



**ANTELOPE VALLEY COLLEGE**  
**ACADEMIC SENATE MEETING**  
**October 15, 2009**  
**3:00 p.m. – SSV 151**

To conform to the open meeting act, the public may attend open sessions

- 1. CALL TO ORDER AND ROLL CALL**
- 2. OPENING COMMENTS FROM THE SENATE PRESIDENT**
- 3. OPEN COMMENTS FROM THE PUBLIC**
- 4. APPROVAL OF MINUTES**
  - a. October 1, 2009 (attachment)
- 5. PRESENTATION**
  - a. Educational Master Plan Update (attachment) – Ted Younglove
- 6. REPORT (Limited to 5 minutes each)**
  - a. Honors Program – Karen Lubick
  - b. Legislative Report – Dr. Glenn Haller
- 7. ACTION ITEMS**
  - a. Senate Grant Funding Recommendation (attachment)
- 8. DISCUSSION ITEMS**
  - a. GED Program Efficiency – Dr. Igor Marder
  - b. Feedback on Policy about Minors on Campus
  - c. Equivalency Committee Chair Job Description Draft (attachment)
  - d. Legislative Liaison Officer Job Description Draft (attachment)
  - e. Adjunct Faculty web page
- 9. SENATE ADMINISTRATIVE BUSINESS**
  - a. Appointments
    - Accreditation Standard IIB Faculty Co-Chair
      - Dr. Nancy Bednar
    - IT Committee Representative
      - Ron Mummaw
    - Senate Grant Committee Representative
      - Dr. Liette Bohler
  - b. Announcements
    - Statewide Senate Fall Plenary Session – November 12 – 14, 2009 (Ontario, CA)
    - 2010 Teaching Institute – February 19 – 20, 2010 (Anaheim, CA)
    - 2010 Vocational Education Institute – March 11 – 13, 2010 (Napa, CA)
    - 2010 Accreditation Institute – March 19 – 20, 2010 (Newport Beach, CA)
    - Statewide Senate Spring Plenary Session – April 15 – 17, 2010 (Millbrae, CA)
    - 2010 Leadership Institute – June 17 – 19, 2010 (San Diego, CA)
    - 2010 Curriculum Institute – July 8 – 10, 2010 (Santa Clara, CA)
- 10. ADJOURNMENT**

**NON-DISCRIMINATION POLICY**

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

*Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Mr. Christos Valiotis, Academic Senate President, at (661) 722-6306 (weekdays between the hours of 8:00 a.m. and 4:30 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate's Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.*



**ANTELOPE VALLEY COLLEGE  
ACADEMIC SENATE MEETING  
October 15, 2009**

**1. CALL TO ORDER AND ROLL CALL**

Mr. Christos Valiotis, Senate President, called the meeting to order at 3:03 p.m.

**2. OPEN COMMENTS FROM THE SENATE PRESIDENT**

- Mr. Valiotis announced two AVC Faculty have been appointed to serve on Statewide Senate Committees. Ms. Patricia Márquez has been appointed to serve on the Educational Policies Committee, and Mr. Scott Lee has been appointed to serve on the Counseling and Library Faculty Issues Committee.
- The *Senate Bytes* Newsletter has been posted to the public website in an interactive format. The Senate Executive will be posting updates from various campus committee meetings to keep faculty informed on campus issues. A brief website demonstration was provided.
- At the October Board of Trustees meeting a discussion occurred regarding contracting the Sheriff's Department for campus security. The estimated contract costs range from 1.5 to 1.6 million dollars. At this point, this issue has not been formally approved due to the necessity to determine how to maintain the current employment of two AVC Security Officers. This situation will take some time to resolve and until a resolution is determined the formal approval of contracting with the Sheriff's Department is on hold.
- Senators were encouraged to remind division faculty to actively participate in the Tenure and Evaluation process and submit peer evaluations by Friday, October 23, 2009.
- A Title V Planning meeting has been scheduled to discuss funding apportionments. The meeting will be held on Monday, October 26, 2009 at 2:00 p.m. in the President's Conference room. All interested campus constituents are welcomed to attend.

