strengthen and further develop ties between AVC's counseling staff, local feeder high school counseling departments, and students.

In the 2005 spring semester, the college established a magazine: *Navigating the Road to Higher Education.* The magazine offers information on financial aid, success stories of past students, and articles by faculty members, with topics ranging from preparing for college, using technology, and paying for college. At the same time, the college developed and implemented a one-stop registration day. During this event, Student Services faculty and staff offer the assessment test, financial aid information, counseling, and registration. The Cashier's Office is also open for payment. The one-stop registration day provides an added opportunity for those without a registration appointment to obtain needed courses before the beginning of each semester. Over 700 participants have attended past events, with more than 400 enrolling and attending classes.

This past academic year, two new recruitment initiatives were set in place. "I'm Going to College" targets fourth and fifth grade students and "College—Making It Happen" targets middle school students: These programs are designed to encourage students to think about college as a viable possibility. The Title V grant is supporting another initiative targeting tenth

grade students: College Access Network (iCAN) provides specific college information, assisting these students to see AVC, CSUB, California State University, Fresno (CSUF), and other transfer options as realistic avenues for obtaining a bachelor's degree.

In addition, there continues to be collaborative relationships with CSUB and CSUF, particularly within the local high school district. In fact, this past year, the college and the Antelope Valley Union High School District established and began Students on the Academic Rise (SOAR) High School on the college campus. In 2006-2007, of those students who applied and were accepted into the school as ninth graders, forty-eight returned as sophomores and ninty-one new ninth graders were added for the 2007-2008 year.

Online applications are accepted for all individuals, except those that are identified as possible special admittance students. A brochure has been developed that explains how to use myAVC for online application and is available at the Admissions and Records counter. The brochure is now part of the outreach package used in the recruitment of new students.

During summer 2006, Admissions and Records began to examine the types of student services needed for the Palmdale site. A survey of Palmdale students was administered in fall 2006, to identify methods for increasing enrollment. The findings indicated that an additional external survey of the Palmdale area was necessary. With the Director of Institutional Research and Planning heading this effort, plans to develop a focus group began for the sole purpose of identifying approaches to meet community needs. The initial survey identified an immediate need for a general counselor located at the Palmdale site. The counselor is now available to students one evening per week, assisting them with pre-enrollment plans. Increased use of computers was also identified; hence, the computer lab hours were extended. Additional course offerings were also required so that students can complete all courses without attending the main campus, with the exception of science lab classes.

The Enrollment Management Plan is complete. It can now be used to improve the planning for recruitment with accurate information about the numbers and types of students attending and/or available to attend the college.   A specific list of strategies for growth and retention for Lancaster and Palmdale sites has been developed for 2006-2007 and 2007-2008 and was presented to the Board of Trustees meeting on June 11, 2007. Based on the survey conducted for Palmdale, the Enrollment Management Committee requested that classes be offered to permit students to both complete a transfer-ready course of study and prepare for college-level work through a variety of basic skills preparation classes. Also, as part of enrollment management efforts, a new procedure using an automatic telephone contact of specific populations, such as those who applied and did not register, was used as a recruitment strategy. The automated system was used to contact 5,437 students who had enrolled in fall 2006 classes, but had not yet enrolled in spring 2007. The enrollment for spring increased, but due to insufficient data, it is difficult to determine if this new procedure resulted in the increased enrollment.

The college currently has three technical analysts who have expertise in the use of Banner in three areas: Admission and Records, Counseling and Matriculation, and Special Programs and Services. The technical analyst for Admissions and Records continually provides all appropriate

staff with Banner 7.3 training. In 2006, the analyst provided ten training sessions called "A Banner Year" for faculty on how to navigate myAVC and enter grades electronically. Twenty training sessions were provided to Transcripts Office personnel, graduation evaluators, and attendance accounting technicians on the use of Banner, so they could utilize the appropriate screens for specific assignments. The Admission and Records technical analyst also provides training to new student workers assigned to Admission and Records and has been charged with providing Banner training for administrators assigned to Enrollment Services. A calendar of training sessions was developed based on needs and interests identified by Admission and Records staff. The objective of the training calendar is to ensure that all staff members are aware of the opportunities for training and the capabilities of Banner to improve effectiveness. The classified employee assigned to Palmdale is also invited to attend these training sessions, again ensuring that the enrollment needs of all students are met. Training opportunities were also offered to the Information and Welcome Center student personnel in summer 2007 by the college technology trainer on the myAVC portal. *(Training on the district's technology is addressed in greater detail in recommendation 2.)* All staff in Admission and Records now have keys to their desks and file cabinets. Extra padlocks were installed on file cabinets in the open area for additional security.

During the spring 2007 semester, the Dean of Counseling and Matriculation conducted four consecutive in-service training sessions with full-time and adjunct faculty from General Counseling and Special Programs. A full-time general counselor was assigned the responsibility for acting as the liaison between academic deans and counseling faculty to provide timely and accurate information on educational program changes. The Dean of Counseling and Matriculation invites academic deans, when appropriate, to present information relevant to counseling at weekly counselor meetings.

In case of rape and assault, Campus Police offer students the full services of the Valley's Sexual Assault Recovery System. For depression, anxiety, sexually transmitted diseases, pregnancy testing, and other crises issues, the Care-A-Van, a contracted health service provider with limited service, serves or refers students to outside agencies as appropriate. Counselors in the Counseling and Matriculation Division and Special Programs often refer students to local community agencies as well.

In 2004-2005, the Student Services web page, along with other support services, was updated and revised to provide more readily accessible information to students, ensuring consistency with the Student Handbook, College Catalog, and Schedule of Classes. Commonly requested forms and copies of previous catalogs have also been placed on the web for quick access by faculty and students. As stated in the 2006 progress report, the college implemented a portal, myAVC. Brochures were created to assist students in using myAVC, explaining how to access and use expanded electronic resources available through the portal. These resources include information such as access to personal account information, holds, grades, financial aid status, drops for nonpayment deadlines, cancellation of classes due to low enrollment, Transfer Center trips, and targeted general information. Students can also elect to access faculty information related to their classes through myAVC.

Typically three activities per month are held on campus for students to promote personal and civic responsibility. Weekly coffee hours, movies, and discussion nights are held as part of major campus activities such as Tolerance Week, Martin Luther King Day, and World Cultural Day. The college has continued providing cultural awareness and appreciation of diversity for students, staff, and the general community. *(Diversity is addressed in greater detail in recommendation 4.)*

C. Library and Learning Support Services

The Instructional Media Center (IMC) has a plan in place to upgrade equipment over the next five years. However, the plan is contingent on budget. The 2006-2007 IMC block grant budget was decreased from $21,000 to $15,000, narrowing purchasing power. In addition, there has been difficulty getting any of the equipment that is computer-related delivered by the Information Technology System Department. The IMC staff has expressed that it is frustrating to have a plan, make purchases, but not be able to obtain the equipment in an adequate period of time. They consider this issue significant in that it can adversely affect alternative modes of instruction for many students.   Videoconferencing equipment has not been upgraded since its original purchase. However, in 2006-2007, a V-Cast hub was added to facilitate group telephone conferencing in the Business Education Building, Room BE 132. In addition, the IMC hired an additional IMC Technician effective August 1, 2007.

