



**ANTELOPE VALLEY COLLEGE**  
**ACADEMIC SENATE MEETING**  
**March 19, 2009**  
**3:00 p.m. – SSV 151**

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

1. **CALL TO ORDER AND ROLL CALL**
2. **OPENING COMMENTS FROM THE SENATE PRESIDENT**
3. **OPEN COMMENTS FROM THE PUBLIC**
4. **APPROVAL OF MINUTES**
  - a. March 5, 2009 (attachment)
5. **PRESENTATION**
  - a. Student Equity & Success Committee Outcomes (attachment) – Dr. Jill Zimmerman
  - b. Campus Website (attachment) – Steve Standerfer and Stephen Burns
6. **REPORTS (limited to 5 min. each)**
  - a. Student Learning Outcomes – Melanie Parker
  - b. Accreditation Self Study – Ed Beyer
7. **ACTION ITEMS**
  - a. Senate Grant Proposals (attachment)
8. **DISCUSSION ITEMS**
  - a. Turnitin (attachments) – Carolyn Burrell
  - b. ITS Acceptable Use Agreement Draft (attachment)
  - c. Reorganization Divisional Feedback
9. **SENATE ADMINISTRATIVE BUSINESS**
  - a. Appointments
    - Academic Ranking
      - Donna Tantalo – Adjunct Assistant Professor
    - Student Success and Equity Committee
      - Rachel Jennings – English/Reading Faculty (3 year term)
      - Catherine Overdorf – Faculty At-Large (3 year term)
  - b. Announcements
    - 2009 Spring Plenary Session – Millbrae, CA - April 16 – 18, 2009
    - 2009 Leadership Institute – Lake Tahoe, CA – June 18 – 20, 2009
    - 2009 Student Learning Outcomes and Assessment Institute – Anaheim, CA – July 8, 2009
    - 2009 Curriculum Institute – Anaheim, CA – July 9 – 11, 2009
10. **ADJOURNMENT**

**NON-DISCRIMINATION POLICY**

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

*Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Ms. Patricia A. Márquez Sandoval, Academic Senate President, at (661) 722-6306 (weekdays between the hours of 8:00 a.m. and 5:00 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  
March 19, 2009**

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

Ms. Patricia A. Márquez, Senate President, called the meeting to order at 3:04 p.m.

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

- The groundbreaking ceremony for the Theatre Arts Building will be on Thursday, May 21, 2009 at 11:00 a.m.
- Fred Harris, Assistant Vice Chancellor for College Finance and Facilities Planning, will be the only agenda item at the May 21, 2009 Senate Meeting. He will provide a presentation to the campus community detailing the requirements set by the Chancellor's Office for building projects, especially establishing a new center. The presentation will be an opportunity for Senators to ask questions and will be open to the public.
- The Vice-President of Human Resources open forum schedule has been announced. The Senate has the opportunity to meet with each candidate on Wednesday, March 25, 2009, Thursday, March 26, 2009, and Friday, March 27, 2009 from 9:00 a.m. to 9:45 a.m. in various locations. The Executive Senate Officers will create questions to ask candidates. Senators were encouraged to attend and develop questions for upcoming forum opportunities.
- On Saturday, March 28, 2009 the Senate President, Patricia Márquez, and President Elect, Christos Valiotis will be attending the local Area C meeting at Los Angeles Valley College.
  - Two topics of discussion will be presented at the meeting: the potential of extending the five day turn around time for Pre-requisite Challenges and engage in discussion about the thirty unit limit for Basic Skills.
- The current Prerequisite Challenge procedure, complies with the District Model and the *Good Practices for the Implementation of Prerequisites*.
- The deadline for Scholar In Residence nomination is quickly approaching. All nomination letters need to be received no later than Tuesday, March 31, 2009.
- Ms. Márquez congratulated Mr. Ed Beyer for successfully obtaining his Doctorate Degree.

**3. OPEN COMMENTS FROM THE PUBLIC**

- Mr. Harish Rao is attending a State Forensic meeting out of the area, therefore was not able to attend the Senate meeting.
- Ms. Susan Lowry reminded Senators March is Women's History Month. Many activities have been coordinated during the month in honor of Women's History Month. Tickets for the two Vagina Monologue performances are going fast. An additional performance may be added to next year's program to accommodate demand.

**4. APPROVAL OF MINUTES**

**a. February 19, 2009 (attachment)**

A motion was made and seconded to approve the March 5, 2009 Academic Senate Meeting minutes. Corrections were requested in Discussion Item b. - Reorganization Division Feedback to include additional language (in the Business, Computer Studies, and Economic Development Division) and a change language (in the At-Large Representative #2). In addition, a correction was requested to be made in the attendees list. Motion carried as corrected.

## **5. PRESENTATION**

### **a. Student Equity & Success Committee Outcomes – Dr. Jill Zimmerman**

Dr. Jill Zimmerman presented and reviewed the Student Equity and Success report. The data compiled was from the last four years and based on access, gender, age group, retention and success rates, ethnicity, basic skills courses, assessment results in Math and English, Certificate and Degree completion, and transfer rates. The College met stated goals in access and matching community ethnic group ratios. In addition, Antelope Valley College is one of the few colleges where the average age of the student population is twenty-four. Dr. Zimmerman stated faculty input is needed to achieve student success and equity goals and she would be willing to attend division meetings.

### **b. Campus Website – Steve Standerfer and Stephen Burns (attachment)**

Mr. Steve Standerfer reported AVC hired Stephen Burns as a full-time Webmaster as of July 1, 2008, and was charged with updating the College's website. Mr. Stephen Burns provided a visual demonstration of the revamped website. The new site was created based on statistical data acquired through Google analytical. The data concluded students make decisions to attend colleges/universities based on websites. The ultimate goal is to create a website that meets current technological features, which advertise AVC programs, user friendly, and is pleasing to the eye. Specific features were summarized such as: using large interchangeable headers which advertise programs, the inclusion of campus news feeds, log in features to myAVC and Blackboard, and live campus directory. The new site meets all accessibility requirements and condensed information from seventy-four folders down to seventeen. The website will standardize attachments and will no longer permit Word documents. Academic pages will be last in the revision process due to impending reorganization. General discussion ensued regarding faculty input and involvement during the revision and testing process. Mr. Stephen Burns reported an usability study and the website revision process was completely data driven. The site will become more sensitive to community needs and faculty were involved in the process. Senators were encouraged to go to the test site and forward any suggestions or comments to Stephen Burns.

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

### **a. Student Learning Outcomes (SLO) – Melanie Parker**

Ms. Melanie Parker reported she has been collaborating with Ted Younglove, Director of Institutional Research, regarding the assessment of Student Learning Outcomes data, and there is still a great deal of work ahead. There are many faculty that have not submitted course SLO assessment results. The next big campus project will be to complete Program Learning Outcomes (PLOs). PLOs need to be established for all certificate and degrees. Beginning March 21, 2009, Ms. Parker will be attending division meetings to provide a brief overview and orientation on PLOs, in efforts to get the work completed. Only 20% of approved SLOs are reporting data, which can adversely impact accreditation efforts. She strongly recommended faculty to assess one SLO for every course. It was suggested that a joint memo be created to require assessment of course SLOs. Ms. Parker stated the Assessment Reporting Guidelines will be posted to the SLO public website for faculty, so that reporting needs are clearly understood. The reporting process is vital in moving the campus forward and will ultimately determine how to use acquired assessment data. On April 1, 2009, a WEAVE Webinar training opportunity will occur on campus, but is limited to twenty participants. The campus has a great deal of work ahead and will require everyone to be on the same page. Assessment training opportunities have been proposed to the Faculty Professional Development Committee for the next academic year. These events will afford opportunities for hands on training and for questions and answers. The committee will be working with individual divisions to embark on a campuswide assessment movement.

**b. Accreditation Self Study – Ed Beyer**

On February 9, 2009, the Board of Trustees received accreditation training from Dr. Barbara Beno, which was recorded for future reference. An electronic survey was distributed to staff and faculty to obtain data for the 2010 accreditation report. The survey was stated to take forty-five minutes to complete, but this was based on having to answer all questions. Most people are reporting the survey takes 15 – 25 minutes. Mr. Beyer stated it is important to keep in mind the survey does not need to be completed at one time, but has a feature where you can leave the survey, returning to complete at a different time. A similar survey will be distributed to student and community members and will be open for a three week time period. Students will be afforded an extra week due to spring break falling within the timeline of the survey. Draft reports from Standard Sub-Committees are due at the end of the spring semester and will be pulled together over the summer months. The next Accreditation Steering Committee meeting will be on March 30, 2009.

**7. ACTION ITEMS**

**a. Senate Grant Proposals (attachment)**

A motion was made and seconded to approve Senate Grant funding recommendation for grants submitted by Dr. David Newby (\$2,000.00) and Mr. Ron Halcrow (\$1,500.00). Motion carried.

