



ANTELOPE VALLEY COLLEGE
FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE
AGENDA
October 9, 2013
2:00 p.m. – 3:30 p.m.
A140

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 CO-CHAIR
3. OPEN COMMENTS FROM THE PUBLIC
4. APPROVAL OF MINUTES
 - a. September 25, 2013 Minutes – to be provided
5. INFORMATIONAL ITEMS
 - a. Meeting with President Knudson – Fall 2014 Welcome Back Day Changes
 - b. Plan Updates
6. ACTION ITEMS
 - a. Approval Request for FPD Credit for Non-Shared Governance Committees
 - Basic Skills Committee - attachment
 - Associate Degree Curriculum Committee - attachment
 - Nursing Faculty Committee – attachment
 - Kinesiology – attachment
 - Interdisciplinary Learning Committee (ILC) – attachment
7. DISCUSSION ITEMS
 - a. Ideas for Spring 2014 Welcome Back Day
 - b. Student Learning Outcomes – Dr. Fredy Aviles - attachment
 - c. CCC Confer & Other Online Opportunities – Rick Shaw, Greg Krynen
8. REPORTS
8. OTHER
 - Review/Approve Flex Plans
9. 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.



ANTELOPE VALLEY COLLEGE
FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE
MINUTES
October 9, 2013
2:00 p.m. – 3:30 p.m.
A140

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

1. CALL TO ORDER AND ROLL CALL

The Faculty Professional Development (FPD) meeting of October 8, 2013 was called to order at 2:00 p.m. by Dr. Irit Gat, Co-chair.

2. OPENING COMMENTS FROM THE CO-CHAIR

Dr. Gat reminded members to keep conversations on task.

3. OPEN COMMENTS FROM THE PUBLIC

None.

4. APPROVAL OF MINUTES

a. September 25, 2013 Minutes

A motion was made and seconded to approve the minutes of the September 25, 2013 FPD meeting, with corrections. Two (2) abstentions.

5. INFORMATIONAL ITEMS

a. Meeting with President Knudson – Fall 2014 Welcome Back Day Changes

Dr. Gat reported she and Kathryn Mitchell met with President Knudson. As with previous Welcome Back Days, President Knudson wishes to operate the General Session portion of the day. Dr. Gat reminded members the spring event is not mandatory.

President Knudson shared various ideas for Fall 2014 Welcome Back Day, including:

- Hold event in gym or stadium
- Shut down campus and include all employees in the event
- Administration will manage the morning half of the day, to include and honor employees for: longevity, Scholar in Residence, Academic Ranking, Professor Emeritus, etc.
- Mr. Knudson will look into a speaker, including funding
- Lunch for all
- FPD Committee only responsible for afternoon: faculty entrance fee = - Standard 1 activities: homework relating to Programs or Program Review, Student Learning Outcomes, etc.

b. Plan Updates

Dr. Gat thanked members of the committee for their assistance with approving FPD plans. Members discussed Program Review, and it was clarified if faculty are reviewing more than one program, they may claim additional credit. (***ADD TO 2014-15 FPD HANDBOOK NEXT YEAR.**) It was clarified adjunct faculty may claim FPD credit for working on a hiring committee. Full-time faculty may earn credit if the hiring committee worked during summer.

Dr. Gat encouraged members to be vigilant, but not overly demanding. She explained some activities such as professional projects do not need verification, but are based on trust. If clarification is needed, call and ask and document on plan for recording purposes. Ask for a revised plan if necessary and ask faculty to submit with 'revision' written at the top.

6. ACTION ITEMS

a. Approval Request for FPD Credit for Non-Shared Governance Committees

- Basic Skills Committee – attachment

A motion was made and seconded to approve the Basic Skills Committee Request for FPD Credit for Non-Shared Governance Committee. Motion carried.

- Associate Degree Curriculum Committee – attachment

A motion was made and seconded to approve the Associate Degree Curriculum Committee Request for Non-Shared Governance Committees.

In discussion it was suggested the work classifies as normal job duties. Mr. Jack Halliday disagreed, stating the committee work is over and above any part of the job duty. He explained every committee works above and beyond their normal job duty. Dr. Liette Bohler noted the description is not spelled out in job description as duties. Ms. Jackie Lott, Ms. Cindy Walter and Ms. Rona Brynin explained the committee responsibilities incorporate normal job duties and FPD credit should not be considered. Ms. Melanie Parker noted the committee does fit within the criteria as mandated. Ms. Rosa Fuller questioned whether the title was part of the issue since it specifically says *Curriculum Committee*, when the focus might be broader than that. She suggested returning the proposal for revision. Dr. Gat reiterated the FPD committee would make the final decision at the end of discussion. Ms. LaDonna Trimble explained it is not written if you are curriculum and because you do more, you should be awarded more. She furthered, policy does not suggest you are wrong if you say it does not meet the guideline.