The library has less than 50 percent of the 110,000 volumes of books that the American Library Association recommends for a campus this size. The collection continues to age. Faculty in a majority of disciplines require students to use sources that are between three to five years old. The user survey of fall 2006, identified unfavorable ratings and comments regarding the age and size of the book collection. Telecommunications and Technology Infrastructure Program (TTIP) funds still provide support to the library collection; however, the funds can only be used for the purchase of e-books, not for printed books. Librarians are discussing the most effective method to initiate an e-book collection that would enhance library services to students, especially to those enrolled in online courses, the Palmdale site, and for those students who infrequently make use of library services. For the academic year of 2006-2007, there were 232,357 visits to the library. Students borrowed 13,662 circulating books and requested 22,223 reserve items. While the statistics for the usage of EBSCOhost periodical articles is not yet available for 2006-2007, student usage during 2005-2006 was 15,816. More and more students are taking advantage of Library Research workshops. For 2005-2006, forty-eight research workshops were offered, and the projection for 2006-2007 is a 30 percent increase. In addition, the number of students taking the library online tutorials has increased by 55 percent during the two-year period of 2003-2004 and 2005-2006. The library is still lacking in equipment upgrades. Replacement computers for adjuncts, a label printer, a scanner for electronic reserves, personal computers, computers for research, and general renovation upgrades are still pending. The librarians had a total of 17,607 contacts at the reference desk for the 2006-2007 academic year. A total of 5,656, or about 1/3 of the overall contacts, were during off-peak hours (after 4 p.m., Fridays, and Saturdays). During those off-peak hours, Library Research Workshops were held. A total of 1,484 students attended the workshops. More workshops could be offered, but the primary reason is the lack of funding to have more adjunct faculty cover the Reference Desk.

The Information Competency Committee has not met recently. The committee spent a significant amount of time discussing how information competency, as a graduation requirement, would best serve our students. It was agreed that English 101 and Library 107 would not be the sole courses for students to meet the graduation requirement, but could be taken in combination with other transfer level, discipline-specific courses. Library faculty during the 2002 and 2003 academic years held several Flex Program activities on information competency. Information Competency Day Festivals were held for students and faculty during the 2003 academic year. In 2002, when the anticipated changes to Title 5 were held up by the Chancellor's Finance Office, the committee decided not to move forward with any recommendations to AP&P and the Academic Senate.

Librarians assist faculty in identifying plagiarism in student work. The college first purchased a subscription to Turnitin Plagiarism Prevention service in May 2004, and sixty-four faculty members currently have accounts. The Reference/Electronic Resources Librarian administers the Turnitin program for the college. This librarian creates faculty accounts, provides access to training materials, trains other faculty on software usage, and serves as a general resource for faculty using Turnitin. Between May 21, 2004, and March 29, 2007, 7,539 originality reports were created for students at the college. The originality report is a report generated by Turnitin showing matches between the Turnitin databases and the paper submitted by the student. Of these reports, 4 percent revealed 75-100 percent matching text, 2 percent revealed 50-70 percent matching text, 7 percent revealed 25-49 percent matching text, 57 percent revealed 0-24 percent matching text, and 30 percent revealed no matching text. Faculty participation has increased by 28 percent and the creation of originality reports has increased by 92 percent since May 2004. Turnitin has proven positive in addressing the intentional plagiarism problem across campus. The 75-100 percent originality report category tends to indicate intentional plagiarism, not simply ignorance of writing techniques.

- For the period of May 2004 through March 2005, 15 percent of student originality reports were in the 75-100 percent category (90 students out of 598 total students).

- From May 2005 through March 2006, 3 percent of student originality reports were in the 75-100 percent category (84 students out of 2,351 total students).

- From May 2006 through March 2007, 1 percent of the reports were in the 75-100 percent category (37 students out of 3,297 total students).

It has been noted that two of the most active disciplines of the service, Business and English, have shown remarkable drops in the matching text category.

- For May 2004 through March 2005, originality reports in the 75-100 percent category were 24 percent for Business and 16 percent for English.

- For May 2005 through March 2006, originality reports in the 75-100 percent category were 12 percent for Business and 2 percent for English.

- For May 2006-March 2007, originality reports in the 75-100 percent were 6 percent for Business and 2 percent for English.

- Between May 2004 through March 2005 and May 2006 through March 2007, Business showed a decrease of 23.4 percent in the 75-100 percent category and English a decrease of 14 percent.

Turnitin has had a significant impact on the instance of serious plagiarism on campus. More and more faculty are taking advantage of this service provided by the Library.

Eight-five percent of the media catalog is currently available online. The remaining conversion should be completed by the end of fall 2007 semester. This timeline is dependent on the Library's conversion piece, with an anticipated completion date of December 2007. The Library also has requested that the IMC convert from the Dewey Decimal system to the Library of Congress numbering system. This conversion will not begin until all media is available online.

Streaming videos are now available on the AVC Library web page to assist students in learning about the Library and its various services. In 2004, a librarian was awarded a college foundation grant to purchase a video camera, microphone, and accessories for the library in its efforts to produce streaming videos. Students can take the "Virtual Tour" or access information about such topics as: "Getting a Library Card," "A Tour of AVC Library," "How to get a Copy Card," and "How to Use Periodicals." Most of these videos are now in need of revision due to changes in the Library building remodel. Therefore, the Library staff decided to wait until the remodeling is completed before any revisions or new videos are produced. Two of the librarians have published an article in a professional journal and have made a presentation at the annual conference of the California Library Association on disseminating information on streaming videos for college libraries. The two library courses taught online are Library 110, Introduction to Internet Research, and Library 107, Information Competency. Both courses are offered each semester, often with multiple sections, and always fill. Library 107 occasionally is taught on campus, while Library 110 is exclusively taught online.

As stated in the recommendations, the Information Technology Committee is updating the Information Technology Plan and will conduct a focus survey to determine employee training needs. With the 7.3 Banner update just implemented, student records and administrative databases remain current. The myAVC portal offers all students enrolled at the college email accounts, which has facilitated faculty contact with students.

Classified staff were given customer service training called "Partnerships to Promote Student Access and Success" on March 3 and 13, 2006. A President's Executive Council retreat held October 6, 2006, included a leadership/team training workshop. Sexual harassment training was provided to all managers on November 5, 2006. The district and faculty negotiating teams attended "Interest Based Negotiations and Problem Solving" training in fall 2006. *(Blackboard and SLOs training is addressed in greater detail in recommendations 2 and 4.)*

Since the 2004 self study, the Office of Business Services has undergone departmental restructuring to promote efficiency. In addition, key personnel were hired to accommodate the restructure and growth of the college. Through attrition, key positions were replaced: Vice President of Business Services, Director of Maintenance and Operations, Director of Business Services, Supervisor of Maintenance and Operations, Supervisor of Budgeting and Accounting, Buyer, Accounting Assistant II, and Accounting Assistant III. Five custodians and two grounds personnel have also been hired, with the most recent in mid 2007. The Facilities/Maintenance and Operations Department was restructured, resulting in the Facilities Planning and Campus Development Department with a director and one full-time Facilities Coordinator. The coordinator is responsible for monitoring bond projects and project management support. Campus Security has added two full-time police officers.

Standard III: Resources
A. Human Resources

Since the 2004 self study, sixty-two full-time faculty members have been hired. Over fifty-nine classified staff members and seven deans have also been hired. Equal Employment Opportunity (EEO) training is provided to new staff during orientations. Documentation is maintained on all participants who receive EEO Training, sexual harassment training, and other training provided by the district's legal counsel, Liebert, Cassidy, and Whitmore.