**8. DISCUSSION ITEMS**

**a. Turnitin (attachments) – Carolyn Burrell**

Ms. Carolyn Burrell presented a sample paper that was submitted to *Turnitin.com* that was plagiarized from other papers, demonstrating the website capabilities. The website does not state a paper has been plagiarized, but simply reviews data for matches, therefore leaves plagiarism determination to faculty. The site is used as a teaching tool. A detailed review of website results was presented to Senators. Ms. Burrell reported a *Turnitin.com* Tutorial proposal was submitted to the Professional Development Committee for consideration in the 2009 – 2010 year. If approved, faculty can acquire knowledge on how to use the software, assisting them when reviewing papers.

**b. ITS Acceptable Use Agreement Draft (attachment)**

Ms. Márquez requested for Senators to review the ITS Acceptable Use Agreement draft and provide feedback to Connie Moise by April 16, 2009.

**c. Reorganization Divisional Feedback**

Ms. Márquez stated the Executive Senate Officers will take the feedback commonalities and draft reorganization proposals. Reorganization proposals will be distributed in the early part of the week of March 22, 2009 for review and input from divisional faculty to determine whether the Senate is ready for action or discussion at the April 2, 2009, Senate Meeting. There is no way any proposal brought forward will make everyone happy, but hopefully one so faculty have a voice at College Coordinating Council on reorganization. Additional divisional feedback was presented:



**Business, Computer Studies, and Economic Development** (attachment)

***Recommendation #1***

- The BCSED Division should be combined with the Social and Behavioral Sciences division.
- Two department chairs should be established (this reflects the BCSED portion only)
  - Department Chair for CA/CIS/OT disciplines
  - Department Chair for Business related disciplines, which includes all BCSED courses not in the CA/CIS/OT disciplines.
- Corporate and Community Services (CCS) should be assigned under a director who reports to the dean in the newly combined division.
- Oversight of the Work Experience program is assigned to the Job Placement Coordinator in Student Services, with a working matrix to the CCS Director.

***Recommendation #2 (7 Divisions)***

- Implement recommendation #1
- Combine the PE/Athletics Division with the Visual and Performing Arts Division
- Move the Digital Media Arts program/disciplines to the new Social Sciences Division under a CA/CIS/OT/DMA Department Chair
- Move the Sheriff's Academy and Custody programs to the Technical Education Division
- Keep the Language Arts division intact with a dedicated dean

***Recommendation #3 (6 Divisions)***

- Implement Recommendation #1
- Combine the PE/Athletics, Visual and Performing Arts, and Language Arts Divisions
- Move the Digital Media Arts program/disciplines to the new Social Science Division under a CA/CIS/OT/DMA Department Chair
- Move the Sheriff's Academy and Custody programs to the Technical Education Division
- Move the basic (less than 100 level) reading, writing, and mathematics courses to the Instructional Resources/Extended Services division and establish a Basic Skills Coordinator position reporting the IRES dean.

**Health Sciences Division** – division faculty did not provide any additional feedback than previously reported. The primary desire is to keep the division as is, but willing to include life sciences. Written feedback from a recent division meeting would be forwarded electronically.

**Instructional Resources and Extended Services Division (IRES)** (attachments)

*Learning Center Faculty feedback:* the Learning Center faculty recommend moving the Learning Center to Student Services, as they predominantly interact with multiple areas within Student Services, such as the Office of Disabled Students, CalWorks, GED, and Student Development. The Council for the Advancement of Standards in Higher Education which provides standards for Learning Assistance Programs evaluations acknowledges that, historically, the programs are “primarily student affairs based,” therefore should be moved to Student Services. The faculty in the Library, Instructional Multimedia, and Library and Information Science be moved to Social and Behavioral Science division.

*Library and Information Science feedback:*

***Recommendation #1***

- No change in current organizational structure.

***Recommendation #2***

- Keep the current IRES division intact and add the Business Department. Institute chairs/coordinators as appropriate for the Business Division, Library, Learning Center, Palmdale Instructional Site, Distance Education, and Instructional Media Center (IMC).

***Recommendation #3***

- Transfer the Learning Center to Student Services under the Dean of Student Development and Services. Combine the Library, IMC, the Palmdale Instructional Site, the Business Department, and Distance Education into a new division, to be named later. Institute chairs/coordinators as appropriate for the Business Division, Library, Palmdale Instructional Site, Distance Education, and IMC.

While recommendation #3 presents a radical change from the current IRES organization, it does allow for a closer alignment and development of the departments that utilize technology and components of distant education. The Library Department seeks to remain in Academic Affairs and would strongly oppose any move to Student Services because it interacts directly and primarily with faculty in Academic Affairs as opposed to the departments in Student Services. It also plays an integral role of the AP&P process. The Library department shares the same academic goals and principles as many of the other disciplines. They also are engaged in teaching for credit courses focused on Information Literacy Standards and research methods workshops. In the future, the department hopes to offer a terminal A.A. in Library Science to students to work as information paraprofessionals in community and academic libraries. As part of the implementation and as appropriate and agreed upon, advocate for the positions of chairs or coordinators be added to improve communication and coordination between the Dean's office and among the divisions.

Finally, the Learning Center would prefer to be placed under the Student Services and respect their desire to continue to strengthen their educational ties to departments that serve common interests and goals. However, it is the consensus of the Library faculty to remain in Academic Affairs.

**Language Arts Division** – feedback will be provided electronically on Friday, March 20, 2009, because the division is currently in discussion regarding combining the Film, Television, and Media program and the Communication Arts program in either the current Language Arts Division or the Visual and Performing Arts Division. The general feeling among faculty is that they feel unqualified to move disciplines and it would work best if the current divisional structure be maintained. The faculty in Language Arts are against creating a Basic Skills division.

**Math, Science, and Engineering (MSE) Division** (attachment)

***Recommendation #1***

- No change to the current campus organization, maintain permanent dean positions as currently exists.

***Recommendation #2***

- Maintain MSE division with two department chairs
- Maintain Health Science division
- Maintain Technical Education division
- Maintain Instructional Resources and Extended Services division
- Maintain Language Arts division
- Combine the Physical Education and Athletics division and the Visual and Performing Arts division with one dean and two department chairs
- Combine the Social and Behavioral Sciences division and the Business, Computer Studies, and Economic Development division with one dean and two department chairs.

***Recommendation #3***

- Maintain MSE division with two department chairs
- Combine the Social and Behavioral Sciences division with the Language Arts division with one dean and two department chairs
- Combine Health Sciences division and the Technical Education division with one dean and two department chairs
- Combine the Instructional Resources and Extended Services division with the Business, Computer Studies, and Economic Development division with one dean and two or three department chairs
- Combine the Physical Education and Athletics division and the Visual and Performing Arts division with one dean and two department chairs.

The faculty in the MSE division are against any proposal that would separate disciplines and are adamantly against creating a Basic Skills division

**Physical Education and Athletics Division** – division faculty desire to maintain the current structure and do not want to merge with any other division.

**Social and Behavioral Sciences Division** – the division faculty focused on which division to join and were in favor of combining with Business, Computer Studies, and Economic Development. In addition, division faculty do not believe Administration of Justice and Economics should be moved to alternate divisions being that these courses have strong ties to other social science disciplines.

**Student Services** – division faculty have not forwarded additional feedback.

**Technical Education** (attachment)

***Recommendation #1***

- No change to current campus organization, but they were able to work on two other recommendations.

***Recommendation #2***

- Combine Arts & Letters, Visual and Performing Arts division and Language Arts
- Combine the Business, Computer Studies, and Economic Development division, the Social and Behavioral Sciences division, and Corporate and Community Education
- Combine the Technical Education division, the Sheriff Academy Program, and Administration of Justice
- Maintain the Math, Science, and Engineering division
- Maintain the Physical Education and Athletics division
- Maintain the Health Sciences division
- Maintain the Institutional Resources and Extended Resources division

***Recommendation #3***

- Combine the Social and Behavioral Sciences division and Language Arts division
- Combine the Physical Education and Athletics division and Visual and Performing Arts division
- Combine the Technical Education division, the Sheriff Academy Program, and Administration of Justice
- Maintain the Math, Science, and Engineering division
- Maintain the Institutional Resources and Extended Services division
- Combine the Health Science division and the Business, Computer Studies, and Economic Development division

**Visual and Performing Arts** (attachment) – the faculty could not come to a consensus, but a reorganization proposal was forwarded to consider.