Mr. Ty Mettler explained the non-shared governance committee guidelines are very vague, and suggested not adding the category for FPD credit in the 2014-2015 academic year. Dr. Gat reminded members their decision will set the standard for future requests. Mr. Mark Hoffer warned the danger of approving the request.

(4) yes votes, (9) opposed, (1) abstention.

Motion failed.

- Nursing Faculty Committee – attachment

A motion was made and seconded to approve the request for the Nursing Faculty Committee Request for FPD credit for Non-Shared Governance Committee.

Dr. Gat noted this request appears to better fit the criteria. Ms. Rona Brynin stated it appears to be a department meeting.

(3) yes votes, (8) opposed (2) abstentions.

Motion failed.

- Kinesiology – attachment

A motion was made and seconded to approve the request for Kinesiology request for FPD credit for Non-Shared Governance Committee.

Ms. Rosa Fuller noted that committees such as this improve the quality of instructional programs and benefit the college's reputation overall. She questioned whether members would ordinarily invest extra time, above and beyond their required work hours, to meet, discuss and consider ways to improve their programs. This type of activity could be considered professional development if we kept a broad focus.

(3) yes votes, (8) opposed, (3) abstentions.

Motion failed.

- Interdisciplinary Learning Committee (ILC) – attachment

A motion was made and seconded to approve the Interdisciplinary Learning Committee (ILC) Request for FPD Credit for Non-Shared Governance Committee.

Mr. Mark Hoffer noted the committee could be open to additional members once it is more formalized; i.e. Adjunct Representative, etc.

Motion carried.

Talk about at next meeting – continue discussion on non-shared governance committees.

7. DISCUSSION ITEMS

- a. Ideas for Spring 2014 Welcome Back Day – Friday, January 31, 2014
 Members discussed possibilities for workshops. Considerations included:
- Dr. Fredy Aviles – SLOs
 - Dr. Susan Lowry & HR
 - Tina McDermott – Accreditation
 - LaDonna Trimble – Student Success Act Update
 - Scholar in Residence
 - Greg Krynen - Blackboard

- b. CCC Confer & Other Online Opportunities – Rick Shaw, Greg Krynen
 Dr. Gat led discussion regarding CCC Confer and online opportunities. Mr. Greg Krynen explained CCC Confer records when people sign in but not out. Mr. Rick Shaw suggested a quiz to establish participation. Mr. Krynen stated it could be a simple overview to ensure the participant grasped the concept. Ms. Cindy Walter noted attendance could drop due to the test. Ms. Rona Brynin discussed her fear of failure that paralyzes her from success on tests. Ms. Rosa Fuller and Ms. Walter noted faculty will feel they are not trusted. Mr. Ty Mettler noted faculty may be upset the test is developed by a classified employee. Ms. Jackie Lott suggested linking it to Survey Monkey.

Mr. Greg Krynen will be added to the October 22, 2013 agenda for an update.

- c. Student Learning Outcomes – Dr. Fredy Aviles – attachment
 Members reviewed Dr. Aviles’ request for a Welcome Back Day Session.

8. REPORTS

9. OTHER

- Review/Approve Faculty Professional Development (FPD) Plans

10. ADJOURNMENT 3:06 p.m.

The Faculty Professional Development meeting of October 8, 2013, was adjourned at 3:06 p.m. by Dr. Irit Gat, Co-chair.

MEMBERS PRESENT			
Dr. Irit Gat	Rosa Fuller	Ty Mettler	Rick Shaw
Dr. Liette Bohler	Jack Halliday	Dr. Tom O’Neil	LaDonna Trimble
Rona Brynin	Mark Hoffer	Melanie Parker	
Dr. Magdalena Caproiu	Jackie Lott	Harish Rao	
MEMBERS ABSENT		GUESTS	
Rae Agahari			Greg Krynen

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Approved: October 23, 2013 Faculty Professional Development Meeting

Here is what the SLO Committee wants for Spring Welcome Back (in order of preference):

- 1) Breakout sessions by divisions/area.
- 2) One workshop session with all attendees (if # 1 is not granted).
- 3) One workshop that is one of several options (our last resort).

Rationale: The SLO committee needs to communicate important information to all faculty and staff every semester. We cannot wait to do this via reps in divisions meetings. Reps are only given a few minutes during division meetings to give information. Accreditation standards are changing and we need to stay abreast of this and keep the college informed. One mass e-mail also does not work because many times we need to have a demonstration (Weave, CurricUNET, etc.). The SLO committee also needs to communicate important changes/improvements to the whole reporting process. Tina had a hard time getting the documentation needed for the ACCJC report. Part of reason was a lack of communication and awareness of what we must do to meet the standards and respond to recommendations. We also have a new Dean of Institutional Effectiveness, Research, & Planning that will be helping us make improvements. We cannot effectively communicate these if we do not have a way of communicating with faculty/staff face-to-face at Welcome Back. The proof of this need can already be seen in all the confusion there is about the SLO/PLO revision process. Please do not make our jobs more difficult because ultimately it affects the whole institution.

Thanks.

