ACCREDITATION MIDTERM REPORT
OCTOBER 15, 2013

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

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 a summary of institutional responses to recommendations cited in the WASC-ACCJC February 11, 2013 letter in response to the college's October 15, 2012 follow-up report. 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 that the midterm report accurately reflects the nature of this institution in relation to the issues addressed.

_____   8/13/2013
Mr. Edward Knudson   Date
Superintendent/President
Antelope Valley College

_____   8/12/2013
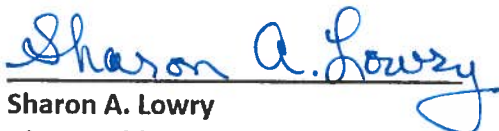Michael Adams   Date
President, Board of Trustees

_____   8|13|2013
Sharon A. Lowry   Date
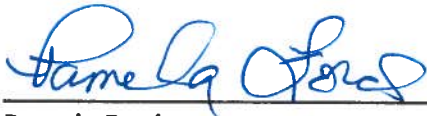Vice President of Academic Affairs
Accreditation Liaison Officer

_____   8/13/2013
Maria Clinton   Date
Academic Senate President

Pamela Ford
Pamela Ford
Classified Union President

8/13/13
Date

Christopher Dundee
Christopher Dundee
ASO President

08/13/13
Date

Tina McDermott
Tina Leisner McDermott
Faculty Accreditation Coordinator

8/13/13
Date

II.	TABLE OF CONTENTS

Evidence is marked by endnotes and hyperlinked within the text of the report; it is also listed in the Appendix section.

III. STATEMENT ON REPORT PREPARATION

Antelope Valley College (hereinafter referred to as AVC or the college) received the letter dated January 31, 2011 from the Accrediting Commission for Community and Junior Colleges stating that the college's August 10, 2010, self study report was accepted with the requirement that a follow-up report be completed. The Executive Vice President of Academic Affairs and Student Services/Accreditation Liaison Officer agreed to continue to serve as co-chair, and the replacement Faculty Accreditation Coordinator was recruited. A work-group committee was formed with the following members: Executive Vice President of Academic Affairs and Student Services/Accreditation Liaison Officer; Faculty Accreditation Coordinator; Director of Institutional Effectiveness, Research, and Planning; Research Analyst of Institutional Effectiveness, Research, and Planning; Faculty Co-Chair of the Student Learning Outcomes Committee, and Faculty Co-Chair of the Program Review Committee. The President of the Strategic Planning Budget Council, Dean of Health Sciences, Dean of Technical Education, Director of Information Technology Services, Faculty Co-Chair of Distance and Technology Education Committee, Reference/Electronic Resources Librarian, Director of Business Services, and the Strategic Planning and Budget Council Co-Chair/Academic Senate President were also consulted and made contributions to the report. The report was submitted to the ACCJC in August 2012.

On February 11, 2013, the ACCJC requested an additional Follow-Up Report in conjunction with the Midterm Report due October 15, 2013, to include a visit to the college in October 2013.

The Accreditation Steering Committee from the prior self study continued to serve with a tripartite structure for each standard: one dean/director tri-chair; one faculty tri-chair; one classified tri-chair, along with members representing faculty, staff, and the student body. The new and vacant positions were recruited and filled.

- A timeline was developed to complete the follow-up report.
- Communications were sent out and meetings took place with individuals on campus to gather information pertinent to each recommendation.
- The draft report was sent out frequently by email to the steering committee and relevant individuals by the accreditation coordinator for input and comments.
- Meetings with the Accreditation Steering Committee were held on a regular basis to resolve outstanding issues and finalize the draft of the report.
- Presentations were given to the Academic Senate on the progress of the report on a monthly basis.
- Presentations were given to the Board of Trustees on the progress of the report on a monthly basis.

- A presentation was given at the fall 2012 and spring 2013 Welcome Back Day for faculty and staff on the status of the report.
- The accreditation co-chairs met with the College Coordinating Council on March 6, 2013 to give an update on the progress of the report.
- The accreditation co-chairs met with the Mutual Agreement Council on June 5, 2013 to give an update on the progress of the report.
- The report was reviewed by the Executive Committee of the Academic Senate on June 26, 2013.
- The Superintendent/President and Executive Vice President of Academic Affairs and Student Services were given a draft copy for review on June 20, 2013.
- On July 10, 2013, a draft of the report was posted on the AVC website, and an e-mail was sent to notify the campus that the report was available for review and feedback.
- The campus was given five weeks to review and provide feedback.
- Before submission to the Accrediting Commission for Community and Junior Colleges, the follow-up report was presented to the Board of Trustees on July 8, 2013, as an informational item and on August 12, 2013, for final approval.
- On June 27, 2013, the follow-up report was posted on the college's public web site.
- At the fall 2013 Welcome Back Day, the final report was presented to faculty, staff, and students where the progress the college made in responding to the recommendations will be discussed in a workshop format.

_____   _____
Mr. Edward Knudson   Date
Superintendent/President Antelope Valley College

IV. ACCREDITATION STEERING COMMITTEE MEMBERSHIP

Sharon A. Lowry, Vice President, Academic Affairs,
Accreditation Liaison Officer
Tina Leisner McDermott, Instructor, Communication Studies,
Faculty Accreditation Coordinator

Dr. Nancy Bednar, Instructor, Political Science

Dr. Ronald Chapman, Instructor, Sociology

Terry Cleveland, Director, Risk Management and Environmental Health

Maria Clinton, Associate Professor, Aeronautics, Academic Senate President

Dr. Karen Cowell, Dean, Health Sciences and Technical Education

Dr. Joseph Esdin, Professor, Biological Sciences

Kim Fite, Administrative Assistant, Student Development

Pamela Ford, Program Coordinator, CalWORKs, President, AVCFCE

Sandra Govin, Associated Student Organization Representative

Dr. Susan Lowry, Professor, English, President, AVCFT

Dr. Louis "Tom" O'Neil, Dean Business, Computer Studies, and Economic Development and Social and Behavioral Sciences

Melanie Parker, Instructor, Child Development/Early Childhood Education

Michael Pesses, Instructor, Geography

Gwenette Preston, Clerical Assistant II, Enrollment Services

Richard Shaw, Director, Information Technology Services

Steve Standerfer, Director, Public and Governmental Relations

Ann Steinberg, Director, Job Placement

LaDonna Trimble, Dean, Enrollment Services and Counseling and Matriculation

Scott Tuss, Programmer Analyst, Information Technology Services

Dr. Leslie "Les" Uhazy, Dean, Math, Science and Engineering

Maria Valenzuela, Library Technician

Betty Wienke, Board of Trustees Member

Aeron Zentner, Research Technician, Institutional Effectiveness, Research and Planning

Gloria Kastner, Committee Assistant,
Senior Administrative Assistant, Vice President of Academic Affairs

V. RESPONSE TO TEAM RECOMMENDATIONS AND COMMISSION ACTION LETTER

RECOMMENDATION # 1 (a-d)

In order to comply with the standards, it is recommended that the college modify its processes in a manner that creates documentation and other forms of evidence that can be used to reveal the college's progress toward implementation of SLOs and assessment of those outcomes. More specifically, the team recommends that to show compliance with the standards, that the college:

RECOMMENDATION #1 a

Develop a method to monitor progress made when implementing activities identified in the program reviews to include listing steps in action plans, listing of individual student learning outcomes for each course and assessment activities matched against progress made to achieve assessment activities (I.B.3).