Human Resources staff members have attended numerous workshops and seminars. The Human Resources technicians attended the State Unemployment Insurance Conference, Public Sector Employment Law Conference, and the Regional Human Resources Conference. The Human Resources Office Assistant III attended many workshops ranging from "Human Resources Services Training for Beginners" to Liebert, Cassidy, and Whitmore's presentation on "Disability, Discrimination, Family Medical Leave Act, and Workers Compensation." The Payroll staff remains current in their respective job duties by attending workshops, such as "LACOE: Time Reporting, State Teachers Retirement System, and Payroll Concepts."

Since the last self study, the Human Resources staff developed an applicant database that documents applicants and their ethnicity for EEO reporting. Documentation is also maintained on personnel action forms that track hiring and employee position changes. The Nondiscrimination and Complaint Policy has been placed at the beginning of the college catalog and is printed in both English and Spanish. Listed in the college catalog directly under the policy are the appropriate college personnel responsible for program compliance. The Human Resources Office does maintain an applicant database, but does not track recruitment sources. The primary recruitment tools are the college's website, local newspapers, the *Los Angeles Times*, *The Chronicle of Higher Education*, the California Community Colleges Registry, and the Registry's annual Diversity Job Fair held in Los Angeles each January. While a degree audit for all current faculty and administrators began in 2004-2005's fiscal year, random review of cases has determined that a full audit is needed. Presently, degrees for new faculty members and administrators are verified by official transcripts receive from accredited institutions. Therefore, all degrees and/or credentials are checked against the Council for Higher Education Accreditation's database.

At this time, the new Vice President of Human Resources and Employees Relations has determined that it is impractical to develop a set of policies and procedures for the Human Resources staff. Instead, the staff uses a front-desk manual, the Human Resources System manual from the Los Angeles County Office of Education, and various collections of documents and notes that each employee keeps pertaining to their own positions. The development of policies and procedures for Human Resources will be completed by the next full self study.

The district adopted AP 3050, Institutional Code of Ethics, on July 10, 2006, as indicated in the 2006 Progress Report. All campus constituencies support the newly developed and established code of ethics. While there is no disciplinary action that can result from a violation, staff are reminded of expected professional behavior. The college has not discussed the need for an Institutional Review Board, which is cited in the 2004 self study. The self study states it is for reviewing potential research involving human subjects. At this time, it does not seem to be of major concern to campus constituents, but will be formally assessed for the next full self study. *(Human Resources progress is addressed in detail in recommendation 4.)*

At the end of spring 2007 semester, revisions to the Tenure Review Procedure were made for probationary faculty. *(EEO issues are addressed in greater detail in recommendation 4.)* *(Administration Training on Evaluation is addressed in greater detail in recommendation 5.)* *(Tenure Review Procedure revisions are addressed in greater detail in recommendation 6.)*

B. Physical Resources

Since the passage of the $139 million Measure R bond in 2004, the college has embarked on its most ambitious construction plan since the Lancaster campus opened in 1961 and has completed several projects. In addition, alternative funding sources have been identified, allowing the college to complete the construction projects. With the passage of Proposition 1D by California voters in 2006, additional funds complemented efforts to match and leverage existing bond funding, helping to offset new construction shortfalls. The college was awarded over $50 million in Proposition 1D funding for new construction projects.

Currently, the college works with a website consultant who updates the existing Measure R construction site. The goal of the updated website is to provide an information base for all construction projects, the funding source, and the progress for each construction schedule. The Antelope Valley College Measure R construction projects link can be found at *www.avc.edu/news/constructionupdate.html.* Information is also available to the public and the Citizens' Oversight Committee (COC). The COC, which consists of community members appointed by the Board of Trustees, meets on a quarterly basis. Committee members are provided the status of all bond construction projects, schedules, and financial reports.

Several campus improvements and technological infrastructure upgrades have also helped to ensure that the facilities remain well built and useful over an extended period of time. The main campus was provided 900 additional parking spaces in the North Parking Lot, completed in May 2007. The college has also committed funds to several projects that will significantly upgrade existing facilities, such as the replacement of locks and exterior doors, exterior lighting, Americans with Disabilities Act (ADA) barrier removal and access improvements, and Library expansion and remodel.

The West Campus Infrastructure Expansion project currently underway will provide new athletic fields, ADA/safety and code compliance, and stadium renovation. Phase II of the expansion will include additional parking with storm, sewer, and electrical infrastructure upgrades. The entire project is expected to be completed by July 2009.

The Agriculture/Park and Landscape Management instructional program will be the first to benefit from a new complex built with bond funds. The complex, which also includes an expanded campus maintenance facility, will include greenhouses, labs, and a large outdoor space that provides students with hands-on experience in landscape construction and environmental horticulture. The Theater Arts complex will provide instructional programs in a 400-seat facility. The complex includes the main theater and stage, a scene shop, costume and make-up areas, dressing rooms, audio-visual booths, and storage and support areas. Theater Arts courses for stagecraft, stage lighting, and other production skills will be taught in the facility. The Mathematics, Science, and Engineering and the Health Sciences divisions will be served in a new, two-story building that will provide additional space for new programs. The building will replace the existing science buildings that have become obsolete. The college continues to explore alternative resources when it comes to matching funds for construction projects. The Antelope Valley College Foundation diligently helps to raise funds in support of the college programs and services through their work with the community.

The mission of the college security and campus police is to protect and serve the community, students, faculty, and guests. Campus security and campus police work as a team with each division, along with local law enforcement and community groups, to ensure a safe, learning environment. Since the 2004 self study report, the Campus Security Department developed a website, informing the public of crime statistics on campus that can be found at *www.avc.edu/news/january2007/campus_safety_and_security_information.html,* and *www.avcpolice.org* and *www.avc.edu/studentservices/security/policy.htm.* The department has the responsibility, under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, to compile campus crime statistics and keep the local community and college informed of all incidents that concern safety and security matters.

C. Technology Resources

As stated earlier, a focused survey to determine campuswide technology needs, along with the development of an employee training plan, will be conducted. The Banner upgrade to 7.3 facilitates the maintenance of student records and provides an administrative database system. *(Distance Education is addressed in greater detail in recommendations 3 and 4.) (Training for staff is discussed in greater detail in recommendations 2, 3, and 5.)*

D. Financial Resources

Since the 2004 self study, the Office of Business Services has worked with the Los Angeles County Office of Education (LACOE) to transition from the obsolete PBA system to the new PeopleSoft system. The PeopleSoft transition during the 2004-2005 fiscal year was difficult due the challenges with the county's system and the personnel transition in the department due to attrition. The department is still working with the county office to provide adequate fiscal reports to the campus. At present, the county provides PDF files that can be downloaded; however, these reports only have viewer capability, and cannot be manipulated as with Excel

spreadsheets. To try to combat this challenge, the Office of Business Services, working with the ITS department, created a shared folder for managers and union representatives, so that reports can be accessed at any time. It is the intent of the Office of Business Services to provide real time data to help ensure managers have up-to-date information.