**3. OPEN COMMENTS FROM THE PUBLIC**

- Dr. Susan Lowry reported at a recent Enrollment Management Committee meeting the GED Program was discussed. The discussion caused some concern and is looking forward to obtaining the perspective of discipline faculty.
- Dr. Susan Lowry announced a new communication effort is being implemented by the Faculty Union. In a fiscally unpredictable time it is imperative for faculty to stay informed. The Faculty Union will be disseminating periodic updates titled "News You Can Use." The communications will include pertinent campus information obtained from various campus committee meetings. If faculty have additional information they would like included in future updates they should forward information to Dr. Lowry via email.

**4. APPROVAL OF MINUTES**

**a. October 1, 2009 Senate Meeting (attachment)**

A motion was made and seconded to approve the October 1, 2009 Academic Senate Meeting minutes. Motion carried.

**5. PRESENTATION**

**a. Educational Master Plan Update – Ted Younglove**

Mr. Ted Younglove provided a brief overview on the Educational Master Plan Update process. A review of the timeline, guiding principles, and Palmdale Survey results was presented. He explained the process will require faculty participation in the near future. The Educational Master Plan timeline is being coordinated with Program Review to incorporate Program Review data into the Educational Master Plan report. Data from both Lancaster Campus and Palmdale site will be reported separately. Divisions will be obtaining Educational Master Plan information in the upcoming weeks. The timeframe will be condensed in attempt to have a drafted plan ready in mid February 2010, approved by SPBC in March 2010, and approved at the May 2010 Board of Trustees meeting. Mr. Younglove encouraged faculty to reference documentation included in the previous Educational Master Plan because there is a good likelihood divisions will have less money for programs than what was budgeted three years ago. Faculty need to ensure reported information accurately reflects current budgeting issues and the impact this has on programs.

Mr. Younglove requested faculty input on Educational Master Plan Strategic Goals and Guiding Principles. All feedback should be directly sent to Mr. Younglove via email [tyounglove@avc.edu](mailto:tyounglove@avc.edu).

Palmdale Survey Results – an intensive thirty minute telephone survey was conducted to determine the types of programs Palmdale residents would like to see offered at the Palmdale site. The telephone survey results indicated, Palmdale residents would like to see *stand alone* (i.e. culinary, zoology, etc.) programs offered at the Palmdale site.

## 6. REPORTS (limited to 5 min. each)

### a. Honors Program – Karen Lubick

Ms. Karen Lubick reported fifty-four Honors Program applicants were received for the 2009 – 2010 program year. The Honors Program has been requested to increase course maximums from fifteen students to twenty. The committee agreed to increase enrollment maximums to eighteen students for the spring 2010 semester, but want to maintain the integrity of the program. Students are drawn to the program due to small class sizes. The committee opted not to host the annual program orientation due to budget constraints. In lieu of a program orientation students have been contacted via email to participate in Alpha Iota meetings where program information is being offered. Guest speakers are being coordinated to provide pertinent information that will assist Honor students with educational and transfer information (i.e. how to write a personal statement, completing a CSU/UC, and/or Private University application, Community Service Opportunities, etc.) The 2009 – 2010 Honors Program Course schedule was set to offer ten Honors courses in the fall and nine courses in the spring semester, although due to budget constraints some faculty opted not to teach Honors courses because the course was part of their overload assignments and the necessity to reduce overload campus wide. Honors students may have a difficult time obtaining Transfer Alliance Program (TAP) Certification due to a reduction in course offerings. The university system is also impacted by the state budget crisis and has reduced student enrollment, which means AVC TAP students will no longer have the advantage of guaranteed admission to TAP universities. A lengthy discussion ensued regarding maintaining the integrity of a quality program and acquiring statistical data to support the success rate of Honors students. Senators were requested to encourage division faculty to provide Honors Options to assist students in obtaining TAP certification. Ms. Lubick was requested to write a memo justifying the need to maintain the integrity of a quality program as part of past practice, and coordinate opportunities to speak at division meeting to garner more participation in the Honors Program.