See response to Recommendation #1a in the Follow-Up Report 2013.

RECOMMENDATION #1 b.

Provide evidence in the form of documents or other deliverables to result from the operation of the integrated planning cycle (I.B.3)

See response to Recommendation #1b in the Follow-Up Report 2013.

RECOMMENDATION #1 c.

Provide evidence that outcomes demonstrate the integrated planning cycle, from SLOs to making budget decisions (I.B.5).

See response to Recommendation #1c in the Follow-Up Report 2013.

RECOMMENDATION #1 d.

Assess program learning outcomes (PLOs) and provide evidence of program, student service and administrative changes and improvements as a result of changes made (II.A.1.a.; II.A.1.c).

See response to Recommendation #1d in the Follow-Up Report 2013.

RECOMMENDATION #2 a.

>To meet the standards, it is recommended that the college establish clear connection with and document the involvement of members of professions, association and professional organizations when curriculum is being modified and at other appropriate points in time to demonstrate input from vocational/occupational advisory boards and experts in the field so that the College can verify the quality of educational programs is based on experts in the profession (II.A.2.b).

See response to Recommendation #2a in the Follow-Up Report 2013.

RECOMMENDATION #2 b.

>To ensure each department is being consistently evaluated under the program review process it is recommended that the college develop a list of minimum areas considered to ensure a rigorous self examination is conducted consistently across the college (II.C.1).

See response to Recommendation #2b in the Follow-Up Report 2013.

RECOMMENDATION #2 c.

>To meet the standards requirement that adequate resources be allocated to support the Library function of the college, it is recommended that the college conduct a comparative analysis against other similarly-sized colleges to assess whether the amount of resources to meet the needs of students who rely on the Library to complete their educational goals (I.B.7).

See response to Recommendation #2c in the Follow-Up Report 2013.

RECOMMENDATION #2 d.

>To meet the standards and to enhance the effectiveness of its technology, it is recommended that the college adjust its technology advisory committee structure to ensure that the needs of administrative and instructional computing are equally well addressed, and that this dialogue then results in equitable priorities, implementation, and budget allocations for all technology needs (III.C.1 and III.C.1.d).

See response to Recommendation #2d in the Follow-Up Report 2013.

RECOMMENDATION #3

To enhance the effectiveness of its technology, a variety of different levels of network security should be implemented to permit more flexible responses to instructional computing requests, while maintaining appropriate security for administrative data (III.C.1 and III.C.1.d).

Since the 2012 follow-up report, Information Technology Services (ITS) has made progress on the Open Digital Campus Program's projects list. Despite the fiscal challenges, successes have been achieved in many areas. The following projects are complete or near completion:

- The Segregate IP Traffic Project is proceeding as resources allow. Currently at 80 percent completion, the remainder will be completed during summer 2013.

- Initial deployment of wireless connectivity was completed in fall 2012 in the new Health Sciences building. The project is now expanding, as infrastructure is leveraged with this first deployment, to expand services over summer 2013 into the Library, Instructional Media Center, Student Services Building, and the Student Center, based upon the Phase 1 deployments identified with the Proposed Wireless Infrastructure Project Plan of 2012. In addition, the Administration Building's wireless deployment was completed in April 2013. Through STEM funding the Palmdale Center deployment is targeted for completion July 2013.

- Digital Media project (completed 2012)

- Business, Computer Sciences and Economic Development project (completed 2012)

- Automotive Technology project (completed 2012)

- Clothing and Textiles project (completed 2012)

- Fashion Design project (completed 2012)

- Aeronautics (Fox Field) project (completed 2012). To enhance capacity for site, network bandwidth has been doubled (completed May 2013)

- Windows 7 / Office 2010 upgrades (completed 2013)

- Email upgrade/Migration to Gmail (completed 2013)

- DegreeWorks Implementation (to be completed fall 2013)

- SAN Implementation (completed 2013)

To facilitate the next four years of planning the Technology Master Plan is being revised. A first draft was presented to the Information Technology Committee (IT Committee Minutes 4.25.13[1]*), with the current Open Digital Campus Project List incorporated, for comment and revision in May 2013. Revision will continue through the summer, with a goal of a final draft being presented for campus wide review, adoption and promotion up to executive leadership in fall 2013.

To better model the academic cycle, as well as to sustain a rubric for prioritization of enterprise and academic projects, revisions to the IT master plan, the technology master plan, and the wireless plan are presently under consideration by the Information Technology Committee. This revision process will be in place at the start of fall 2013, for a first full year implementation. This recommendation has been met and progress is ongoing.

RECOMMENDATION #4

> To comply with the standards it is recommended that the college, when making its short-range financial plan, e.g. the annual budget of the college, consider its long-range financial obligation to pay the cost of the GASB 45 – Other Post-Employment Benefits (OPEB) as the costs are incurred instead of delaying payment to some future date. Specifically, the college is encouraged to prepare a comprehensive plan to prevent disruption of services offered to students by paying the Annual Required Contribution (ARC) determined using generally accepted accounting principles into an irrevocable trust fund at the amount equal to the actuarially determined Annual Required Contribution (III.D.1.c).

See response to Recommendation #4 in the Follow-Up Report 2013.

VI. NINETEEN IMPROVEMENT PLANS IN THE 2010 SELF STUDY

Standard II: Student Learning Programs and Services

> **II.A.1b** The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

> > **Improvement Plan 1**: Each year develop and administer a questionnaire that will collect perceptions of students to determine their degree of satisfaction regarding the various methods of delivery and how effectively these methods of delivery meet students' academic and support services needs. Incorporate questions regarding both on campus and online delivery systems, with possible modification from the instrument used at Palmdale in 2007-2008. Results collected from the questionnaire will be used to improve the delivery of existing programs and services, and add new methods when funding is available.

An Instructional Delivery Methods Survey[2] was developed by the Department of Institutional Effectiveness, Research, and Planning (DIERP) in fall 2012. The survey was distributed to 6,975 students randomly drawn from an email list. Six hundred responses (8.6 percent response rate) were received. The results were as follows:

Preference of method of instruction: 75.6 percent of students (438) responded that they preferred instruction on campus; 16.6 percent of students (96) responded that they preferred online instruction, and 5.7 percent of students (33) preferred online hybrid instruction. The results will be disseminated to campus constituencies in spring 2013.

Satisfaction with methods of instruction: 44.3 percent of student respondents (224) indicated that they were "satisfied" or "very satisfied" with online courses. 89.6 percent of student respondents (533) indicated that they were "satisfied" or "very satisfied" with on-campus, in-person courses.

