



**ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING**

AGENDA

November 19, 2015

3:00 p.m. – 4:30 p.m.

L-201

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. November 5, 2015 Academic Senate Meeting (attachment)
5. REPORTS (5 minutes maximum)
 - a. Distance Education & Technology Committee Report – Perry Jehlicka
 - b. Program Review Committee Report – Carol Eastin
 - c. Accreditation Committee Report – Tina McDermott
6. ACTION ITEMS
 - a. Ratification of Bylaws Article IV (attachment)
 - b. Ratification of Bylaws Amendment 501.2
 - c. Creation of Career Technical Education (CTE) Liaison Position (attachment)
 - d. Proposed Calendar Change Recommendation (to be provided)
 - e. Appointments
 - Hiring Committee: OSD Disability Services Specialist - Bonnell Curry
 - f. Academic Ranking
 - Rosa Fuller - Professor
7. DISCUSSION ITEMS
 - a. CSUin2 – Deborah Sullivan Ford (to be provided)
 - b. Faculty Self-Evaluation Memorandum of Understanding (MOU) – Feedback
8. INFORMATIONAL ITEMS
 - a. Equivalencies (attachment)
9. SENATE ADMINISTRATIVE BUSINESS
10. ANNOUNCEMENTS

February 19-20, 2016	2016 Accreditation Institute	Marriott Mission Valley, San Diego
April 20-23, 2016	2016 Spring Plenary	Sacramento Convention Center
June 9-11, 2016	2016 Faculty Leadership Institute	Mission Inn, Riverside
July 7-9, 2016	2016 Curriculum Institute	Double Tree Hilton - Anaheim
11. ADJOURNMENT

2015-16 ACADEMIC SENATE MEETINGS & COMMITTEE REPORTS	
September 17, 2015	November 5, 2015

Program Review – Carol Eastin	Academic Policies & Procedures – Dr. Darcy Wiewall Outcomes Committee Report– Dr. Glenn Haller Legislative Report – Dr. Glenn Haller
October 1, 2015 Accreditation Committee Report – Tina McDermott	November 19, 2015 Program Review Report – Carol Eastin Accreditation Committee – Tina McDermott Distance Ed & Technology – Perry Jehlicka
October 15, 2015	December 3, 2015 Faculty Professional Development – Kathryn Mitchell

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 Dr. Ed Beyer, 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

MINUTES

November 19, 2015

3:00 p.m. – 4:30 p.m.

L-201

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

1. CALL TO ORDER AND ROLL CALL

The Academic Senate meeting of November 19, 2015, was called to order at 3:01 p.m. by Dr. Ed Beyer, Academic Senate President.

2. OPENING COMMENTS FROM THE SENATE PRESIDENT

- Dr. Ed Beyer reported the cancellation of classes on Wednesday, November 25, 2015 is not an academic or professional matter for discussion, but is a collective bargaining issue being handled by the union. Dr. Susan Lowry distributed an email on behalf of the union to explain the options and what will happen in the future.
- Dr. Beyer reported it was discovered at the last SPC meeting that last semester the committee had viewed vision statement from college. The statement was revised and forwarded, but fell through the cracks. SPC is bringing it back for review via email with a 2-question poll asking for input regarding the language and values.
- Dr. Beyer encouraged senators to complete an upcoming survey for the Baldrige Award for Excellence. The district is considering pursuing this prestigious award.
- Dr. Beyer explained the senate will move forward with the action item regarding proposed calendar change. He encouraged senators to attend the town hall meeting on December 3, 2015 to consider new information. Dr. Beyer feels it important the senate establish a stance prior to the town hall meeting. The senate has the option to vote again should opinions change.

3. OPEN COMMENTS FROM THE PUBLIC

- Ms. Liz Sundberg expressed disappointment with the announcement of holiday hours: cancelling classes does not promote student success and does not send a positive message to students. Administration did not take into account nursing students who must complete a minimum number of hours that are submitted to the Board of Registered Nursing. Students would be required to make up the hours.
- Dr. Glenn Haller read a portion of a press release dated November 16, 2015, from the board of governors, unanimously directing the state Chancellor's Office to develop a new model for accrediting the system's colleges and to report back in March 2016 on details and a timeline for implementing the changes (see attachment).
- Dr. Irit Gat reported the accreditation issue was addressed at Fall 2015 Plenary and the change will take time.
- Ms. Jonet Leighton expressed disappointment with two issues:
 - 1) the announcement of holiday hours
 - 2) the intention to run the college as a business, treating students as customers instead of students

Approved: December 3, 2015 Academic Senate Meeting

4. Ms. Susan Knapp noted students were not notified of the holiday hours.
5. Ms. Maranatha Javines apologized for missing senate meetings. On behalf of Associated Student Organization (ASO) members, ASO is pleased to see the current accreditation agency will be replaced with one more reliable. Ms. Javines mentioned a recent bill that failed because it didn't involve student and faculty in the process – she could not remember which bill it was.
6. Dr. Liette Bohler reported the holidays have already been announced in the campus news. The union will be sending an email to President Knudson.

7. APPROVAL OF MINUTES

- a. November 5, 2015 Academic Senate Meeting (attachment)
A motion was made by Dr. Zia Nisani and seconded by Mr. Larry Veres to approve minutes of the November 5, 2015 Academic Senate meeting.
Motion carried with corrections; abstentions: Cathy Overdorf, Susan Knapp, Maranatha Javines.

8. REPORTS (5 minutes maximum)

- a. Distance Education & Technology Committee (DETC) Report – Perry Jehlicka
Mr. Perry Jehlicka presented the Distance Education & Technology Committee report. The DETC plans to create a policy and procedures guide for online teaching. The handbook will have an emphasis on regular & effective contact and will include attendance, training for online instructors and end of semester procedures. The guide should be completed by the end of the 2015-16 academic year.

Upcoming action items include consideration the term *blended classes* and *web-enhanced classes*.

Senators were reminded of the move from *Luminus* to *Blackboard* with due date of December 12, 2015.