### b. Legislative Liaison – Dr. Glenn Haller

Mr. Glenn Haller reported current legislative discussions revolve around the budget crisis. He had an opportunity to meet with our lobbyist in Sacramento, Mr. Patrick McCallum and Mr. Mark McDonald, from the McCallum Group. They provided a detailed explanation on why community colleges were in big trouble. The general consensus is that community colleges should not expect any improvement based on legislative action for at least three years. The primary reason community colleges should not expect any legislative assistance is because of the large divide between the Republican and Democratic parties. The parties are unable to come to a consensus therefore they are recommending for community colleges to begin discussing creative means to obtain funds other than what is currently being paid by the state. Some ideas proposed by Senators were increase out of state enrollment, increase Corporate and Community Education possibilities, implementing a full-time grant office, instituting a special initiative programs (i.e. Moorpark College has a zoo).

## 7. ACTION ITEMS

### a. Senate Grant Funding Recommendation (attachment)

A motion was made and seconded to approve the Senate Grant Funding Recommendation of \$2,000.00. Mr. Valiotis provided a brief overview of the submitted Senate Grant Proposal. The funding would be to offset transportation costs for AVC students to participate in scheduled rehearsals and AVC Theatrical production at a venue in Los Angeles. It was recommended to require grant recipients to provide the Senate with a project review/report upon completion. Motion carried.

## 8. DISCUSSION ITEMS

### a. GED Program Efficiency – Dr. Igor Marder

Mr. Valiotis stated the GED Program was discussed at a recent Enrollment Management Committee meeting and is subject to increased attention due to the current budget situation. The program is the only non-credit program remaining on campus and is not self supporting. The current budget situation

amplifies the need to take a good look at the program and engage in campus discussion. The GED program has not been formally approved by the Chancellor's Office, but modules were forwarded last year for consideration as an approved non-credit program. Currently, no action has been taken by the Chancellor's Office to approve submitted modules therefore the Discontinuance Procedure cannot be applied or is necessary at this point. If the Chancellor's Office were to formally approve GED modules they would be funded at a higher rate and decrease the funding gap.

Dr. Igor Marder provided a brief historical overview of the program and explained the differences between AVC's GED Program versus the Adult Education GED Program. In the nine years of the programs' existence all students have successfully passed the GED exam. Fall semester course enrollment figures show all courses at 80% of the maximum enrollment capacity. Maximum enrollment figures for GED courses are twenty-five students. GED courses are considered positive attendance courses and are regulated by strict CalWORKs regulations. At the inception of the program, enrollment predominantly consisted of CalWORKs students and has never been a self sustaining program due to its non-credit status. Currently, the program is 30% CalWORKs students and 70% community members, which speaks to the service AVC is offering the community. The biggest issues facing the program is the funding disparity imposed on non-credit courses.

Mr. Valiotis stated all GED courses have been removed from the spring schedule. The fact that GED courses will not be offered in the spring semester does not mean the program has been eliminated. Faculty need to begin thinking creatively and engage in discussions to determine how we can close the funding gap.

Senators engaged in a lengthy discussion regarding the impact of eliminating GED course offerings for the spring semester. GED courses are free and if students are streamlined into basic skills courses they would have to incur the unit costs and would also be subject to the 30 unit maximum enrollment regulation, which would cause a problem for most students. GED students would need extra support in basic skills courses and a personal advisor to assist them through their educational process. Additional concerns were provided via email for inclusion in this discussion item (see attachment).

Mr. Valiotis reiterated faculty need to begin discussing creative solutions for closing the budget gap of this program. Discussion will be ongoing until a feasible solution can be established to potentially reinstated courses.