The Enrollment Management Committee, in conjunction with SPBC, is committed to achieving the annual allowable growth targets determined by the System Office. During the 2006-2007 fiscal year, SPBC and the Enrollment Management Committee held several joint meetings, addressing concerns regarding space utilization and how efficiency affects the ability to increase growth rates. One ongoing concern was that the college needed a resource to help manage the space utilization process. As part of this discussion, it was determined that it was critical that the SPBC and Enrollment Management Committee find solutions that are efficient, measurable, and timely. Part of the solution was the SPBC budget approval for the purchase of the Ad Astra Scheduling Software. At present, the Director of ITS is working with a team to implement the software and provide data to the campus. Once ready, the Director of Institutional Research and Planning will provide training on the software to all academic deans. In the meantime, the Director of Institutional Research and Planning has utilized the software to study how to efficiently use the space at the Palmdale site. As discussed earlier, one goal is that all Palmdale classrooms have the latest multimedia provisions. Three additional smart classrooms, an administrator's suite with higher visibility, and space for meetings, tutoring, and other small groups were added. All other classrooms were equipped as smart classrooms as well. Finally, it was determined that the present site could not provide the space needed for the college to achieve the targeted 500 FTES for center status. Further discussion is occurring with the property management firm for leasing of additional space. The Student Services' component at the site currently provides students with counseling, transfer programs, and a study area.

The Office of Business Services provides the Board of Trustees with monthly financial reports and an audit-finding progress report with timelines and dates of completion. The Office of Business Services has been successful in addressing recurring audit findings by assigning key staff to discuss challenges and review internal controls. The Office of Business Services' procedure manual has been created and is a living document that has been useful in training new staff and establishing internal controls. The manual is updated regularly and the goal is to put the document on myAVC's website as a reference source. Several of the department forms have been transferred to the myAVC for faculty and staff access. *(SPBC new budgeting process is addressed in greater detail in recommendations 1, 2, and 5.)*

Standard IV: Leadership and Governance
A. Decision Making Roles and Processes
Since the time of the 2004 self study, the College Coordinating Council (CCC) has taken a more active role in issues and committee management on campus. The CCC developed a committee form, which is being completed by all committees, to ensure that memberships, terms, reporting relationships, and purposes are clearly defined. Once all committee forms have been compiled, the information will be made available to the campus through myAVC and updated on an annual basis by CCC.

As a subscriber to the Community College League of California's Policies and Procedures service, the college receives recommendations twice per year for revisions to board policies and administrative procedures based on changes in laws and regulations. In addition, individuals and committees on campus have recommended new policies and procedures and revisions to those policies and procedures previously adopted. The CCC has improved the participation of constituent groups in the development of policies and procedures as well as enhanced awareness on campus about these governance documents by making certain that relevant committees and individuals have the opportunity to review new and revised board policies and procedures prior to adoption by the Board of Trustees. *(Board Policies and Procedures updates are addressed in greater detail in recommendation 6.)*

The Superintendent/President has demonstrated his commitment to open communication and shared governance by scheduling regular meetings to address concerns, solicit feedback, and discuss new initiatives with the presidents of the Academic Senate, Antelope Valley College Federation of Teachers, Antelope Valley College Federation of Classified Employees, and Associated Student Organization, as well as the representative for confidential/management/supervisory employees and the student trustee. By meeting face-to-face with these campus leaders on a regular basis, the Superintendent/President has promoted an environment in which members of the campus feel comfortable in confirming the accuracy of information, determining the reasons for administrative decisions, and speaking up if it is believed that the participatory governance process has not been followed in some way. *(SPBC budgeting planning process and program review are addressed in greater detail in recommendations 1, 2, 3, and 6.)*

The Superintendent/President expanded the college's Administrative Council in June 2005 to include supervisors and managers in addition to vice presidents, deans, and directors for the purpose of enhancing communication among and between divisions, areas, and departments. In addition, Administrative Council meeting minutes are made available to all employees through myAVC.

Each year in June, the Board of Trustees determines the Superintendent/President's goals for the next academic year. Since the 2004-2005 academic year, the Superintendent/President has sought input from all campus constituent groups regarding proposed goals in an effort to encourage communication, educate the campus, and ensure that the Superintendent/President's goals and campus strategic goals are not in conflict. At the end of the 2004-2005 academic year and each year since, the Superintendent/President assessed progress toward reaching the goals and shared the results with the Board and campus. In 2005-2006, the Superintendent/President, after consulting with campus constituent groups, reviewed the goals in light of the district's mission and strategic goals and recommended to the Board that the goals be reduced from thirty-five to nine, allowing clearer direction and a stronger focus. The Superintendent/President has indicated many times that the goals of the Superintendent/President and the goals of the college goals are the same and cannot be accomplished without the full support of the campus. To illustrate the shared nature of the goals, the Superintendent/President changed the name of the goal document in 2006-2007 to *Campus Goals Led by the Superintendent/President* and references to relevant ILOs were included for the first time. The annual Campus Goals led by the Superintendent/President and a list of accomplishments are available to the campus through

myAVC. *(Communication and dialogue are addressed in greater detail in recommendations 1 and 2.)*

The Academic Senate President reviewed the 2001 agreement between the Board and Academic Senate regarding academic and professional matters at the Board of Trustees retreat held February 10, 2006, and again explained the function and purpose of the Mutual Agreement Council.

Antelope Valley College has historically approached the accreditation process (the full self study, recommendations of the visiting team, progress report, or midterm report) honestly and openly. The college Accreditation Steering Committee, the President's Cabinet, and the Administrative Council were invited to directly review drafts and offer feedback, ultimately with the entire campus reviewing and offering feedback for consideration. The high number of college staff who participated demonstrates a significant degree of commitment to the process.

B. Board and Administrative Organization
The 2004 self study indicated that the Board's Code of Ethics did not contain a clear policy for dealing with suspected behavior violations. On November 7, 2005, Board Policy (BP) 2715 Code of Ethics/Standards of Practice was revised to include such a policy.

No explicit mention of the accreditation process was found in board policy as reflected in the 2004 self study. A board policy and administrative procedure (AP) regarding accreditation (BP/AP 3200) were approved by the Board of Trustees on November 7, 2005. In addition, presentations regarding the accreditation process were made to the Board at the November 15, 2004, February 10, 2006, and April 11, 2007, special board meetings. The accreditation progress report was approved by the Board at the September 11, 2006, regular meeting, and the Board held a special meeting on November 6, 2006, to allow accreditation team members to ask questions about the progress report and the accreditation process.

Discussions regarding institutional effectiveness and SLOs were included in the presentations to the Board at these same special board meetings. In addition, progress made in developing SLOs was included in annual reports to the Board from the Academic Senate and Superintendent/President (see annual list of accomplishments related to goals). Institutional effectiveness was also discussed in presentations to the Board regarding the SPBC planning process (February 10, 2006, special meeting), accountability reporting for community colleges (March 12, 2007, regular meeting), enrollment management (April 22, 2007, special meeting), the Educational Master Plan (April 22, 2007, special meeting), and the process to evaluate the college's organizational structure (February 10, 2006).