In the survey students were also asked to indicate their levels of satisfaction with college services. They were not asked to differentiate between services available at the Lancaster campus and the Palmdale Center. The results were as follows.

Counseling Services: 66.9 percent of student respondents (396) indicated that they were "satisfied" or "very satisfied" with counseling services.

Financial Aid Services: 65 percent of student respondents (387) indicated that they were "satisfied" or "very satisfied" with financial aid services.

Instructional Multimedia Center (IMC) Services: 40 percent of student respondents (233) indicated that they were "satisfied" or "very satisfied" with the IMC services. 56.3 percent indicated that they had never used IMC services.

Job Placement Services: 25.6 percent of student respondents (150) indicated that they were "satisfied" or "very satisfied" with job placement services. 67.2 percent of respondents indicated that they had never used job placement services.

Learning Center Services: 63.2 percent of student respondents (374) indicated that they were "satisfied" or "very satisfied" with Learning Center services.

Library Services: 78.2 percent of student respondents (465) indicated that they were "satisfied" or "very satisfied" with library services.
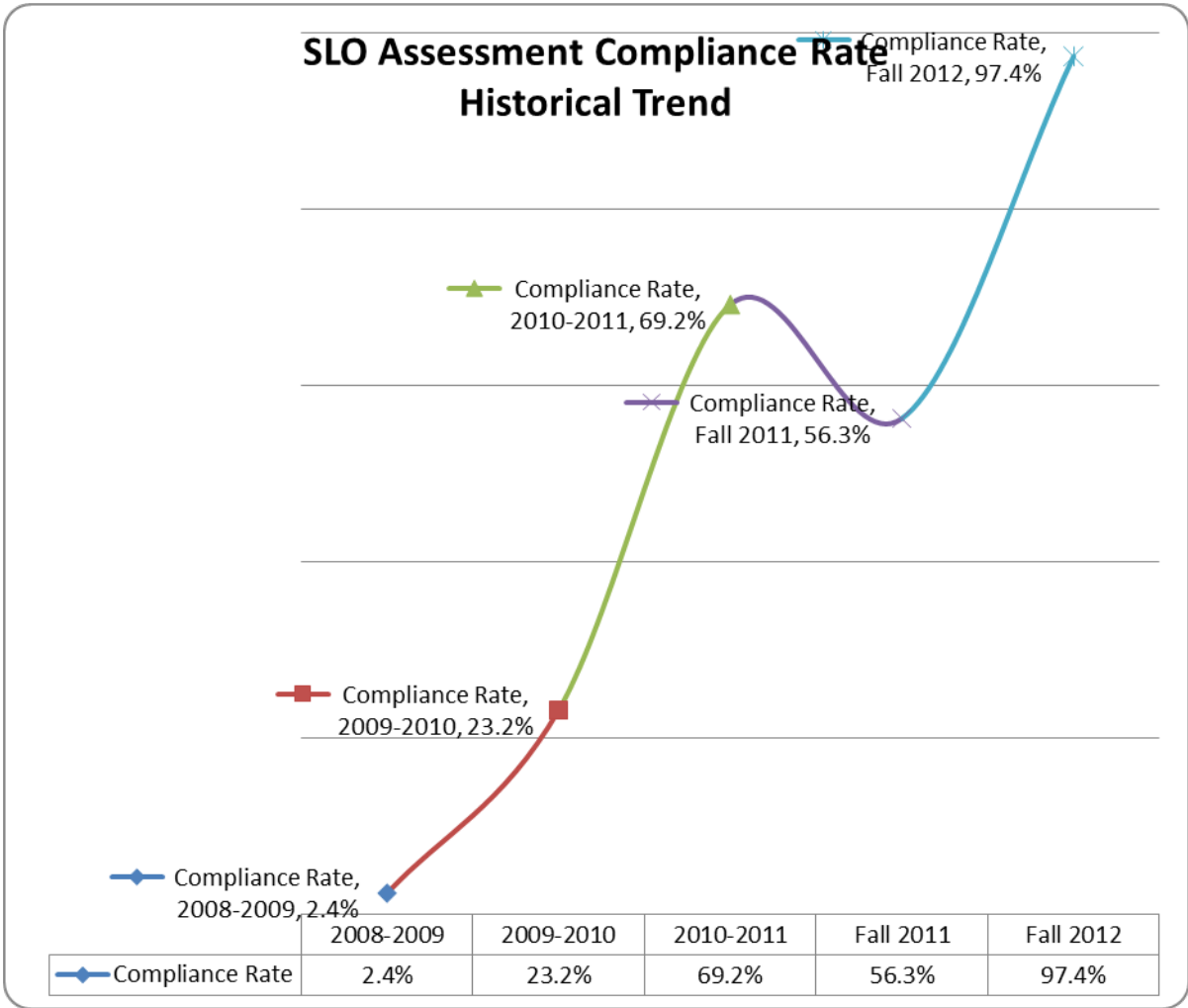
Transfer Center Services: 26.3 percent of student respondents (153) indicated that they were "satisfied" or "very satisfied" with Transfer Center services. 66.6% of respondents indicated that they had never used Transfer Center services.

The survey was given to the Academic Senate President for review and comments. The Academic Senate President along with the Senate Executive committee reviewed the survey in the fall 2012. The results of the survey were presented to the Academic Senate President and were reviewed by the Senate Executive committee on June 13, 2013. This improvement plan has been completed and the standard has been met.

> **II.A.1.c** The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.
>
> > **Improvement Plan 2:** Increase Student Learning Outcomes assessment and reporting to at least 50 percent of courses offered by the end of the 2010-2011 academic year. Goal is to have reached 100 percent prior to the midterm accreditation report due 2013.

Fall 2012 results indicate that 100 percent of courses offered had defined learning outcomes in place and that 97.4 percent reported assessment outcomes in WEAVEonline. Action plans indicate that 96.6 percent of courses are being consistently assessed. This is an increase from fall 2011 assessment findings compliance rates which ranged from 72 percent to 100 percent and revealed that, overall, 88 percent of SLOs had been assessed and reported in WEAVEonline. The chart below shows the steady increase in reporting since 2008-2009. This improvement plan has been completed and the standard has been met.

SLO Assessment Compliance Rate Historical Trend

Compliance Rate, Fall 2012, 97.4%

Compliance Rate, 2010-2011, 69.2%

Compliance Rate, Fall 2011, 56.3%

Compliance Rate, 2009-2010, 23.2%

Compliance Rate, 2008-2009, 2.4%

	2008-2009	2009-2010	2010-2011	Fall 2011	Fall 2012
Compliance Rate	2.4%	23.2%	69.2%	56.3%	97.4%

Improvement Plan 3: Develop Program Learning Outcomes and assessment measures for all degree and certificate programs by spring 2011.