- b. Program Review Committee Report – Carol Eastin
Ms. Carol Eastin presented the Program Review Committee Report – see attachments
- c. Accreditation Committee Report – Tina McDermott
Ms. Tina McDermott presented the Accreditation Report – see attachment.

9. ACTION ITEMS

- a. Ratification of Bylaws Article IV (attachment)
A motion was made by Dr. Zia Nisani and seconded by Ms. Susan Knapp to ratify Bylaws Article IV.

Motion carried unanimously.

- b. Ratification of Bylaws Amendment 501.2
A motion was made by Dr. Zia Nisani and seconded by Ms. Susan Knapp to ratify Bylaws Amendment 501.2.

Faculty members are appointed by the bylaws committee, with an appeals process. Suggestions are to be submitted to the bylaws committee.

(14) yes votes; (6) no votes; (1) abstention.

Motion carried.

- c. Creation of Career Technical Education (CTE) Liaison Position (attachment)
*A motion was made by Mr. Van Rider and seconded by Mr. Larry Veres, to approve the creation of a Career Technical Education liaison position.
 Motion carried with (1) no vote and (1) abstention.*
- d. Proposed Calendar Change Recommendation (to be provided)
 Dr. Beyer led discussion and referenced the document regarding the proposed calendar change (see attachment).

General Feedback from Faculty

PROS

- Ability to offer 12-week courses
- Ability to offer 2 6-week courses
- Longer summer break for faculty
- Potential for Trimester model

CONS

- Prep time between semesters
- No compelling evidence presented for making the change
- Winter Intersession is a catch-up period
- Participatory governance structure effects are unknown
- Outside accreditation impact for some programs
- Student eligibility after enrollment in next semester (failing a pre-requisite course)
- Faculty and Student burnout
- Reduced high school summer session

	Credit Sections Count		Credit Sections		Enrollment Count	
Winter 2013	128		260.5		2401	
Summer 2013	227		656.2		3646	
Winter 2014	142	+11%	385.8	+48%	3408	+42%
Summer 2014	240	+6%	727.8	+11%	4096	+12%
Winter 2015	131	-8%	392.5	+18%	3496	+25%
Summer 2015	266	+11%	833.1	+14%	4654	+14%

Data extracted from CCC Chancellor's Office Datamart

A motion was made by Ms. Karen Lubick and seconded by Ms. Kristine Oliveira to recommend a stance in opposition to the proposed calendar change.

Dr. Beyer explained that currently a student coming out of high school can take an 8-week summer course. The new model would only allow them to take the 2nd 6-week course. Only given winter numbers were presented. Dr. Beyer added summer numbers he obtained via CCC Chancellor's Office Datamart. The study reflected an increase in enrollment by offering fewer courses – scheduling issue, not a numbers issue. Dr. Beyer concluded the district can increase FTES with the current model.

Division feedback:

CTE (Dr. Beyer): opposed

Counseling: (24) opposed; (3) agreed

Adjuncts (Larry Veres): opposed

Library (Carolyn Burrell): opposed

AD (Karen Lubick): opposed

Language Arts (Dr. Liette Bohler): opposed. Stated very few colleges have the proposed calendar.

Nursing students (Liz Sundberg): opposed

SBS (Dr. Irit Gat): split; those in favor were not student focused, but against due to personal reasons

SBS (Catherine Overdorf): (7) opposed; (1) agreed

Math/Science (Dr. Nisani): opposed

Math/Science (Dr. Jessica Harper): most are neutral – would like to see what students think

Math/Sciences (Genie Trow): colleagues at other colleges and universities do it – would like to see how they deal with burnout

K&A/VAPA (Jonet Leighton): abstained

K&A/VAPA (Terry Rezek): Kinesiology opposed

K&A/VAPA (Dr. Glenn Haller): KA (1) against; (13) agreed

ASO representative Maranatha Javines stated she had not consulted with ASO, but is personally opposed to the proposed calendar.

Dr. Liette Bohler reported union survey results:

257 faculty members took the survey. 116 of the full-time faculty or 65% of our full-time faculty took the survey, and 130 adjunct instructors (or 25% of the adjunct faculty) took the survey.

The question "Do you support changing the academic calendar as proposed?" was answered with "No" by 126 out of 246 faculty surveyed, or 51%. 32% responded with "Yes" and 17 % had no opinion.

To the question "Do you feel the proposed changes would have a positive or negative effect on your working conditions?" 46% responded with "Negative", 20% with "Positive" and 34% were not sure.

To the question "Do you feel the proposed changes would have a positive or negative effect on your students?" 36% responded with "Negative", 26% responded with "Positive", and 38% were not sure.

The survey shows that the majority of our faculty who responded to the survey are against the proposed change in the calendar.

Dr. Beyer will report the senate's opposition to administration. If after attending the December 3, 2015 town hall meeting they would like to change the recommendation, the senate is not opposed to changing the stance.

[Ms. Maranatha Javines left the meeting.]

e. Appointments

- Hiring Committee: OSD Disability Services Specialist - Bonnell Curry
*A motion was made by Ms. Susan Knapp and seconded by Ms. Elizabeth Sundberg to ratify the appointment of Ms. Bonnell Curry to serve as a faculty representative on the OSD Disability Services Specialist Hiring Committee.
Motion carried unanimously.*

f. Academic Ranking

- Rosa Fuller – Professor
*A motion was made by Ms. Susan Knapp and seconded by Dr. Zia Nisani to ratify the advancement of Ms. Rosa Fuller to **Professor**.
Motion carried unanimously.*

10. DISCUSSION ITEMS

a. CSUin2 – Deborah Sullivan Ford (to be provided)

Ms. Deborah Sullivan Ford led discussion regarding the CSUin2 (see attachment).

Senators expressed concerns with the proposal, including the fact that the courses listed are not necessarily ones needed for transfer. Dr. Irit Gat reported the concept would not work for sociology due to lack of and difficulty in hiring faculty.