***Recommendation #1***

- Dean #1 – Accounting, Business, Computer Applications, Computer Information Science, Management, Marketing, Office Technology, Real Estate, Math, Engineering, Drafting/CAD, Astronomy, Chemistry, Geosciences, and Economics.
- Dean #2 – Child and Family Education, Child Development, Culinary Arts, Emergency Medical Technology, Health Information Technology, Nurse Aide/Home Health Aide, Registered Nursing, Respiratory Therapy, Vocational Nursing, Medical Assisting, Anatomy, Biology, and Microbiology.
- Dean #3 – Activity PE, Adaptive PE, Athletic Training, Intercollegiate Athletic Program, Intramural Program, Recreational, Health Education, Culinary Arts, and Nutrition and Foods.
- Dean #4 – Administration of Justice, Anthropology, Education, History, Philosophy, Political Science, Psychology, Sociology, English, Deaf Studies, ESL, Foreign Languages, Reading, Library, and the Learning Center.
- Dean #5 – Aeronautical and Aviation Technology, Agriculture/Park Landscape Management, Air Conditioning and Refrigeration, Auto Body, Auto Technology, Electrical Technology, Electronics Technology, Fire Technology, Welding, Corporate and Community Education, Work Experience.
- Dean #6 – Art, Computer Graphics, Film and Television, Multimedia, Music, Photography, Theatre Arts, Communication Arts, Journalism, Dance, Clothing and Textiles, Interior Design, and Instructional Media Center.

**At-Large Representative #1** (Candace Martin) – no additional feedback to report

**At-Large Representative #2** (Dorothy Williams) – most faculty she has engaged in discussion are unhappy with the need to reorganize

**At-Large Representative #3** (Susan Knapp) – Senator departed prior to feedback

**Adjunct** – the main concern among adjuncts is job security, class assignments, acquisition of supplies needed to teach courses, and the potential of having to report to different deans as programs are moved.

General discussion: Dr. Berkeley Price stated that regardless of the outcome of the reorganization, the College should implement the change in two years, including a training component for deans and chairs. Mr. Christos Valiotis stated discipline faculty are experts and it is difficult to determine which disciplines could be moved to others and cohesively work well. Therefore, it is important that any recommended change include a narrative of how it would benefit the campus as a whole. Ms. Patricia Márquez reiterated the importance for the Senate to present a proposal to College Coordinating Council that makes academic and pedagogical sense, as this is a chance for the faculty voice to be heard. Faculty must remember the decision to reorganize is partly due to financial constraints, as well as, AVC

moving from a medium college to a large college. Efforts must be made to move toward, creating a structure that is sustainable over the long term.

**9. SENATE ADMINISTRATIVE BUSINESS**

**a. Appointments**

- **Academic Ranking**
  - Donna Tantalo – Adjunct Assistant Professor
  
- **Student Equity and Success Committee**
  - Rachel Jennings – English/Reading Faculty (3 year term)
  - Catherine Overdorf – Faculty At-Large (3 year term)

A motion was made and seconded to approve the Academic Ranking and Student Equity and Success Committee appointments. Motion carried

**b. Announcements**

- Mr. Shunnon Thomas will not be attending future Senate Meetings as the Associated Student Organization Representative due to a conflict in course schedule at CSU Bakersfield. His presence and input will be missed.
- Mr. John Taylor was congratulated for taking the Women’s Basketball players to the State Finals.

**10. ADJOURNMENT**

A motion was made and seconded to adjourn the March 19, 2009 Academic Senate meeting at 5:00 p.m. Motion carried.

<b><u>MEMBERS PRESENT</u></b>		
Ed Beyer	Susan Knapp	Kenan Shahla
Frank Blua	Susan Lowry	Susan Snyder (proxy)
Carolyn Burrell	Patricia A. Márquez	Sal Suarez
Debra Feickert	Ty Mettler	John Taylor
Claude Gratton	Kathy Moore	Shunnon Thomas
Lee Grishman	Berkeley Price	Alex Webster
Sandra Hughes	Sandra Robinson	Dorothy Williams
<b><u>GUEST PRESENT</u></b>		
Stephen Burns	<b><u>MEMBERS ABSENT</u></b>	
Melanie Parker	Jack Halliday	Candace Martin
Steve Standerfer	Lisa Karlstein-Francey	Harish Rao
Christos Valiotis		

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# **Executive Summary**

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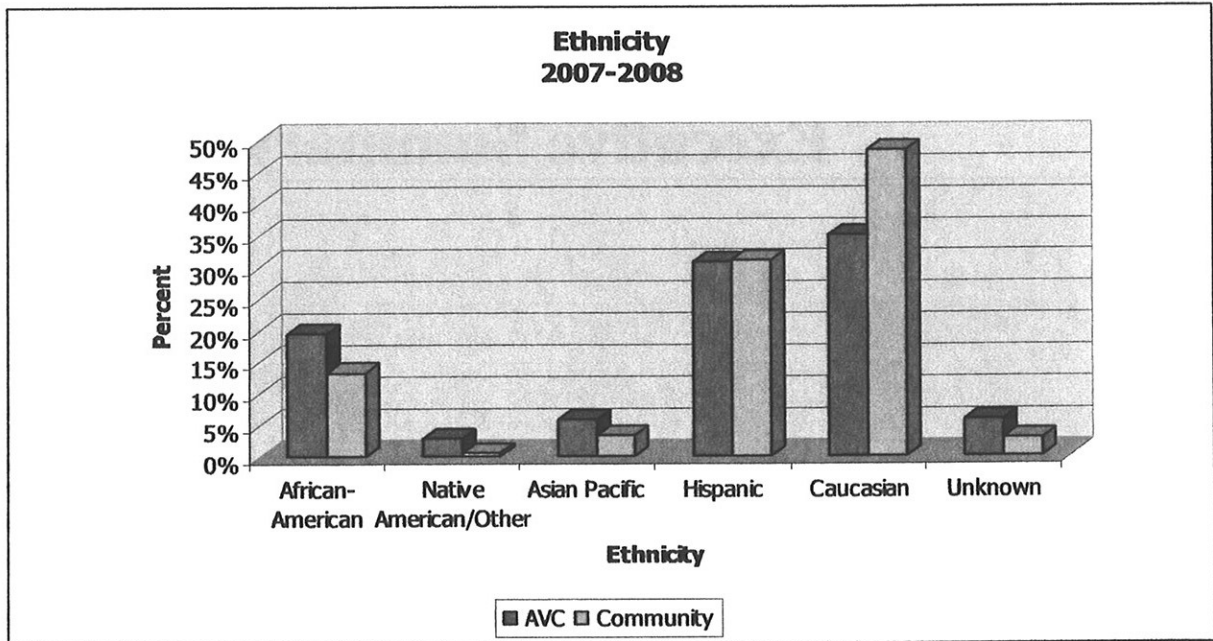
The Student Equity Report looks at four areas; Access, Course Completion, Degree and Certification Completion, and Transfers. There is also a section on goals and activities, budget and evaluation. Access and Course Completion is broken down into four categories ethnicity, gender, disability and age. A few other items have been added to the report this year, that you might find interesting.

This report notes changes from the last report in 2005 where there has been changes. This Executive Summary highlights what we feel are the most interesting and important information to share, although the reader might find different parts more interesting than others.

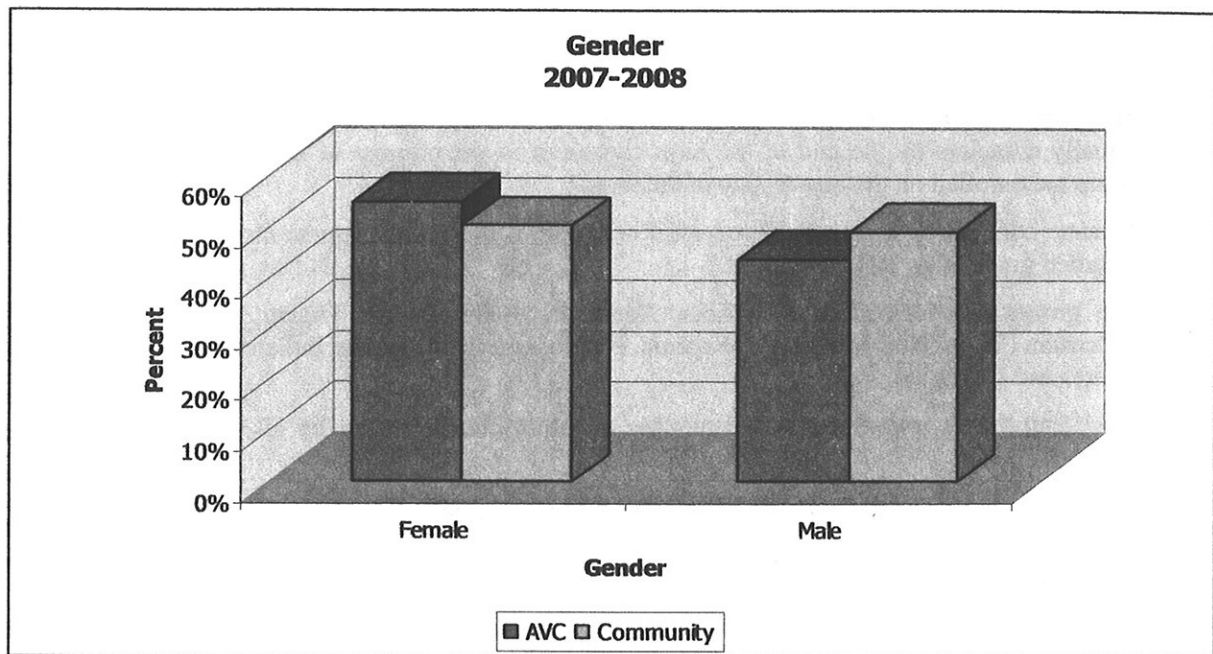
### Access

The Chancellor’s Office defines access as “the percentage of each population that is enrolled compared to that group’s representation in the adult population within the community served.”