Antelope Valley College has 76 programs that award certificates or degrees. Currently, 74 of them have defined Program Learning Outcomes (PLOs) and established assessment measures. Therefore, as of spring 2013, 90 percent of AVC's programs have defined PLOs and assessment measures that are documented in WEAVEonline. In addition, 80 percent have assessed their findings and 78 percent are monitoring action plans (see all program learning outcomes detailed assessment reports[3]).

Fall 2012 Assessment Cycle Update 3-29-2013

	# of Programs	Defined Learning Outcomes		Findings		Action Plans - Ongoing Assessment	
		# Defined	% Compliant	# Compliant	% Compliant	# Compliant	% Compliant
PLOs	76	74	**97.4%**	61	**80.3%**	59	**77.6%**

As more disciplines develop Associate of Arts and Associate of Science transfer degrees (AA-T and AS-T), PLOs will become a regular practice for more areas of the campus. This improvement plan has been completed and the standard has been met.

> **Improvement Plan 4:** Complete one cycle of assessment, for the Health Sciences and Technical Educational divisions, that currently have established Program Learning Outcomes, by spring 2011. This will provide a documentation of a full assessment cycle in WEAVE Online that will provide models for other campus programs to follow.

Disciplines within the Health Science and Technical Education divisions have implemented full PLO assessment cycles (e.g. Nursing Science PLO Assessments[4] and Aeronautical and Aviation PLO Assessments[5])As other programs continue to develop and assess PLOs, and the SLO Committee reviews the development of PLOs, it is increasingly apparent that varied program structures demand program-specific approaches to PLO development and assessment. Some use objective exams, some final projects, and others cumulative work (see Program Learning Outcomes by discipline[6]).

English, Communication Studies, and Photography have recently piloted the SLO-PLO mapping method whereby SLO data is aggregated and mapped to the relevant PLO for assessment**.** A communication studies instructor and the English department chair gave a presentation to faculty[7] at the 2013 Spring Welcome Back day to show how the method works and could be used for other programs. The SLO co-chair and the research analyst in DIERP have been working with various programs to help them assess their PLOs using this method. The Student Learning Outcomes Revision form[8] requires that faculty map Institutional Learning Outcomes (ILOs) and PLOs to SLOs.

The SLO Committee along with the DIERP continue to assist programs in developing and implementing the method that works best for their particular program. This is an ongoing process that is facilitated by continuing dialogue and reevaluation, which is documented in WEAVEonline. This improvement plan has been completed and the standard has been met.

Improvement Plan 5: Achieve full implementation of the WEAVE mapping functions by the end of fall 2011 that will allow all established programs to document the integration of course content, sequencing, and alignment with the stated outcomes of the programs and the college mission.

Members of DEIRP, the Academic Senate president, and SLO Committee faculty co-chair had online/conference call training with WEAVEonline in fall 2011. Subsequent discussion regarding WEAVE mapping functions precipitated the decision to use an alternate process that would not require such intensive training. At that point DEIRP and the SLO Committee developed the curriculum mapping process currently in use: "The PLO Excel Workbook[9]". When PLOs are submitted to the SLO Committee for review, they are submitted in the workbook in three parts: Curriculum Map, SLOs and assessment, along with a proposed cycle of assessment covering at least three academic years. Integration of the program with ILOs is documented on the worksheet. All programs that develop PLOs submit them to the SLO Committee by use of this workbook and the curriculum mapping within the workbook. Although the intensive training required campuswide on WEAVEonline was not possible, the workbook is serving well to achieve the goal of this improvement plan. This improvement plan has been completed and the standard has been met.

> **II.A.2a** The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

> > **Improvement Plan 6:** Implement CurricUNET campus wide during the 2010-2011 academic year. Conduct training sessions to ensure that faculty play a central role in establishing and improving instructional courses and programs. Every two years administer an assessment process to determine how well these courses and programs are well documented and follow established procedures for the design, identification of learning outcomes, approval, administration, delivery, and evaluation.

The CurricUNET program[10] is a web-based software application designed to automate and enhance the development, revision, and approval of curriculum online. The Deans and Academic Policies and Procedures committee (AP&P) members can review the course, advise changes, and review the changes without following a paper trail from office to office. The automated workflow process routes all courses and program proposals to designated reviewers and they are then notified by email that their curriculum is in the queue. All authorized parties can view a real-time graphic of the workflow process for each proposal to determine the status.

CurricUNET was purchased in 2009 and the college customized the product to its needs in the 2009-2010 academic year. Mandatory CurricUNET training sessions for the committee members were held in May 2010.

CurricUNET was implemented during the 2010-2011 academic year. It was introduced to the faculty during the Welcome Back Sessions before the beginning of the fall 2010 semester. The faculty co-chair of Academic Policies and Procedures (AP&P) explained that all course or program revisions or proposals would be submitted electronically from September 15, 2010, onward. All paper documents received before that date were uploaded to CurricUNET and they followed in the electronic format as well. (AP&P Minutes re CurricUNET 8.26.10; AP&P Minutes re CurricUNET 9.10.10[11])

CurricUNET houses 962 credit courses, two non-credit courses, 81 local certificate and degree programs and two implemented transfer programs, along with 17 pending transfer programs currently moving through the approval process. The system is also built to seamlessly upload local course/program developments into the Chancellor's Office Curriculum Inventory state approval system.

Features of the system include: a link to the SLO Committee and WEAVEonline; searchable database of both current and archived course outlines and programs; impact reports for class changes; a comprehensive report of changes made to a course or program, and a review report that identifies courses and programs that are coming up for their scheduled review. The system also offers transferability searches and helps with college catalog production. The system maintains a transaction log where specific fields are tracked and the date/time and user that made the change is maintained in the system. Anytime an issue is problematic, the help desk at CurricUNET is contacted, the problem discussed, and a solution implemented as soon as possible.

Training workshops for the faculty were held beginning fall 2010 and numerous training workshops have been held since then (CurricUNET Training Record 2010-2012[12]). Training continues in 2013. The system also provides interactive "help" instructions, or faculty can call a member of the AP&P committee for assistance. Additionally, the 2012-2013 edition of the Academic Policy and Procedure Handbook[13] was updated in summer 2012. It was distributed on September 13, 2012, in hard copy form along with a searchable PDF form posted to the AP&P website. It is now very user-friendly. There are screen shots of processes to facilitate questions about any and all course input with the necessary steps also laid out in print. The handbook is reviewed and published annually, and updated as needed.

The AP&P committee conducted a survey of the faculty and members of the committee about CurricUNET and its effectiveness. The survey consisted of 6 questions and had 52 total respondents. The results were as follows:

- 48.1 percent (25/52) responded that they have used the system more than 10 time.
- 53.8 percent (28/52) found it somewhat easy to use.
- 71.2 percent (37/52) found that the training that had been offered was helpful.
- 74.5 percent (38/52) found the process easier than the paper process used previously.
- 71.2 percent (37/52) found it an effective product for curriculum development and revision.