An informative report institutionalizing the SPBC's planning process (AP 3250 Institutional Planning) was presented to the Board at the May 8, 2006, meeting as was the informative report regarding organizational structure changes that detailed the extensive process the college followed in arriving at its present structure. The draft Enrollment Management Plan was shared with the Board at the June 11, 2007, meeting. The Educational Master Plan was presented for the Board's information at the July 9, 2007, meeting and approved at the August 13, 2007, meeting. Board policies and administrative procedures have been discussed or

---

presented for information, adoption, or revision at the March 7, 2005; April 13, 2005; May 2, 2005; June 6, 2005; July 5, 2005; October 3, 2005; November 7, 2005; January 10, 2006; February 6, 2006; April 10, 2006; May 8, 2006; June 12, 2006; September 11, 2006; October 9, 2006; November 13, 2006; December 11, 2006; January 8, 2007; February 12, 2007; March 12, 2007; April 9, 2007; May 14, 2007; and June 11, 2007 meetings. *(Major planning documents are discussed in greater detail in recommendations 1 and 6.)*

The 2004 self study indicated that policy describing the selection of the chief administrator does not exist in writing. On July 5, 2005, a board policy and administrative procedure (BP/AP 2431) regarding the Superintendent/President's selection were approved by the Board. On August 15, 2006, the Board of Trustees approved a new contract for the Superintendent/President for the period July 1, 2007, through June 30, 2010, to ensure stable leadership for the college during the next three years.

V.	DISTRICT FUTURE FORECAST

1. Student Learning Outcomes/Operational Outcomes and Assessment
During the last two years, the college has continued to make progress in the understanding, development, and now assessment of Student Learning Outcomes (SLOs) for courses. The college is working to ensure that progress is maintained through the development of a new form on which SLOs are completed and attached to each Course Outline of Record. The SLO Committee developed a timeline to accomplish this in the next three years. At the same time, the committee is working to establish SLOs for approved educational programs that are identified within the college curriculum. Simultaneously, the committee is working with non-instructional areas of the college in the development of Operational Outcomes (OOs). With the guidance and support of the Office of Institutional Research, the assessment of outcomes will be identified and tested. *The college anticipates that by the next full self study, it will have major pieces of assessments for not only the SLOS and OOs, but also the Institutional Learning Outcomes developed for the new budgeting process, which were completed spring 2006.*

2. Basic Skills: The Implementation of Best Practices Across the Curriculum and Services to Students
In response to the Student Success and Equity data developed for the Student Equity Report during spring 2005, student success rates in reading, English, and math were measured. In response to this data, needed faculty positions were identified and filled in the areas of math and English. At the end of the college's 2007 hiring cycle, an additional reading instructor was hired to start fall 2007. Since the review of the college data, the system-wide Basic Skills Initiative was published, and the college quickly began to review and respond to the additional information.

During spring 2007, a Basic Skills Taskforce was established, with key faculty, staff, and administrators from academic affairs and student services represented. An initial step made by the taskforce was a review of current basic skills courses and services to determine how they stand in terms of the best practices cited in the *Basic Skills as a Foundation for Student Success in California Community Colleges.* The administration, Academic Senate, and Strategic Planning and Budgeting Council have agreed that supporting the basic skills efforts for students is a critical area of concern for everyone within the institution. *The college is committed to providing all students the opportunity to meet their educational goals and anticipates by the next full self study to have implemented additional courses and activities that promote student success.*

3. Building on Diversity and Alternative Educational Offerings
Since the 2004 self study, the student population has become even more diverse. Today there are 39 percent White Non-Hispanic, 18.6 percent African-American, 28.8 percent Hispanic, 2.9 percent Asian, and 2.4 percent Filipino (Table 1).

Table 1 Total Credit Students by Ethnicity Fall 2004 and Fall 2006

Ethnicity	Fall 2004	Fall 2006
White Non-Hispanic	44.2%	39.0%
Hispanic	26.0%	28.8%
African-American	18.1%	18.6%
Asian	2.6%	2.9%
Filipino	2.3%	2.4%
Other Non-White	1.6%	1.7%
American Indian/ Alaskan Native	1.1%	1.0%
Pacific Islander	0.5%	0.4%
Unknown	3.6%	5.2%
Total	100.0%	100.0%

As reflected in the 2006 Accreditation Progress Report, several measures to increase acceptance of differences and awareness of the value of diversity on campus have been made. The college is continuing with the staff training on tolerance provided by the Museum of Tolerance in Los Angeles, as well as many campus activities, such as Tolerance Week, Veteran's Day, and Disability Awareness Month.

In addition, the Academic Policies & Procedures Committee (curriculum) will review the definition of diversity in the F category for the Associate's degree requirement. Faculty and deans on the committee have been discussing for several years the need to reassess the definition that would provide students a greater understanding of diversity within and across groups.

Grants written by faculty and supported by administration have brought needed funds in the identification of equipment and pedagogy that particularly supports underrepresented groups in the areas of math and science. These grant opportunities have contributed to many new methods that ultimately benefit all students the college serves.

The Distance Education Committee has steadily increased the number of faculty utilizing the online course management system and the number of courses offered online. Courses in the areas of political science, psychology, English, math, physical science, business, computer science, graphics, and others are now regularly offered to students online. Most of the online courses close early in the registration process. During fall 2007, the committee established a subgroup to examine the benefits of podcasting as another method of offering instruction. *By the next full self study, the college anticipates an expanded range of activities, courses, and alternative delivery methods in place for all students.*

4. Technology

An ongoing concern expressed by staff, faculty, administrators, and students is the need to supply buildings and classrooms on a consistent basis with up-to-date and reliable infrastructure, capability, and equipment, including servers, computers, printers, scanners, and computer programs. Last year, the Academic Senate conducted a short, general survey regarding the accessibility and reliability of technology for faculty in performing their responsibilities. Major concerns, such as having reliable internet access in the classroom and delayed response times for needed computer repairs, were noted. Deans within both Academic Affairs and Student Services have also expressed frustration with technology services and campus updates for programs.

During the review of the college's organizational structure, Academic Affairs identified technology for instruction as an area to be reviewed in the future.

Once the program review document for non-instructional areas is completed, the Information Technology Services (ITS) department will conduct its first full program review. *Prior to the next full self study, the Office of Institutional Research will conduct a survey to assess specific campus concerns as a way of improving services to classified staff, administrators, faculty, and students.*

5. New Facilities for Antelope Valley College Campus

Major construction projects across campus began in summer 2007. Creation of parking lots, renovation of athletic fields, and breaking ground for a stadium will significantly improve access to the campus, as well as instruction. Local schools and community organizations will also use the new athletic fields and stadium. Next will be the new Music and Art Building, a High Technology Learning Center, as well as major renovation to the Language Arts and Social Sciences buildings.

These new buildings and renovations will change the face of the campus. *By the next full self study, it is anticipated that the following construction projects will be completed: Agriculture and Landscaping Complex, Theatre Arts Facility, Health and Science Building, West Campus Project, Campus Infrastructure Central Plant/HVAC/Electric Distribution, Student Center Expansion and Renovation, Library Remodel, LS1, LS2, OF3, and ME Buildings Renovation, Relocation of Auto Body Shop, and ADA Improvements and Safety Upgrades.*

6. Establishment of "Center" Status for Palmdale

Through the extensive update of the Educational Master and Enrollment Management plans, strategies, funds, and timeframes to reach the 500 sustainable full time equivalent students (FTES) needed for center status in Palmdale were identified. At the April 19, 2007, SPBC meeting, $50,000 was earmarked toward enrollment management efforts. A survey for the Palmdale service area was developed and implemented to better address program, course, and service needs. The Enrollment Management Committee has been able to determine that conveniences such as vending machines and a lounge area at the current location are important for student retention. Students now have a multi-purpose room for student activities, outreach, and one-time events that is building a sense of community among Palmdale students. This multi-purpose room is also used for student counseling, financial aid, and enrollment services.