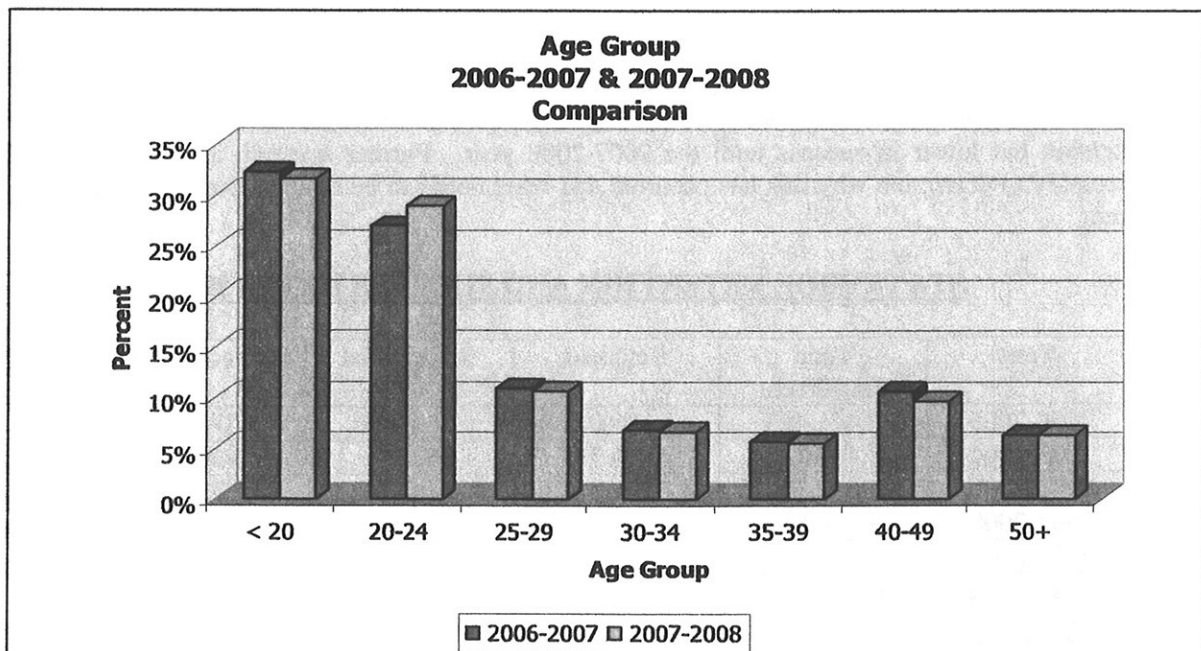
The groups are identified as African American, Native American/Other (Native Indian/Alaskan Native, Other Non-White), Asian Pacific (Asian, Filipino, Pacific Islander), Hispanic, Caucasian (White Non-Hispanic), and Unknown.



AVC continues to meet or surpass the percentage of students compared to the greater population in the following ethnic categories: African American, Native American and Asian Pacific. Our campus is mirroring our local community in the number of the Hispanic population compared to the number of students we serve. Our Caucasian population in both the community and the college is decreasing although the decrease in the college is more significant. (This summary is only highlighting the most recent year, 2007-2008, although all years of data can be found within this report).



AVC continues to service more female than male students, although significant strides have been made this past year to increase the male population, which was one of our target populations. We need to continue to work on ways to increase our male population as compared to the community at large.



This graph compares the 2006-07 and 2007-08 years, since there is no community data. 60% of AVC students are under the age of 24 and we continue to see younger students attending AVC. We are seeing a slight decline in all age groups over 25 years old.



## Course Completion

Retention is defined as: “The ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.”

“Course completion means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.”

The groups are identified as African American, Asian Pacific (Asian, Filipino, Pacific Islander), Caucasian (White Non-Hispanic), Hispanic, Native American (Native Indian/Alaskan Native, Other Non-White) and Unknown.

Total Enrollment is defined as the number of credit courses taken by all students not the number of students.

### AVC RETENTION AND SUCCESS RATES 2004-2009

Year	Total Enrollment	Retained	% Retained	Succeeded	% Successes
2004-2005	73,772	61,962	84.00%	49,571	67.20%
2005-2006	70,117	59,617	85.00%	46,468	66.20%
2006-2007	78,253	61,887	86.70%	53,531	68.40%
2007-2008	89,586	73,415	81.94%	57,542	64.23%
2008-2009					
<b>Grand Total</b>	<b>311,728</b>	<b>256,881</b>	<b>82.40%</b>	<b>207,112</b>	<b>66.43%</b>

The retention and success of AVC students over the past five years shows that the retention rate is much higher than the success rate. It is unfortunate that in 2007-2008 there was a significant drop in both retention and success. In comparison to the state-wide data on retention and success, AVC was higher in retention but lower in success until the 2007-2008 year. Further research and campus discussion is necessary to determine why this has occurred and what needs to be done to stop this so a trend does not occur.

### STATEWIDE RETENTION AND SUCCESS RATES 2004-2009

Year	Total Enrollment	Retained	% Retained	Succeeded	% Successes
2004-2005	8,471,495	7,105,025	83.87%	5,776,805	68.19%
2005-2006	8,469,730	7,098,735	83.81%	5,728,101	67.63%
2006-2007	8,657,360	7,279,823	84.09%	5,878,722	67.90%
2007-2008	9,226,614	7,690,607	83.35%	6,226,331	67.48%
2008-2009					
<b>Grand Total</b>	<b>34,825,199</b>	<b>29,174,190</b>	<b>83.77%</b>	<b>23,609,959</b>	<b>67.80%</b>

\*Source: Data from Chancellor’s Web Site

### Totals by Ethnicity 2004-2009

Ethnic Group	Total Enrollment	Retained	% Retained	Succeeded	% Successes
African American	60,260	47,006	78.01%	31,202	51.78%
Native American	3,130	2,607	83.29%	2,010	64.22%
Asian Pacific	18,058	15,726	87.09%	13,148	72.81%
Hispanic	85,935	72,655	84.55%	55,878	65.02%
Caucasian	122,769	106,466	86.72%	89,992	73.30%
Unknown/Other	22,264	18,958	85.15%	15,223	68.38%
<b>Grand Totals</b>	<b>311,728</b>	<b>256,881</b>	<b>82.40%</b>	<b>207,112</b>	<b>66.43%</b>

One of the interesting findings is the information related to ethnicity. The table below highlights that over the time studied there is a discrepancy between ethnic groups with African American students underperforming compared to other students of color.

Pages 35-40 detail this data, which shows that the trend continues with African American students having the lowest retention of any ethnic group and the lowest success rate. However, there had been a noticeable increase in both the retention and success rates for African American students until 2007-08 where there has been a significant drop. Although, it must be noted that all ethnic groups had a significant drop in 2007-08. Prior to 2007-08 the most significant gain in both retention and success has been the Hispanic students. Native American and Caucasian students have continued to do better than in years past, but have only had slight gains in retention and success rates. Our Asian Pacific and Unknown/Other have all experienced an increase in retention and success rate from years past. This news is very positive and it appears that our campus-wide efforts are having a positive impact on our students.

All students enrolled in classes during the summer and intersession terms were retained at a higher rate and were more successful academically than students in either fall or spring semesters.

The drop in the retention and success rate in 2007-2008 is unsettling. Many efforts have been made to try to increase the retention and success rates, but the data does not support the campus-wide efforts. We know we have seen an increase in students due to the economy but more discussion is necessary campus-wide to determine why this drop has occurred.

## HOW STUDENTS DO IN SPECIFIC BASIC SKILL COURSES

The Equity Report looks at ESL and at basic skills in Reading, English and Math. The summary of retention and success data from 2004-2009 is below.