Dr. Beyer will invite Dr. Bonnie Suderman to attend the December 3, 2015 meeting to discuss the concept and address concerns. He asked senators to send him questions; he will compile the list and forward to Dr. Suderman, to allow preparation for the meeting. He will structure the agenda to allow for a double session on the issue.

b. Faculty Self-Evaluation Memorandum of Understanding (MOU) – Feedback

Dr. Beyer did not receive feedback regarding the faculty self-evaluation. He recommended changing *SLOs* to **Learning Outcomes**. Due to lack of feedback the item will move forward with the union.

11. INFORMATIONAL ITEMS

a. Equivalencies (attachment)

Dr. Beyer reminded senators to bring equivalencies up to date. Expired equivalencies revert back to state minimum qualifications, which could be problematic when hiring new faculty.

12. SENATE ADMINISTRATIVE BUSINESS

13. ANNOUNCEMENTS

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April 20-23, 2016	2016 Spring Plenary	Sacramento Convention Center
June 9-11, 2016	2016 Faculty Leadership Institute	Mission Inn, Riverside
July 7-9, 2016	2016 Curriculum Institute	Double Tree Hilton - Anaheim

14. ADJOURNMENT

The Academic Senate meeting of November 19, 2015 was adjourned at 4:40 p.m. by Dr. Ed Beyer, Academic Senate President.

2015-16 ACADEMIC SENATE MEETINGS & COMMITTEE REPORTS	
September 17, 2015 Program Review – Carol Eastin	November 5, 2015 Academic Policies & Procedures – Dr. Darcy Wiewall Outcomes Committee Report– Dr. Glenn Haller Legislative Report – Dr. Glenn Haller
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DETC FALL 2015

Took out Mediated Instruction: Need to Bring to the Senate for Approval

MISSION:

The Distance Education and Technology Committee's mission is three-fold: first, to assist in planning and implementation of Technology used by instructors and staff in the preparation and delivery of educational materials; second, to provide guidance and recommendations in the pedagogical development and technology both in traditional and distant education courses; and third, to facilitate compliance with accreditation issues involving distance education.

GOALS:

Create a document with Recommended Policies and Procedures for Distance Education Classes and a Faculty Handbook for Distance Education for approval by the Academic Senate and the college by the end of the 2015-2016 academic year.

Emphasis on regular and effective contact

- Attendance**
- Student Readiness**
- Training for Faculty**
- End of the Semester procedures**

Future action items:

- Blended Classes**
- Web Enhanced Classes**

Program Review November 2015

Update Report to the Academic Senate

Timeline Transition

2015-2016 reports will be due in March, instead of October, to align with the new District planning cycle. 2014-2015 data is available and will be used in 2015-2016 reports.

Addendums to 2014 reports were submitted this semester by two programs to document changes needing the immediate attention of the Budget Committee.

Template Revisions

Report writers in 2015-2016 will use templates that are slightly modified versions of the 2014-2015 templates. The new templates will be emailed to each Academic Senate representative, faculty chair, dean and director this week.

Programs Scheduled for 2015-2016 Comprehensive Program Reviews

- Counseling
- Job Placement
- Language Arts and Academic Development
- Outreach / Information and Welcome Center
- Visual and Performing Arts

Programs Scheduled for 2015-2016 Annual Update Reports (did comp review in 2013)

- Career Technical Education programs
- EOPS (Extended Opportunity Programs and Services)
- Social and Behavioral Sciences programs
- Student Development and Services
- STAR (Student Transition and Retention)

Programs Eligible for Status Quo in 2015-2016**

- Programs who completed comprehensive reports in 2014-2015
- Programs who completed comprehensive reports in 2012-2013 and completed annual update reports in 2014-2015

**Status Quo is an option available to programs that are current with their reporting and may be exercised the year after conducting a comprehensive review and the year before conducting a comprehensive review. Programs will write an annual update report if they determine last year's report does not reflect current planning and/or needs.

Comprehensive Program Review Self-Study Report

Division/Area Name:	Year:
Name of person leading this review:	
Names of all participants in this review:	
Number of Degrees offered:	Number of Certificates offered:

Part 1 - Division or Area Overview

1.1. Briefly describe how the division or area contributes to the district <u>mission</u> :	
1.2. State briefly program highlights and accomplishments:	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the division/area.	
<input type="checkbox"/> Communication	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input type="checkbox"/> Creative, Critical, and Analytical Thinking	<input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input type="checkbox"/> Community/Global Consciousness	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.

<input type="checkbox"/> Career and Specialized Knowledge	<input type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
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Part 2 - Data Analysis and Use

All divisions will complete Parts 2-7. Within academic divisions, Parts 2-7 will be completed by each discipline.

Discipline:		
Please review and interpret data by following the provided links		
Indicator	Comments and Trend Analysis	
2.1. Please review the headcount, FTES, and enrollment data	Comments on trends over the past five years and how they affect your program:	
2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures).	Comment on trends and how they affect your program:	
2.3. Student <u>success and retention rates</u> by discipline	Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of 68% for student success:	
2.4. Number of Sections by <u>Location and Modality</u>	Comment on trends:	
2.5. Analyze and summarize trends in student progression through <u>basic skills courses</u> , if applicable.	Comment on trends and how they affect your program:	
2.6. Success and Retention by Equity Groups	Review and interpret data by <u>race/ethnicity, gender, (or both):</u>	
2.7. Degree and certificate completion	Discuss trends in the completion rates of <u>degrees and certificates</u> . If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions:	
2.8. Faculty Data	Review and interpret data on <u>PT/FT Ratio and FTES/FTEF</u> . Comment on trends:	

<p>2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.</p>	<p>Comment on the occupational projections for employment in your <u>discipline</u> for the next two years and how the projections affect your planning:</p>
<p>Part 2 Summary Based on examination of the data, address any student achievement gaps and/or other student needs here:</p>	

Part 3 – Outcome Analysis and Use

Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action

Part 3 Summary

Briefly describe what changes have been made (or need to be taken) to the program based on findings:

Please provide any additional comments for Part 3:

Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Choose an item.			
Choose an item.			
Choose an item.			

Part 4 Summary

Please provide any additional comments for Part 4:

Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
	Choose an item.	
	Choose an item.	
	Choose an item.	