The updated Educational Master Plan guiding principles also address the need to increase and broaden the offerings of high demand programs and courses. *With the implementation of these major planning documents, the college anticipates that it will reach the goal of 500 FTES in Palmdale and be recognized by the System Office as having "center" status.*

VI.	THEMES

The college's progress has been a collective effort. Classified staff, confidential/ management/supervisory employees, faculty, deans, directors, vice presidents, the president and the Board of Trustees have worked to provide the best educational opportunity for our students. This progress is highlighted and reflected in the following themes.

1. Institutional Commitments
The college has completed a major task: the district Educational Master Plan. The plan incorporates guiding principles, Institutional Learning Outcomes, and newly developed strategic goals. It will serve the district well as we move forward in the further expansion of the Lancaster campus and plans for the future center in Palmdale.

2. Evaluations, Planning, and Improvement
The Institutional Research and Planning Office has made its mark on campus, and the campus community is now developing and applying research to make decisions. While there is still more data to be gathered and analyzed, and with additional training to be done in this area, particularly as the new SPBC budgeting process is implemented and assessed, the knowledge that data drives decisions is universally accepted and welcomed. Through analyzing data provided by the Office of Institutional Research and Planning, the Enrollment Management Committee and deans were able to implement better class schedules designed to meet the academic demands of students.

3. Student Learning Outcomes
The Student Learning Outcomes (SLO) Committee is training faculty on the use of the new SLO form for the course level and has implemented timelines for completion. The SLO faculty co-chair is attending division meetings and making presentations at the beginning of each self study cycle for program review. Operational outcomes (OOs) and program level SLOs are being developed, and include assessment methods.

4. Organization
The next and final phase in implementing the new organizational structure of both Student Services and Academic Affairs involves creating faculty department chair positions. The new deans are in place, with the exception of the Instructional Resources and Extended Services dean. There is a proposal to create a new administrative position to oversee the Palmdale site that has been submitted to SPBC for funding consideration. Construction projects have begun and will change the face of the Lancaster campus.

5. Dialogue
The college President continues to lead in the area of communication. Constituencies are reminded to keep their groups informed of decisions that are being considered and ultimately made. Feedback on ideas is often asked for and has influenced the college's major steps. Considerable time has been allotted to discussions of the new budgeting process during SPBC meetings, allowing dialogue on desired outcomes. More and more budget documents are posted on myAVC for the information of SPBC members and the campus community. While the dialogue can sometimes be painful, it is always important and necessary. Information on major

construction projects that may inconvenience faculty and students is provided via emails, campus meetings, and regular residential meetings.

6. Institutional Integrity

The college takes seriously the recommendations from the Accrediting Commission and ensures that information to the public is accurate and current. New procedures, polices, and practices are posted and made available for campus use. The college has built a bridge with the local community through the efforts of the Foundation Office. The community has contributed over $400,000 in matching funds for two Title V grants, with the expectation of reaching a total of $1.2 million.

VII.	APPENDICES

Guiding Principles

Introduction to Guiding Principle 1:

Antelope Valley College (AVC) has organized planning functions into an integrated system to achieve clarity as to how various planning processes relate and to make its priorities clear. The College has also committed itself to decision-making based on data and research. The college is well positioned now to address the important priority of student learning outcomes (SLO's) for instructional programs and administrative unit outcomes (AUO's) for non-instructional programs as an important element in campus culture. Explaining the relationship between achieving AUOs and achieving SLOs will bring the campus functions together into a cohesive effort. Ultimately, all members of the college community are all working to help improve student access and success.

Create a campus culture in which student learning outcomes for all instructional departments and administrative unit objectives for non-instructional departments are known to the campus community and are the basis for planning.

> System Strategic Goals A1, B1, B4, B6
> College Strategic goals 3, 4
> Accreditation Recommendations 2, 3, 5
> Institutional Learning Outcomes 1, 2,3,4,5

Introduction to Guiding Principle 2:

The Antelope Valley College 2002 Educational Master Plan recommended that the college "develop ways to integrate technology into instruction and the learning process and expand student access to computers." (Key finding 3) Since that time, progress has been made in both the use of technology in instruction and in additional access for students through computer labs and general availability on campus. However, the availability of new software, increased "user" demand and new hardware make the 2002 finding even more relevant today. The ability of Student Services to provide online application, registration, orientation, and other services to an expanding population at both Palmdale and Antelope Valley College in a timely and cost-effective manner will require additional integration of technology resources.

Provide students and employees with access to current and reliable technology resources necessary to sustain and enhance the teaching and learning environment.

> System Strategic Goals A4, D7
> College Strategic goal 7
> Institutional Learning Outcomes 1, 2, 3, 4, 5

Introduction to Guiding Principle 3:

Providing effective basic skills education is a major challenge to the promise of community college as a gateway to opportunity and success for students. Assessment tests show a high percentage of first time students in California community colleges place below transfer level math and English. Furthermore, success rates in basic skills courses are lower than in transfer courses, and basic skills students are less likely to receive a degree or transfer to a university. The basic skills mission of Antelope Valley College is vital to all other academic goals of the college. Antelope Valley College is participating in the California Community College Basic Skills Initiative to improve the assessment and evaluation of students and their success in basic skills courses.

Address the critical needs of incoming students with additional basic skills classes in reading, writing, math, learning, and study skills.

> System strategic goal A2, A3, B1, B3, B4, B5
> Strategic Goals 1, 3, 4, 9
> Accreditation Recommendations 3, 5
> Institutional Learning Outcomes 2, 3, 4

Introduction to Guiding Principle 4:

Part of the Mission of Antelope Valley College is "Vocational and Technical certificate and degree programs" for workforce preparation, skill enhancement, and economic development. The college has a wide range of high quality career, technical, and vocational programs that meet the needs of students and the local industry. The Antelope Valley expects continued growth in population, which means greater numbers of locally created jobs. New programs will need to be developed to ensure that the college continues to meet the needs of area employers while simultaneously increasing student success and retention in all vocational programs.

Focus on continuous improvement of existing programs and develop new programs as appropriate to meet the workforce preparation and enhancement, and economic development of area employers.

> System Strategic Goals C1, C2, C3, E2
> College Strategic Goals 1, 2
> Accreditation Recommendation 1
> Institutional Learning Outcomes 2, 6

Introduction to Guiding Principle 5:

Antelope Valley College has increased the number of students transferring to four-year universities over the past ten years despite the low college-going history of the region and the many barriers to transfer. In addition to cost; successful completion of required courses, complexity of the transfer process, and proximity to a university campus are hurdles that students must overcome to transfer. Given the success the college has shown in its current transfer efforts, Antelope Valley College is positioned to build on the strengths it has demonstrated to increase its transfer rates substantially.

Increase the success rate of students in college transfer courses, and increase the percent of students who transfer.

> System Strategic Goals B4, B5, D8
> College Strategic Goals 1, 3, 4, 7
> Accreditation Recommendations 3, 5
> Institutional Learning Outcomes 2, 3, 4

Introduction to Guiding Principle 6:

As the population of the region and the enrollment of the college become more ethnically diverse, Antelope Valley College will provide a welcoming environment for all students and support their success in an environment of changing demographics. Educational attainment is perhaps the most important indicator of lifetime economic opportunities, so the college has a responsibility to increase success in an increasingly diverse student population.

Plan for changes to the college as the student body becomes increasingly diverse. AVC will identify benchmarks for institutional learning outcomes and student learning outcomes and attain them for all groups in the student body.