### RETENTION AND SUCCESS RATES FOR ALL BASIC SKILLS READING COURSES GRAND TOTALS 2004-2009

BASIC SKILLS READING COURSES	Total	Retention		Success	
		Count	Percent	Count	Percent
Reading 095	19	10	52.6%	10	52.6%
Reading 097	731	546	75.0%	324	44.3%
Reading 099	756	612	81.0%	561	74.2%
<b>GRAND TOTAL</b>	<b>1,506</b>	<b>1,168</b>	<b>77.6%</b>	<b>895</b>	<b>59.4%</b>

At each level of Reading 095, 097, 099, the retention rate increases with Reading 099 being the highest. The success rate is highest in Reading 099 at 74.2%.

### RETENTION AND SUCCESS RATES FOR ALL BASIC SKILLS ENGLISH COURSES GRAND TOTALS 2004-2009

BASIC SKILLS ENGLISH COURSES	Total	Retention		Success	
		Count	Percent	Count	Percent
English 095	948	761	80.3%	452	47.7%
English 097	3,558	2,795	78.6%	1,338	37.6%
English 099	4,091	3,006	73.5%	1,343	32.8%
<b>GRAND TOTAL</b>	<b>8,597</b>	<b>6,562</b>	<b>76.3%</b>	<b>3,133</b>	<b>36.4%</b>

In looking at all English basic skills courses, the retention rate is high but the success rate is very low. We would expect that students in English 097 would be more successful than students in English 095 but that is not the case. Additionally, as the course level progresses the retention decreases. There is reason for great concern related to this data.

Students in English 099 have the lowest retention and success rate than any Basic Skills English class. This is the opposite pattern of Reading, in that as the level increases the retention and success increase, but in English, as the level increases the retention and success decreases. A number of issues need to be looked at as to why this is occurring.

**RETENTION AND SUCCESS RATES FOR ALL BASIC SKILLS MATH COURSES**  
**GRAND TOTALS 2004-2009**

BASIC SKILLS MATH COURSES	Total	Retention		Success	
		Count	Percent	Count	Percent
Math 50	7,726	6,450	83.8%	4,430	57.3%
<i>Math 50A</i>	295	233	79.0%	141	47.8%
<i>Math 50B</i>	99	86	86.9%	58	58.6%
Math 60	2,753	2,443	88.7%	1,842	66.9%
Math 70	6,594	5,173	78.5%	3,584	54.4%
<i>Math 70A</i>	434	377	86.9%	248	57.4%
<i>Math 70B</i>	291	245	84.2%	165	56.7%
Math 80	168	116	69.1%	73	43.5%
Math 102	5,774	5,124	88.7%	3,389	58.7%
<i>Math 102A</i>	190	140	73.7%	100	52.6%
<i>Math 102B</i>	69	54	78.3%	48	69.6%
<b>GRAND TOTAL</b>	<b>24,393</b>	<b>20,441</b>	<b>83.8%</b>	<b>14,078</b>	<b>57.7%</b>

Students in Math 50 are more successful and are retained at a higher rate than students in Math 50A. Overall Math 50B students were retained at a higher rate and more successful than Math 50A. They were also slightly better than students in Math 50 but it takes students twice as long to complete the course in the AB sequence.

Overall the retention rate and success rate in Math 60 is higher than in Math 50 as it should be.

The retention rate for Math 70 is less than in Math 50 and Math 60. In relation to success, students in Math 50 and Math 60 were more successful than students in Math 70. This is not a pattern we expected to see.

Overall students in Math 70A and B were more successful than students in Math 70.

Overall the retention and success rate in Math 080 is lower than other basic skills math classes.

Overall students in Math 102 had the highest retention rate and close to the highest success rate. What is interesting to note is that Math 102 is used as an Associate Degree math requirement although it can not be used to transfer to a 4-year college or university.

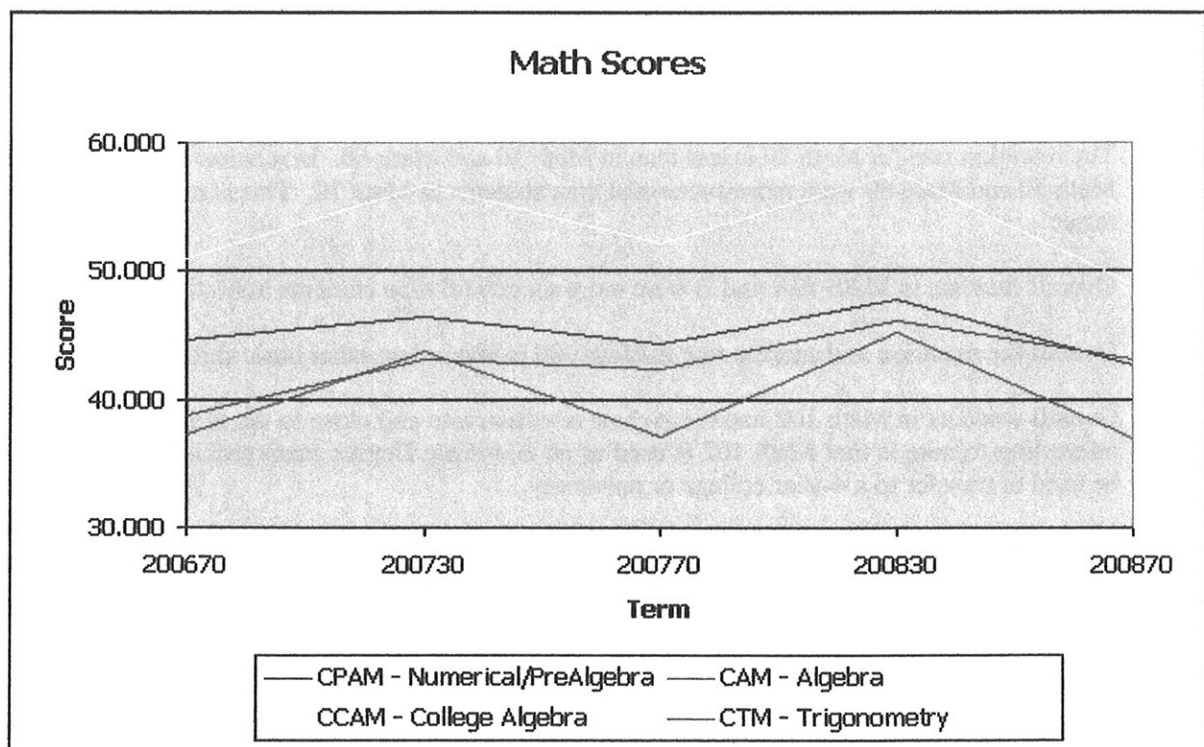
Overall the retention and success rate in Math 102 is higher than in Math 102A but students in Math 102B are more successful than students in Math 102 or Math 102A. Math 102B is only taught in the spring semesters and the numbers are very small. 100 students passed 102A in the time period studied but only 69 students enrolled in Math 102B and only 48 of these students passed. These numbers are very small and caution should be taken in looking at these results.

## COMPASS AVERAGE SCORES

Assessment Test	Number of Students				
	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008
CPAM - Numerical/PreAlgebra	1431	2944	1616	3039	2115
CAM - Algebra	480	1086	542	1194	623
CCAM - College Algebra	69	270	76	301	82
CTM - Trigonometry	34	172	37	180	31

Assessment Test	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008
CPAM - Numerical/PreAlgebra	44.635	46.478	44.380	47.804	42.676
CAM - Algebra	37.221	43.784	37.015	45.254	36.961
CCAM - College Algebra	50.913	56.665	52.145	57.746	48.927
CTM - Trigonometry	38.735	43.040	42.324	46.066	43.161

For the students who took the COMPASS Assessment, see above, since Fall 2007 (when the placement test changed) it shows that there is an obvious difference between Fall and Spring, with Fall scores being much lower on the average although we are not sure why this is happening.