The sixth question was an open question allowing other remarks about the system. There were 27 responses, summarized as follows:

- The most remarks received were about the lack of knowledge about the process. Some of these comments were: not-user friendly; unable to log in or no knowledge of how to log in; delayed running processes, or not knowing how to make revisions when in the process. There appears to be a need for more education in this area. The workshops were a positive move in this direction.

- The issue of receiving email notification when there was a need for revision, adjustment or approval may need some investigation. The system is set up to notify different parties when there is a need to be addressed, but there is a glitch in the system. If an email address is invalid, for some reason all the email notifications after that are dropped. This issue is being explored.

- On an overall basis, most users felt CurricUNET was easier than the paper process and preferred it. Those faculty who used it frequently were more satisfied with the process than those who only worked with it when course revisions were necessary.

Since the overarching issue is lack of knowledge about the process and how it works, workshops will continue each semester to facilitate the process and improve learning. AP&P will repeat this survey in two years to validate the learning process of the system. This improvement plan has been completed and the standard has been met.

II.A.2i The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Improvement Plan 7: Complete General Education Program Learning Outcomes and related assessments by spring 2011, which will serve as a guide for administrators, faculty, and staff to begin assessing outcomes and

to use the collected data and analysis for future planning and program improvement.

AVC's General Education Outcomes (GEOs) have been developed and assessed by use of an online survey (GEOs 2012 Results[14]). The survey and results were discussed with the Vice President of Academic Affairs. They were also discussed at the October 22 and November 12, 2012 meetings[15] of the SLO committee. Other assessment methods were discussed, but it was decided to continue with the survey method of assessment. Upon completion of another assessment cycle, the DIERP and the SLO Committee will determine how the results best inform college planning. This improvement plan has been completed and the standard has been met.

> **Improvement Plan 8:** Complete the establishment of Program Learning Outcomes for existing degree and certificate programs by 2011. This will further facilitate planning and quality improvement by allowing the assessment of Student Learning Outcomes in concentrated areas of study, supporting continuous quality improvement in all certificate and program areas.

AVC has 76 programs that award certificates or degrees. Currently, 74 of them have defined Program Learning Outcomes (PLOs) and established assessment measures. Therefore, as of spring 2013, 90 percent of AVC's programs have defined PLOs and assessment measures that are documented in WEAVEonline. In addition, 80 percent have assessed their findings and 78 percent are monitoring action plans (see all program learning outcomes detailed assessment reports[16]).

Fall 2012 Assessment Cycle Update 3-29-2013

	# of Programs	Defined Learning Outcomes		Findings		Action Plans - Ongoing Assessment	
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PLOs	76	74	**97.4%**	61	**80.3%**	59	**77.6%**

As more disciplines develop Associate of Arts and Associate of Science transfer degrees (AA-T and AS-T), PLOs will become a regular practice for more areas of the campus. This improvement plan has been completed and the standard has been met.

> **II.A.3b** A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

> **Improvement Plan 9:** Within two years, develop and implement an Information Competency requirement through faculty dialogue and collaboration with the Academic Policies and Procedures Committee. After a year of implementation, conduct an assessment to its effect on how well students are competent in using various technology to improve learning.

Although an Information Competency Committee/Task Force existed from 2001 to 2006, the committee ceased meeting. An information competency requirement was in development approximately ten years ago when the Chancellor's office was developing a systemwide requirement for information competency for California Community Colleges. However, the Chancellor's office chose not to implement this requirement due to budget concerns. The development of a local requirement stopped at the same time. Therefore, the library decided not to follow through on improvement plan 9.

> **II.A.5** Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

> **Improvement Plan 10:** Each year the Institutional Research and Planning staff will lead the way in helping employees examine and improve current methods for systematically tracking student transfer rates, student performance on licensure examinations, and how employed graduates utilize their college experience. Results will demonstrate how well students are being appropriately prepared to meet current professional and industrial standards. The Department of Institutional Research and Planning, in conjunction with faculty, can thereby identify areas for program improvement.

The DIERP tracks transfer students and licensure, and some departments have their own localized surveys regarding transfer and employment. Improvements have been made to keep track of students as they leave AVC and progress in their studies or employment.

The student transfer rate data is published by the DIERP in the annual fact book (AVC Fact Book 2012[17], pages 23-24) which highlights the cohort transfer model adopted by the California Community College's Chancellor's Office. The methodology involves tracking each entering cohort of students with a stated intent to transfer in six years. The transfer rate for the cohort of 2005-06 was 37 percent.

Due to the California state budget cuts, there have been very strict limitations on new entrants in the California State and University of California systems. Table 1 reflects these limitations with the decrease over the past four years:

Table 1 Transfer

Headcount	2008-2009	2009-2010	2010-2011	2011-2012
Transfer to 4-year	2023	1952	1489	1033

Source: National Student Clearinghouse

Four-year colleges and universities within reasonable driving range of Antelope Valley include California State University, Bakersfield and California State University, Northridge. Bakersfield has a satellite campus on the AVC campus; the main Bakersfield campus is 94 miles from AVC; and the drive to Northridge is 54 miles. The closest campus of the University of California is UCLA which is 65 miles from AVC.

AVC transfers the largest share of its university-bound students to CSU Bakersfield. CSUB enrolled 36.2 percent of AVC students that transferred to CSUs during the 2008-2012 academic years, while 31.2 percent of the CSU transfers went to CSU Northridge. During the same period, UC campuses received 10.4 percent of all the in-state transfers. It is noteworthy that out-of state transfers made up 33.8 percent of the transfer students over that time period.

The presence of a CSU center on the AVC campus is a major factor in the growing number of CSU transfers. Having ready access to sequenced curriculum beyond the lower division level enables students to continue a course of study with the assurance that upper division courses are coordinated with prior coursework. Table 2 presents the breakdown of transfer by institutional type with in-state CSU transfers making up the majority followed by out-of state public and in-state private institutions.

Table 2 Transfers by Institutional Type

Four-Year Institution Type	2008-2009	2009-2010	2010-2011	2011-2012
CSU	41.5%	42.3%	47.6%	52.4%
UC	6.5%	7.4%	7.2%	6.2%
In-State Private	15.9%	16.6%	11.9%	11.7%
Out-of-State Public	25.9%	23.2%	22.6%	19.1%
Out-of-State Private	10.1%	10.6%	10.8%	10.7%

Source: National Student Clearinghouse

In regards to licensure examinations, links to state reports[18] are provided on the DIERP webpage and are updated on a bi-annual basis.