Briefly discuss your progress in achieving those goals:

Please describe how resources provided in support of previous program review contributed to program improvements:

5.2 2016-2017 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by district Strategic Goals in the Educational Master Plan (EMP). They must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
		Choose an item. Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item.			Choose an item.
		Choose an item. Choose an item. Choose an item.			Choose an item.

**** Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**
Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which discipline/area goal(s) from Part 5.2 guide this need.

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?
	Choose an item.	Choose an item.			
	Choose an item.	Choose an item.			
	Choose an item.	Choose an item.			
	Choose an item.	Choose an item.			
	Choose an item.	Choose an item.			
	Choose an item.	Choose an item.			

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Part 7 - Comments

Please rate the level of your agreement with the following statements regarding the program review process:

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
- This year's program review was valuable in planning for the continued improvement of my program
- Analysis of the program review data was useful in assessing my program's outcomes and current status

Comments:

Accreditation Update

Tina Leisner McDermott, M.A.

Instructor, Communication Studies

Accreditation Coordinator

Antelope Valley College

(661)722-6300 x6144

tmcdermott@avc.edu

Nov. 19, 2015 – Academic Senate

1. What we've been doing:

- Using Google Drive and Docs, teams have been collaborating in person and online and gathering evidence. Many things happening at once!
- DE subcommittee successfully reviewed all relevant standards and added their information

2. Self Study Deadlines:

- End of fall semester - break from collaborative writing esp. involving faculty
- Month of January 2016/Winter Intersession: Final edits begin by Tina and annoying emails and questions will continue to faculty and administrators as needed.
- Week of Feb 15, 2016: Team meetings to update and clean up outstanding questions and issues of evidence, etc.
- Feb - March 2016: Home stretch – self study to be finalized. Quality Focus Essay to be discussed and written (timeframe and process to be verified by Dr. Suderman)
- April 2016– proofreading (2-3 weeks)
- May-August 2016: Board and Campus review, and publication final
- August 2016: send to ACCJC
- August - September 2016 – prepare campus for visit

- October 2016 – team visit

3. Issues to be aware of:

- Follow Glenn Haller's instructions re SLO/PLO, action plans, and documentation in WEAVE. Timely action plans represent campus dialogue and provide rich data and show ongoing, sustainable practices! RP names. Make sure your department is up to date – random browsing through WEAVE will happen.
- Make sure all committee websites are updated and contain all relevant documentation such as handbooks, agendas, etc.
- Overall, I believe the study is presenting a campus that is working hard to make continual improvements in process and to maximize opportunities for students.

501.2. Submitted applications will be reviewed, verified and approved or denied by the Vice President, First and Second Executive Officers.

501.2.1 *The Vice President, First and Second Executive Officers shall make the final determination as to the validity of the evidence submitted.*

501.2.2 *In the case where the Vice President, First and Second Executive Officers question the evidence's validity, they shall solicit opinions from faculty members of the discipline other than the submitter to help resolve their questions.*

501.2.2.1 *In the case where there is only one faculty member in the discipline, the Vice President, First and Second Executive Officers shall solicit opinions from faculty members of the department.*

501.3. Approved faculty requests shall then be presented to the AVC Senate as an information item.

Article IV – DUTIES AND RESPONSIBILITIES

B400.0 President

B400.1 In addition to those duties and responsibilities enumerated elsewhere in this Constitution and Bylaws, the President shall:

B400.1.1 Attend all official meetings of the Board of Trustees during the school year and represent the Senate on all professional and academic matters. (Title 5 §53200)

B400.1.2 Review and set Senate meeting agendas in consultation with the Senate Executive Committee.

B400.1.3 Chair and conduct Senate meetings.

B400.1.4 Co-Chair the Strategic Planning Committee.

B400.1.5 Co-chair or appoint co-chair designee for Budget Committee.

B400.1.6 Serve as a member of the College Coordinating Council and Mutual Agreement Council.

B400.1.7 Represent the Academic Senate in collegial consultation with the College Administration and the Board of Trustees.

B400.1.8 Serve as ex-officio member of the College Foundation.

- B400.1.9 Inform and/or solicit input from faculty on initiatives and issues from administration, State Academic Senate, Board of Trustees, Chancellors Office, Board of Governors, or State Legislature related to Academic and Professional Matters as defined by Title 5 of the California Code of Regulations.
- B400.1.10 Meet bi-weekly with the Senate Executive Committee, or more frequently if needed, for consultation on Academic and Professional Matters, Senate meeting agendas and other Senate concerns.
- B400.1.11 Conduct Senate elections and appointments in accordance with the Constitution and Bylaws.
- B400.1.12 Provide training for new Senators on an annual basis in the fall semester of each academic year.
- B400.1.13 Represent the Academic Senate at Faculty Recognition Day, Graduation, and other college functions as appropriate.
- B400.1.14 Establish Senate ad hoc committees as necessary.
- B400.1.15 Provide overall leadership and direction for the Academic Senate on Academic and Professional Matters.
- B400.1.16 Attend one of the State Academic Senate Plenary sessions (fall or spring) annually to stay abreast of statewide concerns and initiatives of concern to faculty.
- B400.1.17 Attend the State Academic Senate Leadership Institute the first year in office.

B401.0 Vice President

- B401.1 In addition to those duties and responsibilities enumerated elsewhere in this Constitution and Bylaws, the Vice-President shall:
 - B401.1.1 Conduct Senate meetings and assume other duties assigned to the Senate President, as needed, in the absence of the President.
 - B401.1.2 Serve as liaison between Academic Senate and student representatives appointed to college governance committees. Meet once monthly with Associated Student Organization President and student representatives to share information and discuss current issues, and make a monthly report to the Senate Executive Committee and/or Academic Senate on significant issues.
 - B401.1.3 As a member of the Senate Executive Committee, provide advice and counsel to the Senate President on academic and professional matters and other Senate concerns.

B401.1.4 In conjunction with the Senate President, provide training for new Senators on an annual basis in the fall semester of each academic year.

B401.1.5 Maintain liaison with the Senate Faculty Leadership of Standing Committees as well as Senate Representatives from other committees and provide monthly reports to the Senate Executive Committee.