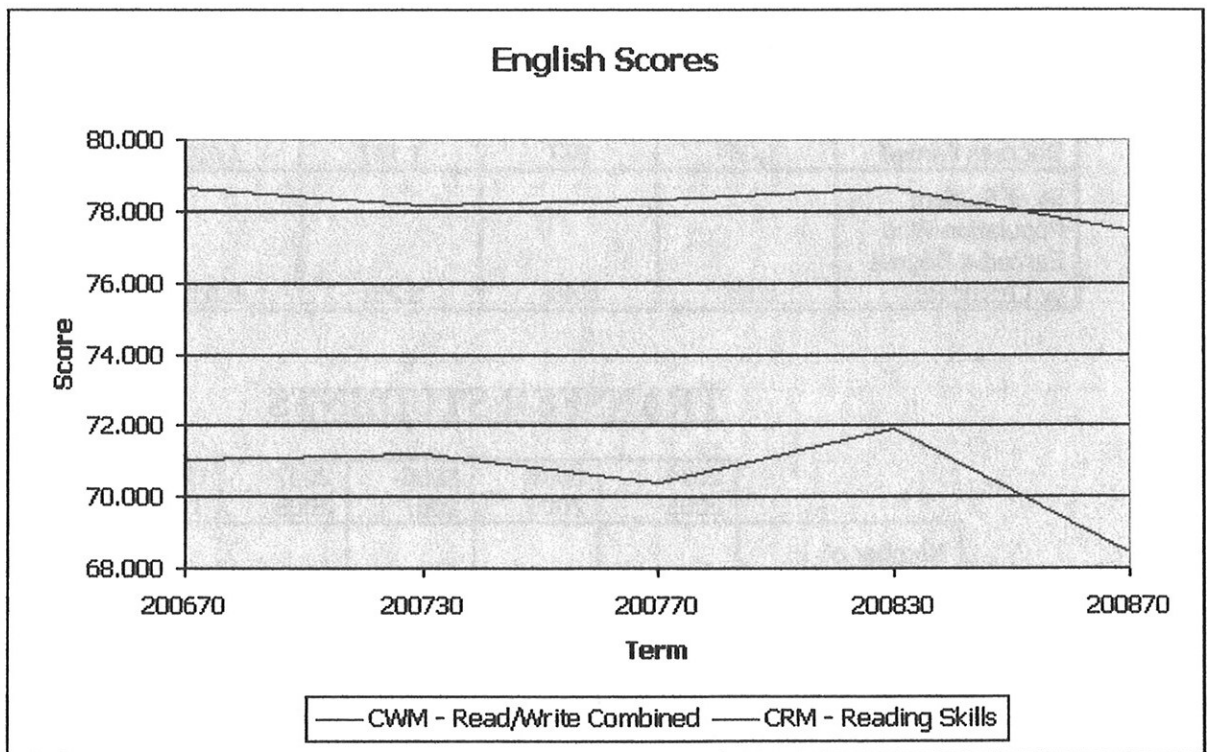


District: Antelope Valley Community College College: Antelope Valley

Assessment Test	Number of Students				
	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008
CWM - Read/Write Combined	1407	2958	1556	2886	1995
CRM - Reading Skills	1419	2974	1565	2899	2020

Assessment Test	Average Score				
	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008
CWM - Read/Write Combined	71.027	71.209	70.409	71.888	68.413
CRM - Reading Skills	78.624	78.130	78.314	78.660	77.460

Reading and writing average scores have held steady but there is a drop in Fall 2008. Attention will need to be paid to see if this continues.





## Number of Students Completing Their Program at AVC or Transferring to a four year college or university

This report looks at students who completed degrees and certificates, as well as, students who transferred to a four year college or university. Overall 5.6% of the students population over the past four years completed degrees or certificates and 7.6% of all AVC enrolled students transferred.

### CERTIFICATES and DEGREES

	2004-2005		2005-2006		2006-2007		2007-2008		Grand Totals	
	Certificate	Degree	Certificate	Degree	Certificate	Degree	Certificate	Degree	Total Certificates	Total Degrees
<b>Total</b>	216	865	212	765	196	911	240	892	864	3,433
<b>Total of Certificates and Degrees Earned</b>	1,081		977		1,107		1,132		4,297	
<b>% of Student Population Who Earned a Degree or Certificate</b>	5.9%		5.4%		5.7%		5.3%		5.6%	

### TRANSFER STUDENTS

	2004-2005	2005-2006	2006-2007	2007-2008	Grand Totals
<b>Number of Transferred Students</b>	1,424	1,407	1,504	1,471	5,806
<b>% of Student Population Who Transferred</b>	7.8%	7.9%	7.8%	6.9%	7.6%

All data in the report is either from the Chancellor's Web Site, the GAVEA (Greater Antelope Valley Economic Alliance Reports), the National Clearinghouse or directly from AVC's Banner Database. The data was compiled by Dr. Jill Zimmerman, Dean of Student Development and Services; formatted and verified by Mrs. Cynthia Kline, Administrative Assistant and the staff in the Office of Institutional Research, Aaron Voelcker and Aeron Zentner under the leadership of Director, Mr. Ted Younglove. The data was analyzed by Dr. Jill Zimmerman and Mr. Ted Younglove.

**STUDENT SUCCESS AND EQUITY GOALS  
2009 - 2010**

	<b>Institutional Learning Outcomes</b>	<b>Educational Master Plan</b>	<b>Enrollment Management</b>	<b>Basic Skills</b>
<b>Student Success and Equity:</b>				
1. Continue to monitor student enrollment to ensure it mirrors the community.	1-6	1, 2, 3, 5	1, 3, 4, 6, 7	1, 4, 5, 7
2. Increase student success & retention.	1-6	1, 3, 7	5, 7	1-7
3. Improve the success rates of students in Basic Skills/ESL.	1-6	1, 3, 7	5, 7	1-7
4. Increase students' transfer readiness.	1-6	1, 3, 7	5	1, 4, 5, 7
5. Increase completions with degrees or certificates.	1-6	1, 3, 7	5	1, 4, 5, 7

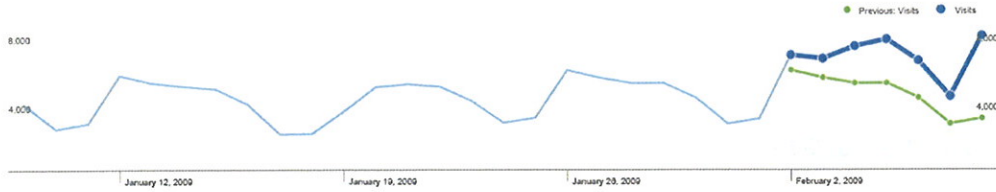




# Campus Website Analytics

www.avc.edu  
Dashboard

Feb 2, 2009 - Feb 8, 2009  
Comparing to: Jan 26, 2009 - Feb 1, 2009



## Site Usage

**46,291** Visits

Previous: 31,052 (49.08%)

**81.69%** Bounce Rate

Previous: 82.79% (-1.32%)

**59,059** Pageviews

Previous: 39,191 (50.70%)

**00:01:45** Avg. Time on Site

Previous: 00:01:35 (10.62%)

**1.28** Pages/Visit

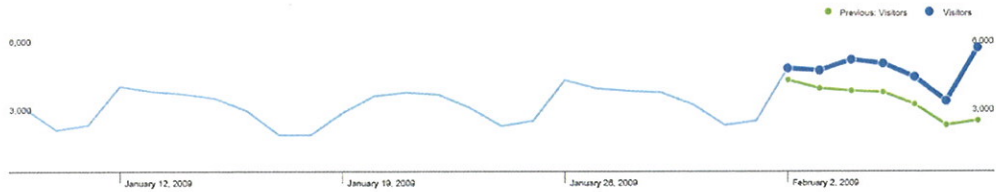
Previous: 1.26 (1.09%)

**24.34%** % New Visits

Previous: 26.25% (-7.26%)

www.avc.edu  
Visitors Overview

Feb 2, 2009 - Feb 8, 2009  
Comparing to: Jan 26, 2009 - Feb 1, 2009



**20,438** people visited this site

**46,291** Visits

Previous: 31,052 (49.08%)

**20,438** Absolute Unique Visitors

Previous: 15,206 (34.41%)

**59,059** Pageviews

Previous: 39,191 (50.70%)

**1.28** Average Pageviews

Previous: 1.26 (1.09%)

**00:01:45** Time on Site

Previous: 00:01:35 (10.62%)

**81.69%** Bounce Rate

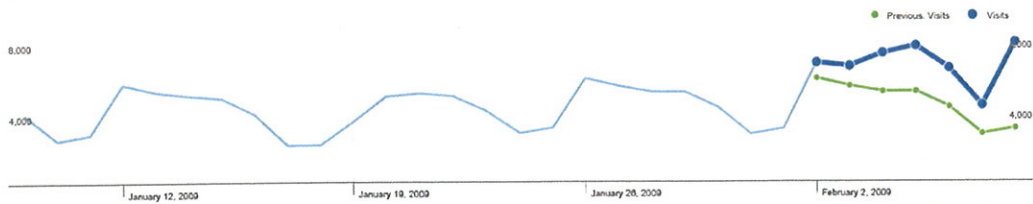
Previous: 82.79% (-1.32%)

**24.34%** New Visits

Previous: 26.25% (-7.26%)

# Traffic Sources Overview

Feb 2, 2009 - Feb 8, 2009  
Comparing to: Jan 26, 2009 - Feb 1, 2009



All traffic sources sent a total of 46,291 visits

**59.84% Direct Traffic**

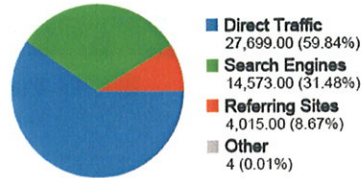
Previous: 58.73% (1.88%)