> System Strategic Goals A1, A5, B5, D8
> College Strategic Goals 1, 3, 4, 7, 9
> Accreditation Recommendations 3, 4, 5
> Institutional Learning Outcomes 1, 2, 3, 4, 5

Introduction to Guiding Principle 7:

Antelope Valley College serves students who face substantial challenges in their personal lives. While Antelope Valley College provides a wide range of services to students to enable them to continue toward their educational goals, it continues to be a challenge to make students aware of the availability and importance of support services. Utilizing multiple modes and formats, as well as expanding access to all students, will continue to fuel development in the Antelope Valley and promote economic and social health.

Implement a streamlined "Student Services One Stop" approach utilizing campus resources through technology that provides 24 hour online access.

System Strategic Goals A2, A5
College Strategic Goals 1, 2, 3, 4, 6, 7, 9
Institutional Learning Outcomes 1, 5

Introduction to Guiding Principle 8:

Collaboration across the educational segments has rarely included classroom level issues even though misaligned curriculum and problematic course placements are known impediments to student goal attainment. Antelope Valley College has been a leader in collaborating with its feeder high schools and public universities. Implementation of additional successful models of partnership in improving academic preparation and in making students aware of career options early in their educational processes is likely to have a strong impact on increasing student learning outcomes and attain institutional learning outcomes across the college and in transfer universities.

Work with education partners (high schools and universities) to improve student learning outcomes.

System Strategic Goals B1, B3, B5,
College Strategic Goals 1, 2, 3
Accreditation Recommendation 4
Institutional Learning Outcomes 1, 2, 3, 4, 5

Introduction to Guiding Principle 9:

As the lives and schedules of students become ever more demanding, the opportunity to complete an education within the traditional college structure becomes increasingly difficult. The College needs to serve students in remote locations, commuters, schedules that don't fit traditional academic timelines and others who require alternatives. Emerging technologies provide opportunities to improve access to education, but implementation of technology has been costly and places a financial strain on institutional budgets. In order to relieve part of this burden the California Community College System seeks to promote regional cooperation in providing expanded access to education.

Explore alternative methods of delivering education offerings, in accordance with community college system goals.

System Strategic Goals B7, C4, D6
College Strategic Goals 1, 3, 4
Accreditation Recommendations 1, 3, 5
Institutional Learning Outcomes 2,3,4,6

Introduction to Guiding Principle 10:

The top ten disciplines at Antelope Valley College currently generate slightly more than 50 percent of the FTES. Mathematics, English, Biological Science, Nursing, and Physical Education are consistently the largest disciplines, as measured by FTES. The demand for these courses fits the strong preference for a four-year degree as the top goal for entering students as demonstrated by the high demand for pre-collegiate courses in Mathematics and English. An in depth review may reveal gaps in course offerings or opportunities for potential partnerships with other educational institutions.

Address demand and meet the potential of high enrollment disciplines.

> System Strategic Goals A2, A3, A4, B4, B5, B6
> College Strategic Goals 1, 3, 4, 6, 7
> Accreditation Recommendation 2
> Institutional Learning Outcomes 1, 2, 3, 4

Introduction to Guiding Principle 11:

Institutions of higher education maintain an important role in the cultural and social development of students and the community. Collaboration with local cultural, educational and industry partners is one way of expressing that role. Experiences in the arts, athletics, and co-curricular activities contribute to the spirit of the college and the community, and create a desirable, enjoyable lifestyle for its citizens. Building on current strengths, the college has opportunities to provide a well rounded community college experience for its students.

Enhance AVC's contribution to the culture and vibrancy of the community by adding new cultural, athletic, social, and student engagement activities, showcasing successful efforts and outcomes, and combining resources with educational, cultural and industry partners when appropriate.

> System Strategic Goals C4, C5
> College Strategic Goals 1,2,3,4
> Accreditation Recommendation 3
> Institutional Learning Outcome 2

Introduction to Guiding Principle 12:

College programs and support functions are intended to serve the needs of students and area employers. These needs evolve over time. Programs and services will be evaluated to ensure that they are meeting the needs of industry and making effective use of college resources.

Integrate program review fully with the strategic planning process to ensure that college resources are devoted in the most efficient manner to build and maintain strong programs and services.

> System Strategic Goals C3, C6
> College Strategic Goals 1, 4
> Accreditation Recommendations 3, 5
> Institutional Learning Outcome 6

Introduction to Guiding Principle 13:

Expansion of the educational center in the Palmdale area is a high priority for Antelope Valley College District with the ultimate goal of developing a full Palmdale campus with the full range of student services and broad academic offerings. The Palmdale educational center will be expanded with a high level of connectivity to the Palmdale community through an ongoing active information gathering and outreach effort. A number of steps must be followed to obtain approval for the Palmdale campus. The development of 500 sustainable Fall FTES is a crucial step as it demonstrates educational need and unmet educational demand in the area. The demonstration of 500 sustainable FTES is viewed by the California Community College System Office as quantifiable evidence that justifies the establishment of an educational center. 500 FTES is also the benchmark at which initial project proposals submitted to the state are approved and allowed to move forward toward further development.

Continue to increase class offerings at locations in Palmdale as population growth dictates. Provide a campus site when the Palmdale FTES has reached 500+ sustainable FTES. Increase general education course offerings and offer the full range of student services in Palmdale to enhance satellite campus development.

> System Strategic Goals A6, A3, A4, C5, C6
> College Strategic Goals 1, 2, 3, 4, 5, 6, 7, 8, 9

Introduction to Guiding Principle 14:

The Educational Master Plan provides a direction for the future of the Antelope Valley Community College District and provides the foundation for the development of subsequent plans. As a "living document" that is read and reviewed throughout its planned lifetime, the educational master plan communicates the preferred direction of campus resources based upon District goals. Implementation requires identifying steps and developing measurable criteria to

evaluate and reach the goals of the educational master plan. Regular meetings of the Strategic Planning and Budget Council master plan sub-group will be necessary for continuing the process and in adapting the plan as the need arises.

Implement priorities from the 2007 Educational Master Plan with a continuous review cycle.

Accreditation Recommendations 1, 2

ANTELOPE VALLEY COLLEGE
2007-2008 CAMPUS GOALS LED BY THE
SUPERINTENDENT/PRESIDENT

I.   **Continue to implement 2004 accreditation team recommendations.**
      A.   Complete Finance and Human Resources plans.
      B.   Promote the flow of information through established committees and forums, continue to encourage campus community to become involved and invested in decisions, support cross-training and teamwork within and across divisions and departments, and ensure that the public Web site is updated.
      C.   Continue to develop student learning outcomes at the program and course level, define operational outcomes, assess and evaluate outcomes, and link to the budgeting process.
      D.   Continue to expand upon and enhance programs that promote tolerance and respect for individual differences, hire Human Resources Director, and reach diverse students through innovative means, such as distance learning.
      E.   Continue to improve employee development opportunities and to develop a campuswide research culture.
      F.   Complete the revision of administrative procedures, including the hiring procedure and equal employment opportunity plan.

II.   **Successfully complete Accreditation Mid-Term Report.**

III. **Maximize funding by reaching or exceeding 5.56% enrollment growth target.**
      A.   Analyze offerings and improve scheduling of classes to meet student demand.
           1.   Implement and evaluate Enrollment Management Plan.
      B.   Grow in a fiscally responsible manner (maintain 5% reserve).
           1.   Continue to seek grants and explore partnerships to supplement state funding.
           2.   Complete sale of district-owned property located at Avenue K and 30th Street West.
           3.   Reach agreement with classified and faculty unions regarding health benefits for retirees.
      C.   Continue to increase Palmdale site enrollment to meet requirements to establish a separate center (500 FTES within five years).