Licensure performance rates are obtained from the Board of Registered Nursing (NCLEX-RN), the Board of Vocational Nursing and Psychiatric Technicians (NCLEX-PN), the National Registry for Emergency Medical Technicians (NREMT), the Department of Real Estate, the Radiologic Health Branch of the California Department of Public Health, and the Joint Committee on Education in Radiologic Technology (JRCERT). The licensure pass rates or links

to the websites for licensure pass rates are listed in the table below and posted to the college's website at http://www.avc.edu/administration/research/LER.html

Table 3 Licensure Pass Rates

Program	Time Period	Licensure or Certification Pass Rate
Associate Degree Nursing (RN)	2011-12	90.48%
Emergency Medical Technology (EMT)	2012	50%
Licensed Vocational Nursing (LVN)	2011	75%
Radiologic Technology	2011	100%

Career Technical Education programs gather graduate experience information from employer surveys. Although survey return rate was low, the radiologic technology program employer surveys in 2011 and 2012 (RADT Employer Survey 2011; RADT Employer Survey 2012[19]) indicated that employers were satisfied with the job skills of Antelope Valley College graduates. Additionally, the chair of the Deaf Studies program collects data regarding graduates every other year (Deaf Studies survey[20]) to track those who have completed the interpreter training courses, along with their working status and transfer rates. This information helps the program stay abreast of employment trends in the community which helps make determinations about courses offered, course content, and best practices for encouraging student transfer and employment.

Using current staff rosters from the Lancaster and Palmdale School District Early Childhood Education (ECE) Programs, anecdotal evidence from former students, and AVC program completion data, the Child and Family Education Program (CFE) tracked the following employment and educational data.

Of 59 students who completed the CFE program prior to Summer 2003 or transferred AVC CFE units to another college, many have acquired employment in their field (see CFE Program Student Accomplishments[21]).

In order to access student information more easily, the DIERP worked with the Dean of Enrollment Services in modifying the graduation application to ask for more relevant information which includes contact information, specifically personal e-mail address (Graduation Application[22]). The collection of this data has been warehoused and will be utilized to contact the student via follow-up email within a 6 or 12 month period after graduation. This improvement plan has been met.

> **II.C.1** The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth and variety, to facilitate educational offerings, regardless of location or means of delivery.

Improvement Plan 11: In conjunction with the Institutional Research and Planning staff, the Instructional Multimedia Center staff will seek out ways to identify and implement additional promotional strategies to educate the campus community of Instructional Multimedia Center services. By the end of 2012, evidence will be collected to assess how effective these promotional strategies have in increasing awareness of services provide by the Instructional Multimedia Center.

In order to further improve campus awareness, the Instructional Multimedia Center (IMC) has developed a Student Pocket Guide detailing IMC services, offers film screenings during special holidays and events, and advertises podcasting services through campus email. (Podcast Flyer 1; Podcast Flyer 2; Podcast Flyer 3; Podcast Flyer 4; Halloween Movie Flyer 2011; Halloween Movie Flyer 2012; Black History Month Flyer; Black History Month Flyer 10; Women's History Month Flyer 2010; Pocket Guide[23])

Statistics provided by the IMC indicate that the number of students using the IMC has increased over the period from 2010-2012, even though the college headcount declined. Podcasting has increased and distance education room usage has also increased. (IMC Usage Comparison 2013[24])

IMC Usage Statistics

Service Year	2010	2011	2012
Students using IMC	12,139	13,747	15,121
Lecture/material published/converted/removed/uploaded as podcasts	2,768	3,141	4,624
Updates/changes to podcast webpage	43	75	123
Podcast trouble calls	79	400	642
Distance education room usage by event	280	528	963

IMC's promotional strategies have been successful and an increasing number of students are taking advantage of the numerous means of accessing educational experiences of depth and quality offered by the IMC whether in person or electronically. This improvement plan has been completed and the standard has been met.

II.C.1a Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Improvement Plan 12: Every other year, librarians will review the Cataloging and Reclassification Project to determine if the entire media collection

should be completed and placed online for easy access. If completed, it should be further determined whether or not a change in the numbering system is necessary for effectiveness.

The Librarians reviewed the collection and determined that this project was no longer necessary. The focus has been on current DVD acquisitions. The improvement plan has been completed and the standard has been met.

I.C.1b The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Improvement Plan 13: Every year staff assigned to the Instructional Multimedia Center will develop an assessment process that will measure the effectiveness of services to students. Data will be used as a method to improve services.

The IMC utilized a customer satisfaction survey in fall 2012[25] to determine overall satisfaction with services offered, campus awareness of IMC services, and adequacy of resources. Of the 239 respondents, 70 percent were AVC students, while the remaining 30 percent were AVC faculty and staff. The survey indicated that 61 percent of all respondents were very satisfied with the services and resources available. The majority of respondents, 62 percent, indicated that class assignments were their primary reason for using the Instructional Multimedia Center's services. However, a few of the respondents commented that some of the instructional films (DVD/VHS) are outdated.

Data from the satisfaction survey helped to identify new technologies, media and services needed by campus constituents. The survey also pinpointed which existing services are working well and where improvements are needed. As a result, three additional smartcarts were purchased to be equipped with dual platform Mac laptops that can be used as a Mac or a PC. This will serve a wider audience while saving precious resources on fewer pieces of equipment. In addition, all VHS media is being converted to DVD in an effort to phase out the use of VHS and negate the need to purchase additional VHS players. (IMC LCD.DVD Purchase 1.10.13; IMC Laptop Purchase; IMC Smartcarts Purchase 1.10.13; and IMC Speakers Purchase 1.15.13[26]) In order to update the multimedia collection for circulation, a greater effort is being made to obtain media requests from faculty through phone calls and placing information in faculty mailboxes. As a result, new DVDs have been ordered to serve faculty and students' needs (IMC Media Purchase 7.2.12; IMC Media Purchase 3.25.13; and IMC Media Purchase2-3.25.13[27]). This improvement plan has been completed and the standard has been met.

II.C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services

provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Improvement Plan 14: Beginning spring 2011, the name of the Writing Center Advisory Committee will change to a Learning Center Advisory Committee. The advisory committee members will consist of representation from all academic divisions as well as Student Services areas. Expanding the membership allows input and dialogue for a more coordinated mechanism for communication of the entire community.

The Learning Center Advisory Committee (LCAC) was formed in fall 2011. The members include full-time faculty, adjunct faculty, deans/directors of student services, the director of Basic Skills, the dean of instructional resources and extended services, and members of the Learning Center staff (Learning Center Advisory Committee Members List 2012-13[28]). At the first two meetings, staff presented an interactive experience that oriented participants to the Learning Center and its goals and objectives. The staff also presented an overview of the Learning Center and orientation to the various centers of the area: academic affairs; general tutoring and supplemental instruction; math; media; reading, writing and ESL success. The third meeting of the advisory committee was held on November 16, 2012 (Learning Center Advisory Committee Meeting minutes 11.16.12[29]).

The LCAC is making progress. The recent approval of the committee's mission and goals at the March 15, 2013 meeting (Learning Center Advisory Committee Meeting minutes 3.15.13) ensures the completion of actions identified for each goal. Three subgroups, one for each goal, are currently being formed with members choosing which one to join. Each subgroup has the choice of meeting face to face or online via the MyAVC discussion board or both. Co-chairs anticipate that by the next meeting date in fall 2013, the committee's goals should be complete and a new set established. This improvement plan has been completed and the standard has been met.