**b. Feedback on Policy about Minors on Campus**

Mr. Valiotis requested division representatives to provide feedback they obtained from faculty constituents regarding the Policy about Minors on Campus.

Business, Computer Studies, and Economic Development – division faculty support implementing a Policy about Minors on Campus.

Health Sciences – division faculty support implementing a Policy about Minors on Campus.

Instructional Resources and Extended Services – division faculty support implementing a Policy about Minors on Campus, but would like to include language that indicate children would be allowed in the Library only when students need to photocopy library resources.

Language Arts – division faculty expressed many concerns regarding implementing a Policy about Minors on Campus and wanted to ensure that there would be some provisions included in an approved policy to allow supervised children on campus.

Math, Science and Engineering – division faculty support implementing a Policy about Minors on Campus.

Physical Education and Athletics – division faculty support implementing a Policy about Minors on Campus but had some concerns regarding the impact this may have on AVC students.

Social and Behavioral Sciences – division faculty expressed some concern about the impact this policy will have on students. There is a human aspect to this issue and should demonstrate sensitivity.

Counseling – division faculty strongly support implementing a Policy about Minors on Campus and would like to include language restricting children in the lobby of Student Services.

Technical Education – division faculty support implementing a Policy about Minors on Campus.

Visual and Performing Arts – the majority of division faculty support implementing a Policy about Minors on Campus. Faculty would like to ensure language indicating children participate in classes and other district sponsored events.

At-Large #1 – faculty support implementing a Policy about Minors on Campus.

At-Large #2 – faculty support implementing a Policy about Minors on Campus.

At-Large #3 – faculty support implementing a Policy about Minors on Campus.

Adjunct Faculty Representative – adjunct faculty believe the policy is clearly communicated.

**c. Equivalency Committee Chair Job Description Draft (attachment)**

Mr. Valiotis requested Senators to review the Equivalency Committee Chair Job Description draft and provide feedback on revisions needed. Senators reviewed the drafted job description and requested minor language changes to language. Corrections will be made as requested and will be placed on the November 5, 2009 Senate Agenda as an action item. Upon approval the job description will become part of the Senate Operating Procedures Handbook.

**d. Legislative Liaison Officer Job Description Draft (attachment)**

Mr. Valiotis requested Senators to review the Legislative Liaison Job Description draft and provide feedback on revisions needed. Senators reviewed the drafted job description and did not request any revisions be made. This item will be placed on the November 5, 2009 Senate Agenda as an action item. Upon approval the job description will become part of the Senate Operating Procedures Handbook.

**e. Adjunct Faculty Web Page**

Mr. Valiotis reported the Senate Office received an email from an adjunct faculty requesting the creation of an adjunct faculty web page where all pertinent forms and information can be easily accessed. Mr. Stephen Burns will be contacted to assist in creating a shell for review, discussion, and faculty feedback.

**9. SENATE ADMINISTRATIVE BUSINESS**

**a. Appointments**

- **Accreditation Standard IIB Faculty Co-Chair**
  - Dr. Nancy Bednar
- **IT Committee Representative**
  - Ron Mummaw (1 year term)
- **Senate Grant Committee Representative**
  - Dr. Liette Bohler (3 year term)

*A motion was made and seconded to approve the above appointments. Motion carried.*

**10. ADJOURNMENT**

A motion was made and seconded to adjourn the October 15, 2009 Academic Senate meeting at 4:44 p.m. Motion carried.