B401.1.6 Other duties as assigned by the Senate President.

B402.0 First Executive Officer

B402.1 In addition to those duties and responsibilities enumerated elsewhere in this Constitution and Bylaws, the First Executive Officer shall:

B402.1.1 Maintain and update the Senate Operating Procedures Manual in consultation with the Senate Executive Committee.

B402.1.2 As a member of the Senate Executive Committee, provide advice and counsel to the Senate President on academic and professional matters and other Senate concerns.

B402.1.3 Other duties as assigned by the Senate President.

B403.0 Second Executive Officer

B403.1 In addition to those duties and responsibilities enumerated elsewhere in this Constitution and Bylaws, the Second Executive Officer shall:

B403.1.1 In consultation with the Senate President, provide ongoing communication with faculty as needed including the production of the Senate newsletter.

B403.1.2 In consultation with the Senate President, conduct an annual faculty survey to determine the academic and professional matters that are of most concern to faculty.

B403.1.3 As a member of the Senate Executive Committee, provide advice and counsel to the Senate President on academic and professional matters and other Senate concerns.

B403.1.4 Other duties as assigned by the Senate President.

B404.0 Legislative Liaison

B404.1 In addition to those duties and responsibilities enumerated elsewhere in this Constitution and Bylaws, the Legislative Liaison shall:

- B404.1.1 Serve on the Legislative Committee.
- B404.1.2 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.
- B404.1.3 Solicit feedback from the Academic Senate to present to the Legislative Committee when applicable.
- B404.1.4 Attend conferences on state legislative and statewide Academic Senate as needed.

B405.0 Chairs, Faculty co-Chairs and Coordinators

B405.1 All Chairs, Faculty co-Chairs and Coordinators have the following duties:

- B405.1.1 Present year's beginning Committee Goals report to the Executive Committee within the first 30 days of the Fall Semester.
- B405.1.2 Report the progress and/or accomplishments of their committee at least twice a semester to the Academic Senate.
- B405.1.3 Present a written year-end report to the Senate.

B405.2 Academic Policies and Procedures

B405.2.1 The term for the Faculty co-Chair of the Academic Policies and Procedures Committee shall be three years.

B405.2.2 Duties of the Faculty co-Chair of Academic Policies and Procedure Committees shall include:

- a. Reviews and sets agenda with Vice President of Academic Affairs.
- b. Reviews all agenda materials (course proposals and outlines) for completeness and accuracy.
- c. Acts as liaison between Academic Senate and AP&P Committee; confers with Senate President on curriculum and academic policies and procedures.
- d. Chairs bi-monthly meetings; meets once a month with Technical Review Committee.
- e. Works with Academic Affairs Specialist on all committee matters and curriculum concerns.
- f. Researches issues of academic policy and/or procedure as needed (i.e. distance learning, plus/ minus grading, prerequisites, IMPAC, Information Competency, Education Code and Title 5 regulations, etc.).
- g. Creates, reviews, and revises Course Proposal Forms, Course Outlines of Record, and other forms necessary for course and

- program development; maintains currency of AP&P Standards & Practices Handbook.
- h. Chairs AP&P ad hoc committees as they arise; serves on other campus committees as needed regarding curriculum issues.
- i. Attends state level conferences regarding curriculum issues; stays in contact with Academic State Senate's Curriculum Committee and the Systems Office regarding curriculum regulations and practices.
- j. Holds workshops for faculty regarding curriculum policies and/or procedures.
- k. Meets with divisions to discuss curriculum policies and/or procedures for course development.
- l. Sits as a standing member of the Matriculation Committee and the ad hoc Assessment Committee.
- m. Consults with Program Review Coordinator on policy/process matters.
- n. Consults with Institutional Research Technician on Course Validation Studies.
- o. Works with faculty needing assistance in developing courses and programs.
- p. Is a resource for the following:
 - Distance Education and Technology Committee
 - Student Learning Outcomes Committee
 - Deans and Educational Directors
 - Corporate and Community Education
 - Cal Works
 - Learning Communities
- q. Works with Academic Affairs Technician on catalog revisions.

B405.3 Outcomes

- B405.3.1 The term for the Faculty co-Chair of the Outcomes Committee shall be three years.
- B405.3.2 Duties of the Faculty co-Chair of the Outcomes Committee shall include:
 - a. Chair bi-monthly (or as needed) meetings with committee.
 - b. Continue to monitor and advocate, a campus-wide plans for the continued upkeep of SLOs/PLOs, action plans and accompanying assessment.
 - c. Continue to coordinate all campus SLOs/PLOs, action plans and assessment efforts.
 - d. Meet with divisions and areas to facilitate the continued assessing of SLOs/PLOs and action plans for courses and programs.
 - e. Work closely with the institutional researcher in developing and maintaining a record of assessment tools.
 - f. Coordinate workshops for campus SLO/PLOs, action plans and assessment training with inside and outside speakers.

- g. Propose connections to current campus practices on SLOs/PLOs, action plans and assessment.
- h. Maintain an archive record in support of data for accreditation, program review, and curriculum issues.
- i. Disseminate information on current trends on SLOs/PLOs from conferences and workshops that are relevant to faculty, student services, and administration.
- j. Oversee development and updating of an Outcome Committee website.
- k. Keep up-to-date on state and national information on SLOs/PLOs, action plans and assessment techniques.
- l. Be a resource person for any questions on SLOs, PLOs, ILOs, action plans, and assessment .
- m. Ex-officio voting member of Program Review.
- n. Be a liaison to AP&P.
- o. Run reports to ensure adherence to deadlines for establishing SLOs/PLOs, assessment data, and action plans in Weave.
- p. Monitor Curricunet for approval of SLO/PLO revisions and work with faculty as needed to ensure compliance.

B405.4 Distance Education and Technology

B405.4.1 The term for the Faculty co-Chair of the Distance Education and Technology Committee shall be three years.