Standard III: Human Resources and Physical Resources

III.A.1b The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely and documented.

Improvement Plan 15: Confidential /Management/ Supervisory group and the vice president of human resources and employee relations, will establish

a formal procedure and possibly revise the current evaluation form for Confidential/ Management/ Supervisory employees. This formal procedure will be incorporated into the district's Administrative Procedure.

The Vice President of Human Resources and Employee Relations met with the Confidential/Management/Supervisory Group (CMS) on August 18, 2010 (CMS Minutes 8.18.10[30]) to address this improvement plan. Three members from the CMS group and the Director of Human Resources served on the CMS Task Force to develop an updated performance procedure and evaluation form. The developed draft, procedure and form were submitted to CMS employees for their review and input.

Suggestions were made and submitted to the Director of Human Resources. The CMS Task Force met to discuss the revisions and finalize the evaluation form and procedures. The final draft was sent to the President / Superintendent of the college (CMS Evaluation Procedures 2011[31]), who forwarded it to the Board for approval and adoption at the September 13, 2010, meeting (Board of Trustees Meeting Agenda 9.13.10 item #XVI.C on page 4; and Board of Trustees Info Report 9.13.10 pages 4-9[32]).

The new procedure and form is in practice for CMS evaluations (CMS Performance Appraisal Form 2011[33]). The revised procedure is located in the Board Policy and Administrative Procedures AP 7150, pages 45-46[34]. This improvement plan has been completed and the standard has been met.

Standard IV: Leadership and Governance

> **IV.A.1** Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students no matter what their official titles, to take initiative in improving the practices, programs and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participatory processes are used to assure effective discussion, planning and implementation.

> > **Improvement Plan 16:** During the 2010-2011 academic year, develop and complete a campus survey for college constituencies in identifying additional strategies that will encourage, empower, and stimulate innovation in meeting the college mission. College Coordinating Council will review the results, select and implement the strategies that can most benefit student learning.

Due to the recent budget challenges in the state of California, the academic year 2010-2011 was a financial challenge for AVC. Immediate steps needed to be taken to make financial decisions to sustain the college's core mission and services to students. The College

Coordinating Council (CCC) initiated a campuswide survey soliciting input on cost reductions. The Employee Suggested Budget Reductions[35] is a compilation of ideas that were submitted from faculty, deans and directors, the classified union, confidential management, all of which are included in the president's "Guidelines to Mitigate Proposed Budget Reductions Beginning 2011-2012," prepared February 7, 2011.

District employees were solicited for input through several avenues. At the Academic Senate meetings in March, 2011, representatives were encouraged to solicit input from their departments and share these findings with the Senate, which would then forward them to the CCC (Academic Senate minutes 3.3.11 and Academic Senate minutes 3.17.11[36]). The Interim Vice President of Business Services announced this campuswide initiative to an assembly of faculty and staff during the Fall Welcome Back Day, August 9, 2011. All campus constituencies were encouraged to anonymously submit to the college president / superintendent ideas and suggestions that had potential for cost savings. At the May 16, 2012, meeting of the SPBC (SPBC Meeting Notes 5.16.12[37]), the college president introduced the formation of a task force to review the cost-saving recommendations he had received through the campuswide solicitation. Subsequently, the Cost Reduction Task Force presented two lists of items recommended from the District Proposal List (Budget Cost Reduction Task Force Recommendations 2012-2013[38]). As a result of this campuswide collaboration, many of these recommendations were used to develop the 2012-2013 college budget and have enabled the college to maintain its financial stability and educational mission.

The fall 2012 survey developed by the DIERP in response to Improvement Plan 1 is also responsive to Improvement Plan 16 as it pertains to student input and improvement of college services. This improvement plan has been met. This improvement plan has been completed and the standard has been met.

> **IV.A.3** Through established governance structures, processes and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

>> **Improvement Plan 17:** At the beginning of each academic year, reaffirm the definition and application of consensus to use in making recommendations (decision making) by governance councils, campus wide participatory governance committees, and taskforces.

Administrative Procedure 2510[39], Appendix III, page 22 (Participation in Local Decision-Making), last revised April 9, 2012, provides a definition of consensus: "…a decision-making process used to resolve conflict creatively and with general agreement." It further states that complete unanimity is not the goal and that each individual should accept the group's decision on the basis of logic and feasibility. At the beginning of each academic year, co-

chairs deliver a copy of AP 2510 to all committee members and discuss compliance. Consensus as a decision-making method for campus committees is also confirmed throughout the 2011-2012 Faculty Handbook[40], where it is defined in the glossary of terms (page 95, section V, #13), as well as in appendix H on page 161.

The College Coordinating Council (CCC) continues to address this issue by reviewing AP 2510 for possible revisions and improvements (CCC Minutes 1.9.13 and CCC Minutes 2.6.13[41]). At the March 6, 2013, CCC meeting, the Vice President of Administrative Services brought forth a consultant's proposal[42] to conduct a gap analysis and conduct training for committee chairs in applying the principles of consensus in committee meetings (CCC Minutes 3.6.13[43]). The consultant was approved for hiring by the Board of Trustees at its April 15, 2013, meeting (postponed from April 8, 2013) (Board of Trustees Agenda 4.8.13[44]). The scope of the consultant's work is also addressed in the response to Improvement Plan 19.

After conducting interviews on campus with various faculty co-chairs, administrators and staff, the consultant held a three-hour Consensus Workshop on April 26, 2013, for approximately 20 attendees, including the interim president / superintendent, the vice president of academic affairs, the vice president of student services, the Academic Senate faculty co-chair, the classified union president, the faculty accreditation co-chair, the SLO co-chair, and others. Participants were given a detailed handout that gave definitions and guidelines on the meaning of consensus, how to build a climate for consensus, and how to reach effective decisions based on constructive meeting techniques and collaborative decision making. There was robust discussion amongst the participants with the consultant (Consensus Workshop Agenda 4.26.13[45]). The attendees left the workshop with many new tools to lead the campus governance structure with a renewed commitment to reaching consensus in a constructive and efficient manner.

The results of the survey will be disseminated to the Academic Senate Committee during the fall 2013 semester. This improvement plan has been completed and the standard has been met.

> **IV.A.4** The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.
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> > **Improvement Plan 18:** Complete the submission of the substantive change report to establish the Palmdale Center as a location that is geographically apart from the Lancaster campus. The Center offers at least 50 percent of an educational program and supports the addition of courses that constitute 50

percent or more of a program offered through a mode of distance or electronic delivery.

The college completed a Substantive Change Proposal[46] (part 1 and part 2) to establish the Palmdale Center as a location geographically apart from the Lancaster campus and submitted it for consideration to the ACCJC. In a letter dated July 18, 2011[47], the Committee on Substantive Change of the ACCJC indicated approval of the college's proposal. Subsequent to this approval, the college was awarded a U.S. Dept. of Education Title V STEM grant in the amount of $ $5,996,502.00 over a period of five years beginning in 2012 (STEM Co-Op Award Letter[48]). The Board of Trustees was notified of the award on November 14, 2011 (STEM Board Communication 11.14.11[49]). The college is currently working to expand the laboratory facilities at the Palmdale Center and to establish a STEM program at the site. This improvement plan has been completed and the standard has been met.