**8.67% Referring Sites**

Previous: 7.90% (9.75%)

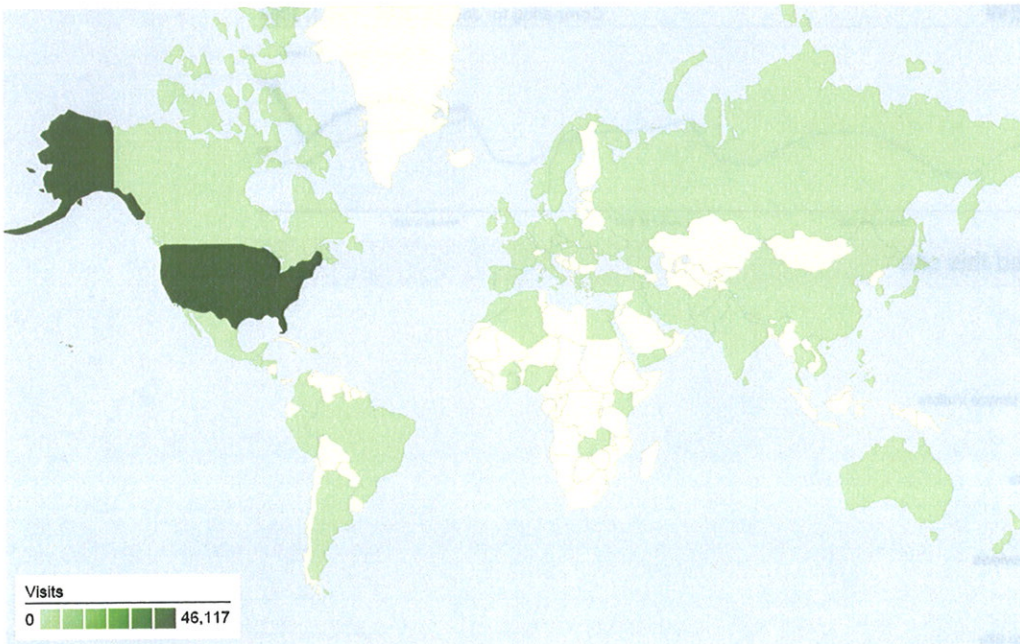
**31.48% Search Engines**

Previous: 33.37% (-5.65%)



# Map Overlay

Feb 2, 2009 - Feb 8, 2009  
Comparing to: Jan 26, 2009 - Feb 1, 2009



46,291 visits came from 74 countries/territories

## Top Traffic Sources

Sources	Visits	% visits	Keywords	Visits	% visits
<b>(direct) ((none))</b>			<b>antelope valley college</b>		
Feb 2, 2009 - Feb 8, 2009	27,699	59.84%	Feb 2, 2009 - Feb 8, 2009	3,925	26.93%
Jan 26, 2009 - Feb 1, 2009	18,237	58.73%	Jan 26, 2009 - Feb 1, 2009	3,046	29.40%
% Change	51.88%	51.88%	% Change	28.86%	28.86%
<b>google (organic)</b>			<b>avc</b>		
Feb 2, 2009 - Feb 8, 2009	8,109	17.52%	Feb 2, 2009 - Feb 8, 2009	3,510	24.09%
Jan 26, 2009 - Feb 1, 2009	5,949	19.16%	Jan 26, 2009 - Feb 1, 2009	2,496	24.09%
% Change	36.31%	36.31%	% Change	40.62%	40.62%
<b>yahoo (organic)</b>			<b>avc.edu</b>		
Feb 2, 2009 - Feb 8, 2009	3,975	8.59%	Feb 2, 2009 - Feb 8, 2009	2,892	19.84%
Jan 26, 2009 - Feb 1, 2009	2,475	7.97%	Jan 26, 2009 - Feb 1, 2009	1,767	17.05%
% Change	60.61%	60.61%	% Change	63.67%	63.67%
<b>msn (organic)</b>			<b>www.avc.edu</b>		
Feb 2, 2009 - Feb 8, 2009	966	2.09%	Feb 2, 2009 - Feb 8, 2009	1,055	7.24%
Jan 26, 2009 - Feb 1, 2009	757	2.44%	Jan 26, 2009 - Feb 1, 2009	759	7.33%
% Change	27.61%	27.61%	% Change	39.00%	39.00%
<b>avc.blackboard.com (referral)</b>			<b>av college</b>		
Feb 2, 2009 - Feb 8, 2009	836	1.81%	Feb 2, 2009 - Feb 8, 2009	550	3.77%
Jan 26, 2009 - Feb 1, 2009	514	1.66%	Jan 26, 2009 - Feb 1, 2009	424	4.09%
% Change	62.65%	62.65%	% Change	29.72%	29.72%

### Goals Based on Our Analytics

- Decrease Bounce Rate
- Increase Time Spent on Site
- Increase Traffic from Other Resources
- Increase Visitor Loyalty- Most People Visit Our Site Once

### Some Improvements Our New Site Makes

- More simplified code
- No deprecated code and code that follows standards for development and accessibility
- 3 Tier Structure- Structure reduced from 74 to 17 main folders
- Can't Find It
- Link Referral
- New Technologies (e.g., RSS, Form Submissions, Web 2.0 Technologies)
- Extended Site Analytics
- Newsletter Outreach System
- Searchable Directory (added to our current site version)
- Classroom Lookup System
- Google AdWords
- New and Improved Counseling Online Orientation
- Code Modules



## Improved Support

- Improve communication with Content Managers- myAVC Group
- Regular Meetings to Discuss Issues
- Better Templating System
- myAVC Content Management System

## New Site Screenshot

**ANTELOPE VALLEY COLLEGE**

Tuesday, March 03, 2009 | 61°

Directory | A-Z Index | Map | Activities | Quick Links | go

avc... imagine the possibilities

pathways for...  
prospective students  
current students  
faculty & staff  
alumni & friends

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more

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Apply, Registration Dates

**Academics**  
Areas of Study, Academic Calendar, Online Learning

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**student life**

- Apply online!
- Lookup classes
- College Catalog
- Checkout our online orientation

**calendar**

<b>April</b> 6-11	Spring Break
<b>May</b> 25	Memorial Day
<b>June</b> 05	Spring Semester Ends
<b>June</b> 15	Summer Semester Starts

more

**myavc login**

User Name:

Password:

Login

myAVC Home/Problems Logging In?

**upcoming events**

- Spring Craft Fair Saturday, March 7
- SOAR Now Accepting Applications Through March 27
- 2009 Achievement Awards Dinner Thursday, April 16  
Award recipients include Appier, Eliopoulos, and more distinguished community members  
Award Invitation & Information

**campus news**

March 2 2009

Campus within a campus opens at Antelope Valley College

February 20 2009  
Community leaders to be honored at Achievement Awards Dinner

February 20 2009  
Darwin's life and work to be discussed (again)

February 17 2009

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## Academic Senate Grant Proposal Recommendation

March 13, 2009

To: Academic Senate

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

Re: Senate Grant Funding Recommendations

---

**Dr. David Newby** – Dr. Newby is attempting to increase student access and opportunity to live performances, which is a central element of music education. One hundred students (\$20 each) enrolled in several different music courses will submit a one to two page concert review, using specific criteria/elements from the discipline in discussing the impact on student learning.

Funding amount requested: \$2,000.00  
*Recommended funding amount: \$2,000.00*

**Ron Halcrow** – Mr. Halcrow is proposing the continuation of a pilot applied economics laboratory that provides streaming real time market data and news that is aggregated by developing proprietary economic analysis. Monies would be used to purchase a one-year subscription to RGE Monitor with access to their aggregation tool Webcasts, RGE Briefs, and Latin American EconoMonitor.

Funding amount requested: \$1,500.00  
*Recommended funding amount: \$1,500.00*

**Total Recommendation Amount: \$3,500.00**



# Sample Paper Submitted to *Turnitin*

## Homelessness in America

Homelessness is a problem that affects many people in America. There has been a long debate about the definition of homelessness in Western countries. Homelessness arises from both the destruction of dwellings through natural disasters, explosions and accidents, and the separation of people from their homes because of a combination of socio-economic, political and legal conditions and personal behaviour. This is more than a mere academic issue, as the lack of agreement over definition makes it difficult to enumerate the homeless population and to urge governments to meet the needs of homeless people.

In the 16th century in England, the state first tried to give housing to homeless people instead of punishing them, by introducing places to take them and train them for a profession. In the 17th and 18th centuries, these were replaced by workhouses but these were intended to discourage too much reliance on state help.