B405.4.2 Duties of the Faculty co-Chair of the Distance Education and Technology Committee shall include:

- a. Chair bi-monthly meetings with the Distance Education Committee.
- b. Sit by position on the IT committee
- c. Advocate and monitor campus-wide implementations of distance education activities.
- d. Work with divisions to facilitate the establishment of distance education courses and programs.
- e. Act as a resource person for any questions regarding distance education.
- f. Act as a liaison to the AP&P committee and Blackboard® and Turnitin®, particularly the BlackBoard-Turnitin integration .
- g. Attend (virtually) the statewide Chancellor's Office Monthly DE Coordinators and Managers meetings.
- h. Coordinate workshops and training for distance education .
- i. Gather and identify samples of effective distance education best practices.
- j. Maintain records in support of data for accreditation, program review, and curriculum issues.
- k. Disseminate information on distance education conferences and workshops that are relevant to faculty, student services, and administration.

- l. Oversee development and updating of a distance education website.
- m. Keep up-to-date on state and national information on distance education.
- n. Report at least twice a semester to the Academic Senate.

B405.5 Equivalency

B405.5.1 The term for the Chair of the Equivalency Committee shall be two years.

B405.5.2 Duties of the Chair of the Equivalency Committee shall include:

- a. Schedule meetings as needed.
- b. Reviews and sets agenda.
- c. Reviews Equivalency Procedure annually with committee.
- d. Researches and reviews current Statewide established minimum qualifications.
- e. Informs faculty about new or revised statewide minimum qualifications for each discipline.
- f. Resource person regarding Equivalency Procedure and general questions on equivalency development.
- g. Reviews with committee Equivalency Procedure for possible recommendations for revision to Academic Senate.

B405.6 Honors Coordinator

B405.6.1 The term for the Coordinator of the Honors Committee shall be three years.

B405.6.2 The duties of the Honors Program Coordinator shall include, but not be limited to, the following activities:

- a. Chair and hold regular Honors Committee meetings.
- b. Recruit students during fall, intersession, spring and summer to join the Honors program.
- c. Manage and maintain Honors website and email group
- d. Market and promote Honors courses during fall, intersession, spring and summer
- e. Update and implement honors course proposals and honors options procedures for faculty.
- f. Monitor fall and spring course enrollment during Intersession and summer
- g. Implement a process for the Honors committee to approve honors course proposals and honors options.
- h. Oversee honors options for fall, intersession, spring and summer
- i. Recruit and meet with interested and potential honors faculty.
- j. Manage a basic Honors Program budget.
- k. Choose honors classes for committee review during the semester prior to the one in which such classes will be offered;

- schedule honors classes; submit honors classes to AVC schedule of classes.
- l. Implement honors faculty, program, and student evaluation.
- m. Update and enforce honors student eligibility requirements.
- n. Coordinate with Student Development in the recruitment of high school students through a variety of methods, including, but not limited to announcements and the evaluation of AVC assessment test scores. Recruitment of AVC students are gathered by campus faculty recommendations.
- o. Interview and conference new and continuing honors students; keep honors student files.
- p. Give at least two reports to the Academic Senate; along with the Academic Senate President maintain contact with the Office of Academic Affairs.
- q. Attend conferences such as the National Collegiate Honors Council Conference and the Western Regional Honors Council; maintain membership with the California Honor's Society and other similar organizations.
- r. Update and circulate Honors Program publicity in the form of brochures, flyers, and so forth.
- s. Facilitate the distribution of AVC Dean's list and President's list during Intersession and summer, including congratulatory letters to the students.
- t. Organize and host the annual AVC Honors Convocation.
- u. Assist AVC Foundation in the selection of the Dr. Mistry Award
- v. Attend or designate representative for UCs TAP meetings, HTCC meetings, site visits, and participate in the development of major projects in conjunction with UCs, CSUs and HTCC.
- w. Advise (with Society members' consent) the AVC Honors Society-Alpha Iota.

B405.7 Faculty Professional Development

B405.7.1 The term for the Faculty co-Chair of the Faculty Professional Development Committee shall be three years.

B405.7.2 Duties of the Faculty co-Chair of the Faculty Professional Development Committee shall include:

- a. Surveying the faculty to determine needs and requests for yearly, academy and colloquia presentations.
- b. Select speakers/presentations for yearly Faculty Professional Development Program. This includes the following:
 - Research and gather information on various topics and speakers
 - Contact speakers from either AVC faculty or from off campus
 - Make room and time arrangements
 - Maintain a calendar of events
- c. Create, review, and maintain all records on the following:

- Faculty attendance for salary advancement for both fulltime and adjunct (information will be forwarded to HR and VP)
 - Full-time and Part-time faculty plans, contracts, and end-of-semester evaluation sheets
 - Evaluation sheets for future repeat or new presentations/workshops
 - Prepare and monitor budget
- d. Holding bimonthly committee meetings to discuss and review activities, guidelines, and procedures.
- e. Additional duties necessary to maintain the Faculty Professional Development Program include the following:
- Report at least twice a semester to the Senate
 - Maintain correspondence with on/off campus speakers
 - Review and allocate budget needs
 - Design and create Faculty Professional Development Book
 - Attend conferences related to faculty professional development
 - Meet with faculty and administration to discuss activities, programs, and procedures
 - Create flyers to help publicize professional development activities
 - Update forms and online documents

B405.8 Program Review

B405.8.1 The term for the Coordinator of the Program Review Committee shall be three years.

B405.8.2 Duties of the Coordinator of the Program Review Committee shall include:

- a. Maintain and update the schedule of programs conducting comprehensive reviews in consultation with the Dean of Institutional Effectiveness, Research and Planning and the president/superintendent, deans, directors, or coordinators responsible for areas/programs.
- b. Orient district employees to the self-study process and assist the members of the self-study teams in the preparation of the self-study reports by conducting or providing staff development training. The Program Review Faculty Co-chair will assist the Dean of Institutional Effectiveness, Research and Planning in supporting self-study writers with:
 - The use of institutional and environmental data.
 - The use of outcome findings data and action plans.
 - Preparation and administration of stakeholder surveys and/or other appropriate stakeholder data.
 - Development of goals, objectives, and prioritized lists of resource needs.
 - Use of WEAVE for annual update reports.