IV.A.5 The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Improvement Plan 19: Each year reinforce AP 2510 for consistency of posting and distribution of meeting agendas and minutes for governance councils, campus wide participatory governance committees, and taskforces.

Administrative Procedure (AP) 2510[50] is regularly reviewed by the College Coordinating Council and the committees that serve the campus. The latest revision is dated April 9, 2012, and was distributed to all committees for their review. All collegewide participatory governance committees are to abide by the Participatory Governance Committee Operating Procedures as expressed in Appendix I of AP 2510. It is clearly stated that each committee will circulate a call for agenda items five working days before the meeting, and post and distribute an agenda to the committee members two working days before the meeting. Unofficial meeting minutes are to be drafted, posted and distributed to committee members within 10 working days after the meeting.

Under the administration tab on the college website is a list of all campus organizations and committees[51] for the campus and public to access. Most sites are up to date. There has been discussion about two important issues: one, the level of detail required in minutes; and two, the question of whether or not a committee should be public on the internet or have staff-only access on the intranet. Seeking consistency and clarification on the issue of public notice, particularly as it relates to the SPBC, the Superintendent / President requested legal assistance. The college's legal counsel wrote an opinion letter dated January 29, 2013[52] determining the impact of the Brown Act. It concluded that because the SPBC was not created by a "governing body" it is not subject to the Brown Act. However, it must

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post agenda items to the public due to AP 2510. In its March 6, 2013, meeting (CCC minutes 3.6.13[53]), the CCC further discussed these issues. It was decided that all committee chairs and/or assistants would update their member lists, agenda postings, and minutes. At the suggestion of the president / superintendent, a follow-up task force met on March 21, 2013 (Committees Taskforce Meeting Notes 3.21.13[54]) to discuss the level of details required in minutes, posting requirements, and internet vs. intranet issues relative to the Brown Act.

In order to assist the college in improving its processes of participatory governance and consensus, the hiring of a consultant was approved by the Board of Trustees at its April 15, 2013, meeting (Board of Trustees Agenda 4.8.13[55] and Consultant Proposal 2.11.13[56]). The consultant began interviewing various campus administrators and committee chairs in mid-April, 2013. The results of the consultant's work will be disseminated to the Senate Committee in the fall 2013 semester. An ongoing discussion of the definition and application of consensus is encouraged by the college leadership, seeking constituency input and encouraging continuing dialogue across the campus (CCC minutes 6.5.13[57], see item #5). This improvement plan has been completed and the standard has been met.

AA-T – Associate of Arts – Transfer
AP – Administrative Procedure
AP&P – Academic Policies and Procedures
ARC – Annual
AS-T – Associate of Science - Transfer
AVC – Antelope Valley College
CCC – College Coordinating Council
CFE – Child and Family Education
CMS - Confidential/Management/Supervisory Group
CSU – California State University
DIERP - Department of Institutional Effectiveness, Research, and Planning
ECE – Early Childhood Education
GASB – Governmental Accounting Standards Board
GEO – General Education Outcomes
ILO – Institutional Learning Outcomes
IMC - Instructional Multimedia Center
ITS – Information Technology Services
JRCERT - Department of Real Estate, the Radiologic Health Branch of the California
Department of Public Health, and the Joint Committee on Education in Radiologic
Technology
LCAC – Learning Center Advisory Committee
NCLEX-PN - Board of Vocational Nursing and Psychiatric Technicians
NCLEX-RN - Board of Registered Nursing
NREMT - National Registry for Emergency Medical Technicians
OO – Operational Outcomes
OPEB – Other Post-Employment Benefits
PLO – Program Learning Outcomes
SLO – Student Learning Outcomes
STEM – Science, Technology, Engineering, and Math
UCLA – University of California, Los Angeles

[1] IT Committee Meeting Minutes 4.25.13

[2] Instructional Delivery Methods Survey

[3] Program Learning Outcomes Detailed Assessment Reports

[4] Nursing Science PLO Assessments

[5] Aeronautical and Aviation PLO Assessments

[6] Program Learning Outcomes by discipline

[7] PLO Mapping Power Point Spring 2013

[8] Student Learning Outcomes Revision form

[9] The PLO Excel Workbook

[10] CurricUNET Home Page

[11] AP&P Minutes re CurricUNET August 26, 2010; September 9, 2010

[12] CurricUNET Training Record 2010-2012

[13] Academic Policy and Procedure Handbook

[14] General Education Outcomes 2012 Results

[15] SLO Committee minutes October 22 and November 12, 2012

[16] Program Learning Outcomes Detailed Assessment Reports

[17] AVC Fact Book 2012

[18] DIERP home page – links to state reports

[19] RADT Employer Survey 2011and 2012

[20] Deaf Studies survey

[21] CFE Program Student Accomplishments

[22] Graduation Application

[23] Instructional Media Center Promotional Materials 2010-2012

[24] IMC Usage Comparison 2013

[25] IMC Customer Satisfaction Survey fall 2012

[26] IMC Equipment Purchases 2013

[27] IMC Media Purchases 2012-2013

[28] Learning Center Advisory Committee Members List 2012-13

[29] Learning Center Advisory Committee Meeting minutes 11.16.12

[30] CMS Minutes August 18, 2010

[31] CMS Evaluation Procedures 2011

[32] Board of Trustees Meeting Agenda and Information Report September 13, 2010

[33] CMS Performance Appraisal Form 2011

[34] Board Policy and Administrative Procedures AP 7150

[35] Employee Suggested Budget Reductions

[36] Academic Senate minutes March 3, 2011 and March 17, 2011

[37] SPBC Meeting Notes May 16, 2012

[38] Budget Cost Reduction Task Force Recommendations 2012-2013

[39] Administrative Procedure 2510

[40] 2011-2012 Faculty Handbook

[41] College Coordinating Council minutes January 9, 2013 and February 6, 2013

[42] Consultant's Proposal

[43] College Coordinating Council minutes March 6, 2013

[44] Board of Trustees Agenda April 8, 2013

[45] Consensus Workshop Agenda April 26, 2013

[46] Substantive Change Proposal

[47] ACCJC letter July 18, 2011

[48] STEM Co-Op Award Letter

[49] STEM Board Communication November 14, 2011

[50] Administrative Procedure 2510

[51] AVC website - campus organizations and committees

[52] Legal counsel opinion letter re Brown Act, January 29, 2013

[53] College Coordinating Council minutes March 6, 2013

[54] Committees Taskforce Meeting Notes March 21, 2013

[55] Board of Trustees Agenda April 8, 2013

[56] Consultant Proposal

[57] College Coordinating Council minutes June 5, 2013