Following the Peasants' Revolt, British police were authorised under a 1383 statute to catch homeless people and force them to show their means of support; if they could not, the penalty was jail. Under a 1495 statute, homeless people could be sentenced to the stocks for three days and nights; in 1530, whipping was added. The assumption was that they were unlicensed beggars. In 1547, a bill was passed that subjected them to some of the more extreme provisions of the criminal law, namely two years servitude and branding with a "V" as the penalty for the first offence and death for the second. One quarter of all British immigrants arriving in the American colonies in the 18th century were transported convicts. Large numbers of homeless people were transported along with ordinary criminals.

Many things have changed since the 1800s. The United States is a signatory to the Universal Declaration of Human Rights. This document states: "Everyone has the right to food, clothing, housing and medical care and necessary social services." The explicit nature of the nation's societal contract to meet the housing needs of its citizens is spelled out in the Housing Act of 1949, which stipulates the "realization as soon as feasible of the goal of a decent home for every American family." In 1968, The Fair Housing Act made discrimination on the basis of race in the housing market illegal. Unfortunately, neither the Universal Declaration nor these landmark laws have solved the problem of homelessness, or of substandard housing and racial profiling by sellers and realtors.

The number of homeless people in America has continued to grow at an alarming rate since the 1970s. Yet many members of the general public still have far more questions than answers about the magnitude and implications of this complex social problem and the reasons for its persistence. It is incredibly important to be aware that there are lots of problems in our communities that deserve our attention and that we need to be aware of how others are faring, and not focus solely on the welfare of our families alone.

# Turnitin Analysis of Sample Paper

## Turnitin Originality Report

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Homelessness in America Homelessness is a problem that affects many people in America.

There has been a long debate about the definition of homelessness in Western countries.

4

Homelessness arises from both the destruction of dwellings through natural disasters, explosions and accidents, and the separation of people from their homes because of a combination of socio-economic, political and legal conditions and personal behaviour.

5

March 2008



# Turnitin Analysis of Sample Paper

This is

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4

In the 16th century in England, the state first tried to give housing to homeless people instead of punishing them, by introducing places to take them and train them for a profession. In the 17th and 18th centuries, these were replaced by workhouses but these were intended to discourage too much reliance on state help. Following the Peasants' Revolt, British police were authorised under a 1383 statute to catch homeless people and force them to show their means of support; if they could not, the penalty was jail. Under a 1495 statute, homeless people could be sentenced to the stocks for three days and nights; in 1530, whipping was added. The assumption was that they were unlicensed beggars. In 1547, a bill was passed that subjected them to some of the more extreme provisions of the criminal law, namely two years servitude and branding with a "V" as the penalty for the first offence and death for the second. One quarter of all British immigrants arriving in the American colonies in the 18th century were transported convicts. Large numbers of homeless people were transported along with ordinary criminals.

1

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2

March 2008

## Turnitin Analysis of Sample Paper

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The number of homeless people in America has continued to grow at an alarming rate since the 1970s. Yet many members of the general public still have far more questions than answers about the magnitude and implications of this complex social problem and the reasons for its persistence. 3

It is incredibly important to be aware that there are lots of problems in our communities that deserve our attention and that we need to be aware of how others are faring, and not focus solely on the welfare of our families alone.



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## Acceptable Use Agreement

Antelope Valley College (AVC) provides access to its computing, communications and information resources. These resources are the property of AVC and support the delivery of the college's academic mission and accordingly, they should be used responsibly. These resources include the physical data communications network and all computers, printers, scanners and other hardware attached to that network, as well as all system software, telephone systems, and means of access to the Internet.

### **With regard to the computing, communications and information technology resources of Antelope Valley College, all users understand and agree to the following provisions:**

- The district's computing, communication and information resources are provided for the support of its educational and service goals and the use of such resources for other purposes is prohibited. However, incidental personal use is permissible so long as: (a) it does not violate state or federal law or AVC policy, (b) it does not consume more than a trivial amount of system resources, (c) it does not interfere with productivity of students or district employees, and (d) it does not preempt any district activity. All users of district information technology resources and services shall abide by this policy along with any local, state, and federal law that may apply. All users are subject to both the provisions of this policy, as well as any policies specific to the individual systems they use.
- To protect the integrity of computing resources, passwords, access codes, or account names must not be shared with others. Additionally, passwords will be subject to complexity requirements and users will be required to change their passwords periodically.
- Most educational materials (both commercial and district employee created, including software) are protected under copyright. Any violation of the rights of a person or entity protected by copyright law is prohibited. The unauthorized duplication, installation, or distribution of computer software utilizing the district's computing, communications and information resources is specifically prohibited. Unauthorized software installed on district owned computers will not be supported and may be removed if deemed necessary.
- Users may not connect any system/equipment or install software which could allow any user to gain access to the district's system and information without coordinating with Information Technology Services (ITS).
- Users may not use district resources for conducting a private business or for personal financial gain.
- Intentionally sending or accessing pornography or patently obscene material other than for authorized research or instructional purposes is prohibited. The definition of "pornography" and "obscene" shall be as determined by law.
- Computer and information technology users should consider the open nature of information transferred electronically, and should not assume an absolute degree of privacy or restricted access to such information. The district provides the highest degree of security possible when transferring data, but disclaims

responsibility if these security measures are circumvented and the information is compromised.

- The district is not responsible for loss of data, time delay, system performance, software performance, or any other damages arising from the use of district computing resources.
- Authorized district personnel may, while performing routine or investigative operations have access to data, including electronic mail, web browser information, and any other personal data stored on district computers. Student workstations are subject to routine monitoring. Computer screens attached to student workstations, particularly those accessing the Internet, may be periodically viewed by district personnel to monitor compliance with district policy. However, the district shall not routinely or arbitrarily monitor incidental personal use of district resources by employees. Neither the district nor any employee shall disclose the contents of any observed personal data to any other person or entity except as required by law or Board Policy.
- Activities that place excessive strain on network resources should be avoided. Conducting activities such as Peer-to-peer (P2P) file sharing or use of any other similar technologies is prohibited and subject to disciplinary action.
- The confidentiality of student and employee information is protected under federal and state law and/or regulations. Any information regarding students or employees that might be accessed in the course of using an AVC computer may only be shared with those who are authorized to have such information. Employees and students may not change, alter, copy, or divulge any such information unless it is required to carry out an assignment.
- Employees and students should ensure that their workstation is logged off or locked before stepping away from the computer.

**Users found in violation of the district's computer and information technology use policies, are subject to disciplinary action, as described in the enforcement section of this document.**

#### **Selected Examples of Unacceptable Use:**

- Revealing passwords to others, allowing someone else to use your account.
- Using someone else's account. Utilizing network or system id numbers/names that are not assigned for one's specific use on the designated system.
- Attempting to authorize, delete, or alter files or systems not created by oneself without proper authorization as described in the Computer Use and Electronic Mail Guidelines.
- Not complying with requests from AVC personnel to discontinue activities that threaten the integrity of computing resources.
- Attempting to defeat data protection schemes or to uncover security vulnerabilities.
- Connecting unauthorized wireless access points and other computer equipment to the campus network without coordinating with ITS. (Devices such as PDAs,



printers, and USB drives that connect to a computer and not directly to the network are acceptable.)

- Registering an Antelope Valley College IP address with any other domain name.
- Unauthorized network scanning or attempts to intercept network traffic.
- Malicious disruptions such as introducing a computer virus to the campus network.
- Harassing or threatening other users of the campus network.
- Using district resources for partisan political activities where prohibited by federal, state or other applicable laws.

**To ensure the integrity and reliability of computer and communications resources, all users are encouraged to report improper use and violations of this agreement. Individuals may report suspected violations of this agreement to an AVC faculty member, supervisor or administrator as appropriate.**

## **Enforcement<sup>1</sup>**

Individuals may report suspected violations of these guidelines to an AVC supervisor, faculty member or administrator as appropriate. Reports of violations that are received by ITS will be forwarded to the appropriate supervisor or administrator.

Disciplinary action may be taken in accordance with one or more of the following: AVC policies, California law or the laws of the United States.

Minor infractions of these guidelines or those that appear accidental in nature are typically handled internally by the appropriate supervisor or administrator, in consultation with ITS. In some situations it may be necessary, however, to suspend account or computer access to prevent ongoing misuse while the situation is under investigation.

More serious infractions, such as unauthorized use, attempts to steal passwords or data, unauthorized use or copying of licensed software, violations of college policies or repeated violations of minor infractions may result in the temporary or permanent loss of access to computing facilities.

Offenses that are clearly in violation of local, state or federal laws will result in the immediate loss of access to computing resources and will be reported to the appropriate law enforcement authorities. In addition, disciplinary action, up to and including dismissal, may be applicable under other AVC policies, guidelines or collective bargaining agreements.

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<sup>1</sup> This section is taken directly from the Computer Use and Electronic Mail Guidelines document.