<u>MEMBERS PRESENT</u>		
Dr. Paul Ahad	MaryAnne Holcomb	Harish Rao
Carolyn Burrell	Sandra Hughes	Terry Rezek
Carol Eastin (proxy)	Dr. Matthew Jaffe (proxy)	Sandra Robinson
Debra Feickert	Annette Jones (proxy)	Casey Scudmore
Dr. Claude Gratton	Dr. Susan Lowry	Justin Shores
Glenn Haller	Kathy Moore	John Taylor
Jack Halliday	Sheronda Myers	Christos Valiotis
Dr. Robert Harris	Dr. Berkeley Price	Alex Webster
<u>MEMBERS ABSENT</u>	<u>GUEST PRESENT</u>	
Susan Knapp	Karen Lubick	Glenn Williams
Candace Martin	Dr. Igor Marder	Ted Younglove
Ken Shafer		

I was informed today that the decisions concerning removing the GED program from the schedule indefinitely were not made based upon the Program Review but on anecdotal data and the opinions of a classified employee. All other programs on campus have taken hits, but this is the only program that will be gone. It is serving 350 of our students.

Carolyn, as my senate rep. I would like you to point out that

- \* Putting a program on "hiatus" is a way to circumvent the Program Discontinuance Policy. If it can happen to one, it can happen to others.
- \* There are many other programs that are small and more expensive than the GED program. Will they be next? Or is the GED program vulnerable because the students are not perceived as "belonging here"?
- \* Program Review is supposed to be the mechanism by which we make decisions about the viability of programs.
- \* At a time when basic skills is a major responsibility of the California Community College system, why would we wish to hit a major pathway that provides access?
- \* The BSI considers GED and ABE (Adult Basic Education) components of the Basic Skills Initiative. They are hosting meetings on the GED rubric right now.
- \* One of our Student Success and Equity targets is African American male success. There are large numbers of African American males and older Hispanic females in this program.

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## **Master Plan Subgroup Timeline**

1. Update Goals by October 1st for submission to SPBC
2. Revised Goals to SPBC for approval in October 21<sup>st</sup> meeting
3. Send out Master Plan update forms by 3<sup>rd</sup> week of October
4. November Division Meetings – Division Plan meeting
5. December Student Services/Business Services Division Meetings – Division Plan meeting
6. Updated Division Plans due to Office of Institutional Research and Planning February 16<sup>th</sup>
7. Updated Master Plan to SPBC for first meeting in March
8. Suggested changes from SPBC by second meeting in March
9. Revised plan to Board for information in April
10. Revised plan to Board for approval in May

### **ADR ASSOCIATES – Palmdale survey**

Qualitative Research Design – Business, Community, and Campus Leaders.  
ADR is the company that surveyed the Palmdale area about the what they perceive to be their needs for a college in that area.

#### **RESULTS:**

1. Create a unique identify based on unique community needs.
2. Create a “stand-alone” brand.
3. Offer specific, targeted programs.
  - Applied Sciences
4. Provide English as a Second Language programs.
5. Provide Basic Life Skills programs.
6. Implement on-going community surveys/contacts.
  - Residents
  - Business
  - Students

## 2010 Educational Master Plan Goals Guiding Principles

### Strategic Goals

1. Ensure a diverse managed enrollment by placing students first in designing and delivering student-friendly programs and services to the entire District.  
**Measurement:** Student Equity Plan, Enrollment Management Plan, Student Services Program Reviews.
2. Strengthen and develop new external community partnerships.  
**Measurement:** ILO 2, 6 assessment, external grants and contracts
3. Develop a campus culture with a sense of community and a commitment to excellence.  
**Measurement:** ILO 5, 6 assessment, CCSSE survey
4. Improve the utilization of new and existing resources to support student learning outcomes by strengthening organizational effectiveness through research, planning, and the shared governance processes.  
**Measurement:** Office of the President Program Review, WEAVE, Program Review
5. Increase and effectively manage grant funding and capital financing to supplement District resources.  
**Measurement:** Annual Budget Summary
6. Develop and maintain facilities to ensure an innovative educational environment that supports student learning outcomes.  
**Measurement:** Facilities Plan
7. Provide students and employees with access to the information technology resources necessary to sustain and enhance the learning and workplace environment.  
**Measurement:** ITS Program Review, ITS customer survey.
8. Create a comprehensive staffing master plan to identify appropriate staffing to provide for student needs and support new and existing facilities.  
**Measurement:** Human Resources Plan, staffing requests in Educational Master Plan
9. Enhance professional development to ensure a well-trained staff to support the District's mission.  
**Measurement:** FLEX and Staff personal development attendance