- c. Monitor progress and completion of program review work throughout the district.
- d. Chair bi-monthly (or as needed) meetings with the Program Review Committee.
- e. Work with the Budget Committee to connect program review and budget decisions.
- f. Work with the Accreditation Liaison Officer and the Faculty Accreditation Coordinator to improve the program review process.
- g. Work with the Dean of Institutional Effectiveness, Research and Planning to ensure the Program Review Committee conducts regular evaluations of the program review procedures and recommend changes to the Academic Senate and appropriate administration.
- h. Manage the peer review activities of the Program Review Committee with:
 - Developing a plan, timetable, and assignments for peer review activities.
 - The review of all self-study reports, comprehensive and annual update, in relation to the standards.
 - Defining areas that need verification or clarification.
 - Drafting the peer review report for comprehensive reports.
- i. Assist the Dean of Institutional Effectiveness, Research and Planning in posting program review reports on the Program Review website.
- j. Assist the Dean of Institutional Effectiveness, Research and Planning in posting Program Review Committee agendas and minutes on the Program Review website.
- k. Place hard copies of current comprehensive and corresponding peer review reports in the College Library.

B405.8.3 Desirable qualifications of the Coordinator of the Program Review Committee shall include:

- a. Demonstrated ability to organize schedules, work activities, and committees.
- b. Demonstrated ability to work cooperatively with all college staff and administration.
- c. Participation in Strategic Planning and Budget Council activities or broad based experience in facilities and educational planning.
- d. Involvement in accreditation standards or Steering Committee activities.
- e. Experience in program evaluation in educational institutions, private industry, or public agencies.

B405.9 Tenure Review

B405.9.1 The Tenure Review Coordinator is accountable first to the Collective Bargaining Agent and secondly to the Senate and Administration for following the Tenure and Evaluation policy and procedures.

B405.9.2 The term for the Coordinator of the Tenure Review Committee shall be three years.

B405.9.3 Duties of the Coordinator of the Program Review Committee shall include:

- a. Coordinate, in conjunction with Academic Senate, selection of tenured faculty to participate on evaluation teams.
- b. Oversee that evaluation teams are organized for probationary faculty according to the Tenure and Evaluation Policy.
- c. Coordinate and conduct the initial orientation of the Evaluation and Tenure process for the peer evaluation teams.
- d. Coordinate and conduct the initial orientation of the Evaluation and Tenure process for the probationary faculty.
- e. Be a resource person to probationary evaluation teams to ensure that they function according to policy guidelines.
- f. See that all evaluation procedures for probationary faculty are completed in a timely manner.
- g. In coordination with the Vice President of Academic Affairs, interpret the Tenure and Evaluation Policy if questions arise.
- h. Refer any grievances arising from the evaluation of probationary faculty to the Due Process Committee.
- i. Coordinate all issues that affect the operation of the evaluation teams.
- j. Conduct "end-of-the-year" survey to determine effectiveness of policy and recommendations for improvement.
- k. Submit recommendations for revision of policy to Tenure and Review Committee.

B405.10 Faculty Accreditation

B405.10.1 The Faculty Accreditation Coordinator will be selected by the Academic Senate, after consultation with the college president and Accreditation Liaison Officer per mutual agreement, to oversee the self study process.

B405.10.2 There is no set term of office for the Faculty Accreditation Coordinator.

B405.10.3 The Faculty Accreditation Coordinator, in consultation with the Accreditation Liaison Officer (Vice President of Academic Affairs), will perform the following duties:

- a. Attend the ACCJC Accreditation Training for evaluation.
- b. Attend the statewide Academic Senate Accreditation Institute.
- c. Establish and coordinate subcommittees that contribute to the self study.

- d. Provide campus training on the purpose, standards, and documentation requirements.
- e. Assist in the collection of data.
- f. Be Faculty co-Chair of the Accreditation Steering Committee.
- g. Recruit members from campus community, as well as local community to participate in self-study.
- h. Provide support to the standard committees.
- i. Oversee the writing of the final draft of the self-study.
- j. Write the self-study background, themes, and Planning Summary sections.
- k. Coordinate and develop documentation files.
- l. Coordinate visiting team schedule and appointments.
- m. Present updates either via memo, newsletter, and forums on the progress of the self-study and review final draft with college campus constituents.
- n. Update the Academic Senate at least twice per semester.
- o. Present updates and review final report to the Board of Trustees.
- p. Monitor all activities that affect Substantive Changes and submit reports to ACCJC when appropriate. Sufficient reassign time is required, according to local governance and contractual agreements.



CTE LIAISON EXPECTATIONS

- Attend local senate meetings and report as needed about statewide issues of concern in CTE
 - Facilitating local and regional CTE discussions
 - Identify CTE issues of concern locally or regionally
 - Communicate opportunities for CTE faculty to participate in CTE related statewide initiatives, workgroups, committees and taskforces to ensure that CTE interests are represented
 - Communicate the Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy recommendations and participate in conversations to implement system-wide policies and practices that may significantly affect career technical education programs
 - Create a mechanism to communicate with CTE faculty on your campus around issues of common concern
 - Serve as a conduit between the local CTE faculty and the CTE Leadership Committee representatives in your area
 - Identify CTE faculty at your college and in your region to serve locally and statewide on committees and taskforces
 - As funding permits, attend state-level events (CCCCAOE, ASCCC) and regional consortia meetings
- Note: We strongly recommend that a member of the CTE LC not be a CTE Liaison

Proposed Calendar Change Discussion
Department of Biological & Environmental sciences