IV.   **In consultation with the campus community, continue to responsibly implement bond program.**
      A.   Develop and implement a communication plan to ensure that employees, students, and local community are kept informed of construction projects.
      B.   Secure a location for the Palmdale campus.

V.   **Ensure staffing is sufficient to meet current and future growth.**
      A.   Assess effectiveness of organizational structure changes.
           1.   Negotiate and implement tiered structure.
           2.   Review and evaluate reassigned time.

B. Implement Human Resources Plan (see Goal I.A).
   1. Revise Equal Employment Opportunity Plan.
   2. Ensure the continued implementation of recommendations of the Chancellor's Office 2002 Technical Assistance Team.

VI. Enhance and expand relationships and collaborative partnerships with the external community.
   A. Create partnerships with school districts, universities, community organizations and business.
   B. Increase recruitment efforts.
   C. Raise awareness of college programs and services.

VII. Continue to develop programs, courses, and technical services that meet the changing needs of students, business, industry, and the community.

VIII. Continue to improve communication between the Superintendent/President and Board of Trustees.

IX. Develop and implement a strategy to improve revenues/reduce expenditures at the Cafeteria and Bookstore. Evaluate and report on alternatives with outside vendors.

X. Strengthen collaboration with the Antelope Valley College Foundation to increase financial support for the district's mission through private gifts and community partnerships.

INSTITUTIONAL LEARNING OUTCOMES (ILO)

In 2005, the AVC Campus continued to further the understanding and involvement of faculty, administration, and staff on the value of assessment regarding Student Learning Outcomes. As detailed in the college's 2006 Progress Report, we set out to develop Institutional Learning Outcomes. The Strategic Planning and Budget Council (SBPC) created a taskforce to review ILO samples from several community colleges and develop a draft of ILO's for campus-wide review and critique. Bonnie Suderman, from Bakersfield College, presented two workshops for both the course and program level SLOs. On October 19, 2005, six ILOs were approved by SPBC:

1. Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.

2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.

3. Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.

4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills**,** information literacy, and a variety of technologies.

5. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.

6. Identify career opportunities that contribute to the economic well being of the community.

SLO COMMITTEE

The SLO committee composition is:

1. Senate Appointment: Faculty Chair
2. Director of Institutional Research and Planning
3. Academic Affairs Vice President
4. Student Services Vice President
5. Senate Appointment: Three Faculty from Academic Affairs
6. Senate Appointment: Two Faculty from Student Services

7. Academic Policies & Procedures: One Faculty Representative
8. Classified Staff: Two Representatives
9. Confidential Management: One Representative

Once the campus approved the ILO's, the Student Learning Outcomes Committee developed a form that will be used for establishing course-level SLOs. The next major task will be to develop a form and assessment process for Program Learning Outcomes (PLOs). The committee's initial discussions determined that there was significant difficulty in distinguishing between Student Learning Outcomes and measurable objectives listed on the Course Outlines of Record (COR). Based on anecdotal evidence from faculty, it was determined that this was a problem across campus, as well as on many other campuses. Within the committee, a decision was made that there needed to be lengthy discussions and self-directed exercises to better understand and learn the difference.

As stated earlier, the committee developed a form (attachment A) for establishing course-level SLOs, along with an approval process. The approved SLO form will be an attachment to the Course Outlines of Record (COR). The housing of the CORs, along with the SLO form, will be in Academic Affairs. It was agreed that the SLO Committee would design and structure the form and determine how best it should be used. The SLO Committee started with a form that had been developed the previous year by an SLO workgroup in Student Services. The form was created based on the training provided by guest speakers Bonnie Suderman, from Bakersfield College, and Rachael Ruiz, from Mesa Community College. The form was approved by the SLO committee on February 20, 2007 and taken to AP&P (our curriculum committee) as an information item. Faculty will use the form to develop SLOs for their courses and will submit it to the SLO Committee for review and approval. Once accepted by the committee, the chair will sign off. The SLO Committee will keep the original, with a copy being sent to the AP&P

Committee. Currently, this is not a required action, but once faculty has been trained and are more familiar with the process, AP&P will require that all new and revised courses have SLOs before reviewing/approving them. We plan to implement this requirement within the next couple of years.

TRAINING

The Student Learning Outcomes Committee attended the initial series of workshops that were offered during the 2005–2006 academic year. Most of the members attended at least one of these workshops, which were all voluntary. Several of the members have checked out the videotapes of these workshops to either refresh themselves or to become updated on the information.

This year, the chair attended two conferences, which provided additional training on SLO's. The first was offered by the Faculty Academy of California Community Colleges in Cupertino on March 2 & 3, 2007. The chair also attended the Southern California SLO Coordinators meeting on April 13, 2007, in Rancho Cucamonga held by the Academic Senate for California Community Colleges. This summer on July 11th, the chair and two committee members will also be attending the Student Learning Outcomes Institute sponsored by the Academic Senate for California Community Colleges.

For this next academic year, 2007-2008, the committee will focus on providing campus-wide training to faculty. Three professional growth activities through the Flex Program (attachment B) have been submitted and approved. The first is a hands-on training session on writing Student Learning Outcomes using measurable objectives from the COR as a basis for development (attachment C). The second is on the development of assessments methods based on previously developed SLOs. Both of these activities are three hours in length. The third is a discussion and feedback session so that members of the committee can measure the campus

community for their level of understanding on the SLO process. Committee members will further develop these flex activities over the summer, with the expectation that the participation at the SLO Institute will provide significant aid into this process.

OUTREACH

In spring 2007, the chair began attending division meetings to present information on SLOs. He presented for the Business/Computer Studies Division, the Physical Education Division, and the Visual and Performing Arts Division. The chair has also met with the Dean of Counseling and Matriculation for a one-on-one discussion about their established Program Level Outcomes (PLOs). In addition, on May 8th, a training session on PLOs was held with eleven counseling faculty members. Since Counseling is ahead of most of the campus on SLO development and assessment, they are now working on the assessment component for their PLOs. This training session primarily focused on encouraging faculty to ask and answer important questions about their department goals and values, as opposed to developing a step-by-step process for creating Program Learning Outcomes. The chair expects this session to be a role model for similar sessions in other divisions/departments. The chair will be meeting with other division deans/directors, during the summer months to discuss their process for developing their SLOs and PLOs.

The chair has also been working with the Program Review (PR) Coordinator. As part of the introduction to divisions/departments entering into Program Review process, the SLO Chair provides an introduction about SLOs and PLOs and their role in Program Review. Thus far the chair has presented this introduction to both the Library and Learning Center. It is anticipated that the number of divisions/areas involved in Program Review will increase significantly next academic year, so there will be an increase in the frequency and intensity of offering SLO information as a function of learning outcomes in program review.

The chair recently met with a staff member of Admissions and Records (A&R) to discuss their role with SLOs and assessment. The nature of A&R makes assessment more straightforward; therefore, they have created some useful and creative assessment plans. The Chair anticipates working with the A&R staff over the summer to help further develop their assessment plans and to discuss some software assessment tools that may also prove useful to the rest of the campus.