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## **Guiding Principles**

### **Guiding Principle 1:**

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

### **Guiding Principle 2:**

*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.*

### **Guiding Principle 3:**

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

### **Guiding Principle 4:**

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

### **Guiding Principle 5:**

*Continue to increase class offerings and services at locations in Palmdale as student population growth continues. Provide a well rounded campus site for Palmdale and achieve and maintain 1000+ sustainable annual FTES. Create a unique identity for Palmdale based on the needs of the community through increase general education course offerings including applied science, ESL, and basic life skills.*

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**Guiding Principle 6:**

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

**Guiding Principle 7:**

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

**Guiding Principle 8:**

*Plan for appropriate changes to the college to embrace the diversity associated with the changing demographics of the student body. AVC will identify benchmarks for institutional learning outcomes and student learning outcomes and attain them for all groups in the student body.*

**Guiding Principle 9:**

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

**Guiding Principle 10:**

*Work with education partners (high schools and universities) to improve student learning outcomes. Continue to support and expand the SOAR program and seek out other appropriate collaborations.*

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**Guiding Principle 11:**

*Explore alternative methods of delivering education offerings such as Podcasting and expanded Distance Education, in accordance with community college system goals.*

**Guiding Principle 12:**

*Address demand and meet the potential of high enrollment disciplines within good district fiscal constraints.*

**Guiding Principle 13:**

*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. Continue the support and expansion of Aero Scholarships and similar programs to continue to provide a well rounded community college experience.*

**Guiding Principle 14:**

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

## **Academic Senate Grant Proposal Recommendation**

October 12, 2009

To: Academic Senate

From: Senate Grant Committee: Christos Valiotis, Dr. David Newby, and Dr. Cynthia Lehman

Re: Senate Grant Funding Recommendations

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**Mark Branner** - Mark Branner is proposing a joint faculty/student theatrical production. This production will be presented at AVC Blackbox Theatre and will be followed by a two week run at a theatrical venue in Los Angeles. It will involve several Antelope Valley College adjunct faculty who are also employed in the Hollywood entertainment industry. Costs for student transportation to Los Angeles are estimated to be \$2,000.00. Students will have an opportunity to observe theatrical rehearsals and have the potential opportunity to meet with agents.

Funding amount requested: \$2,000.00

*Recommended funding amount: \$2,000.00*

**EQUIVALENCY COMMITTEE CO-CHAIR  
JOB DESCRIPTION**

The duties of the Equivalency Committee Co-Chair shall include, but not limited to, the following activities:

1. Schedule meetings as needed
2. Reviews and set agenda
3. Reviews Equivalency Procedure annually with committee
4. Researches and reviews current Statewide established minimum qualifications
5. Informs faculty to new or revised statewide minimum qualifications for each discipline
6. Resource person regarding Equivalency Procedure and general questions on equivalency development
7. Reviews with committee Equivalency Procedure for possible recommendations for revision to Academic Senate
8. Reports to the Academic Senate at least twice a semester
9. Provide to the Academic Senate an end of the year Annual Accomplishment Report

*Two year term (no reassign time available)*

**DRAFT**

**LEGISLATIVE LIAISON OFFICER  
JOB DESCRIPTION**

The Legislative Liaison Officer is appointed by the Academic Senate President (per Senate Constitution).

The duties of the Liaison Officer shall include, but not limited to, the following activities:

1. Serve on the Legislative Committee.
2. Inform the Senate at least twice a semester or in a timely manner on matters before the state legislative as identified by the Legislative Committee and/or statewide Academic Senate. Solicit feedback from the Academic Senate to present to the Legislative Committee when applicable.
3. Attend conferences on state legislative and statewide Academic Senate as needed.

*(Two-year term)*

**DRAFT**