Pros

- Overlaps with some transfer institutions, such as UCLA

Cons

- No data to support the assertion that student enrolment drops due to the long (8 week) break between Fall and spring under the current calendar system
- No data to support the assertion that FTES will increase. In fact we believe that FTES will be actually lost through the omission of the winter (Intersession) term. We cannot simply shift classes to summer due to space limitation. Under current model we can offer more. Intersession never really had a chance to come back after the last severe budgetary cuts and just recently we have been able to increase our offering.
- No data is available on the added cost of switching to new calendar
- An assertion was made that we can offer more high unit science courses (with lab). Currently, we do offer high unit courses (Biol 201, 202 & 204) during summer with retention and success rate in mid to high 80 percentiles. If we want more courses, we can offer them but we need funding. Also, we can increase course offering during regular semester if we have more funding and staffing (faculty and tech)
- Extra 4 weeks will not have much pedagogical improvement for biology courses. Students are doing well (high retention and success rates) as is.
- Not enough time to prep and modify things between fall and spring. In biology, we not only have to design new labs but have to have time to test them out. The short break will make this impossible
- Some adjuncts expressed concerns that switching to a new calendar means they won't be able to teach here anymore as the schedule will conflict with other colleges they teach at. Given our heavy reliance on adjuncts, this will be detrimental to the department
- Many students work extra hours during summer
- Winter intersession numbers have been going up each year and the trend continues going into intersession 2016



AVC2CSU



PRESENTER: Deb Sullivan Ford

AVC2CSU

PROPOSED COHORT PATHWAY PROGRAM

AVC2CSU is a proposed comprehensive cohort pathway program intended to allow students pursuing select AS-T and AA-T degrees to complete the coursework and achieve guaranteed admission into a CSU within two years.

Existing Programs Under Review for Inclusion in the Cohort Pathway

- AS-T Associate in Science in Business Administration for Transfer
- AA-T Associate in Science in Administration of Justice for Transfer
- AA-T Associate in Arts in Sociology for Transfer

AVC2CSU

PROPOSED COHORT PATHWAY PROGRAM

PROGRAM OBJECTIVES:

- Work with Administration, Faculty and Staff to identify barriers to student success and, as appropriate, incorporate practical and successful measures into the program
- Work to increase student retention, performance and graduation rates for participating students through regular engagement, tutoring, targeted workshops and more
- Provide broad-based and inclusive pathways to timely degree completion for select AS-T and AA-T programs
- Reduce degree completion timeframes for participating students

AVC2CSU

PROPOSED COHORT PATHWAY PROGRAM

PROGRAM APPROACH:

- Work to address pressing student needs through innovation and best practices
- Work to identify and remove roadblocks to student retention, engagement and matriculation
- Provide and embed essential, targeted and timely programs, services, workshops, and opportunities
- Maintain quality contact with student from entry into the pathway to graduation

AVC2CSU

CONSIDERATIONS FOR ACCEPTANCE INTO THE PROGRAM

- Student applies and is admitted into Antelope Valley College
- Student assesses at college level (099) proficiency for Reading, Writing and Math
- Student's application for acceptance into the cohort pathway is reviewed and accepted
- Student agrees to study full-time and follow prescribed pathway driven course
- Student agrees to participate in workshops, and services embedded into the cohort program

AVC2CSU

INCREASE LIKELIHOOD OF TIMELY DEGREE COMPLETION

- Pre-cohort workshops and tools to assist basic skills students with assessment preparedness
- Structured and flexible full-time degree pathways
- Early and frequent student engagement and intervention
- Comprehensive embedded services to enhance student success
- Establishment of a connective community

SUMMER BRIDGE

FALL SEMESTER

(12 – 15 UNITS)

SPRING SEMESTER

(12 – 13 UNITS)

SUMMER BRIDGE &
SEMESTER (3 – 6 UNITS)

FALL SEMESTER

(12 – 13 UNITS)

SPRING SEMESTER

(14 - 15 UNITS)

AVC2CSU

EARLY AND FREQUENT ENGAGEMENT

- Begin recruiting two semesters before each cohort begins
- Employ engagement activities for student comfort with campus culture and program expectations (partner with FYE and Summer Bridge, partner with existing campus clubs, facilitate CSU tours, host local Q&A Talks with industry professionals)
- Provide a single point of contact Counselor and Ed Advisor
- Provide a single point of contact Faculty Mentor
- Incorporate pre- and mid-cohort Summer Bridge programs and Targeted Workshops



AVC2CSU

COMPREHENSIVE EMBEDDED SERVICES

- Counseling and Educational Advisement
- Career assessment and planning
- Micro-programs to address and reduce barriers to student success
- Learning Center tutoring and targeted workshops
- Special graduation recognition
- Assistance with application to CSU and post graduation planning

AVC2CSU

ESTABLISHMENT OF A CONNECTIVE COMMUNITY

- Foster a sense of community through blocked and semi-blocked flexible cohort pathways
- Incorporate *AVID* strategies into summer workshops and campus activities
- Provide opportunities to build communities outside of the classroom through cultural outcomes and cross-campus initiatives
- Host career builder workshops with industry professionals for students' personal and academic growth

AVC2CSU

PROGRAM EVALUATION AND DATA COLLECTION

- Actively and regularly track meaningful data about program enrollment, engagement, retention and graduation outcomes
- Incorporate mechanisms to maintain contact with graduating students to identify CSU/educational study plans and career and employment outcomes
- Maintain and track alignment of cohort pathway program findings and outcomes against institutional goals and priorities
- Conduct informal program evaluations during intercession and a comprehensive program evaluation during summer

AVC2CSU

CAMPUS STAKEHOLDERS AND MUCH NEEDED PARTNERS

- Students (AVC and High Schools)
- Academic Senate and Faculty
- Counseling
- Student Enrollment Services
- Career Center
- Assessment Center
- Industry Professionals
- Administration and Staff
- Learning Center and Basic Skills
- Scheduling
- Student Equity
- First Year Experience
- Behavioral Intervention Team
- Campus Clubs

November 3, 2015

Input from Counseling meeting on Calendar change.

Concerns:

- Importance of having w WORKING weeks between semesters. This also aligns with Financial Aid needs. (Keep in mind that 85% of AVC students are on FA.)
- Is there data that shows student need and want more summer offerings?
- What are the summer offerings expected to be?
- What about energy savings of closing down the campus during the summer?
- Athletes practice in Winter and need to be enrolled in Kinesiology Classes. Eligibility rules would prevent students from taking a heavier load in summer as they are limited to 6 units. They benefit from intercession classes.

VOTE: Eliminate Intercession and extend the summer session?

YES _____ NO _____

Request: That we maintain two WORKING WEEKS between semesters. _____ YES