Fredy

Approval Request for FPD Credit for Non-Shared Governance Committees

Faculty members who participate in committees that are not designated as shared governance committees (see Appendix A of the FPD Program Book for a list of approved shared-governance committees) may request FPD credit if the committee meets the required criteria: the committee is officially organized, with agendas and minutes that may be accessed by other campus employees, and it supports the college mission and/or enhances the internal governance of Antelope Valley College.

Committee chairs may request approval of the committee by submitting this form and appropriate documentation to the Academic Senate office by the 8th week of the semester. The FPD Committee will review the request and determine if the committee meets the criteria established by the committee and based on the State Chancellor's Office professional development requirements.

Date: 10-1-2013

Committee: Basic Skills Committee

Committee Chair: Agnes Jose-Eguaras Ext./phone: 6357

Frequency of Meetings: Twice a month Length of Meetings: 1.5 hr

Committee's Purpose: See attached

Current Member List: Mary Rose Toll, Dr. Charlotte Forte-Panell
Dr. Les Khazy, Toraj Gordi, Veica Jennings
Wade Saari, Diane Flores-Kagan,
Carolyn Burrell, Agnes Jose Eguaras
Michael Hancock, Scott Jenison, Audrey Moore

**Please attach a copy of the most recent agenda and minutes.*



Basic Skills Committee (BSC) 2013-14 Schedule of Meetings and Events

August 16:	<u>Fall Welcome Back Day</u>
September 3:	Regular meeting, 3-4:30 pm, A 140
September 17:	Regular meeting, 3-4:30 pm, A 140
September 20:	<u>AVC Basic Skills Forum, 9:00am-12:00pm, SSV 151</u>
October 1:	Regular meeting, 3-4:30 pm, A 140
October 15:	Regular meeting, 3-4:30 pm, A 141
November 5:	Regular meeting, 3-4:30 pm, A 140
November 19:	Regular meeting, 3-4:30 pm, A 140
December 3:	Regular meeting, 3-4:30 pm, A 140
December 10:	<i>Send out call for 2014-15 Basic Skills funding proposals</i>
January 31:	<u>Spring Welcome Back</u>
February 4:	Regular meeting, 3-4:30 pm, A 140
February 18:	Regular meeting, 3-4:30 pm, A 140
February 28	<u>AVC Basic Skills Symposium, 8:30am-12:30pm, SSV 151</u>
March 4:	Regular meeting, 3-4:30 pm, A 140
March 14:	<i>Deadline for 2014-15 Basic Skills Funding Proposals</i>
March 18:	Regular meeting, 3-4:30 pm, A 140
April 15:	Regular meeting, 3-4:30 pm, A 140 (<i>March 31-April 5: Spring Break -- No Meeting</i>) 2014-15 funding proposals review & approval (closed meeting)
April 18:	<u>AVC Basic Skills Forum, 9am-12pm, SSV 151</u>
April 29:	Regular meeting, 3-4:30 pm, A 140 (5 th week of April) 2014-15 funding proposals review & approval (closed meeting)
May 6:	Regular meeting, 3-4:30 pm, A 140 Develop 2014-15 AVC Basic Skills Action Plans Academic Senate and Board need to approve final Action Plans at <u>May</u> meetings
May 20:	Regular meeting, 3-4:30 pm, A 140
May 30:	Distribution of Approved 2014-15 Basic Skills Funding Award Memos

Antelope Valley College - Basic Skills Committee

Type of Committee/Authority:

Campus-wide committee

Purpose:

In response to the Statewide California Community College System Office Strategic Plan for improving student access and success, the Basic Skills Committee will coordinate with other campus committees that focus on basic skills development, such as the Student Success and Equity Committee, Matriculation, and Enrollment Management Committee. College courses particularly in Math, English, and Reading will be studied. ESL Credit Program, as well as, other credit and non-credit programs, will be reviewed to ensure that best practices are utilized across campus to better serve students. A review of student success will be studied, along with student support such as peer-tutoring, learning and study skills, and counseling. The Basic Skills Committee will oversee and manage the basic skills state budget, inform SPBC, make recommendations to the President, and write grants when available.

Committee submits recommendations to:

(To whom does the committee submit recommendations?)

Academic Senate, Mutual Agreement Council and College Coordinating Council

Product:

To enhance basic skills practices across campus, develop action plans and provide an academic year-end achievement report, grants, write and submit the System's Office Budget report.

Composition:

Vice President of Academic Affairs or designee Co-chair
Faculty Co-chair (appointed by Academic Senate)
Vice President of Student Services
(1) Counselor
Dean of Math, Science & Engineering
Dean of Language Arts
Dean of Student Services
(1) Math, Science & Engineering Faculty
(1) Composition Coordinator
(1) ESL Faculty
(1) Reading Faculty
(1) Learning Center Faculty
Assessment Coordinator
(1) Office of Student Disabilities Learning Specialist
Institutional Researcher
(2) Faculty (appointed by the Academic Senate) (1 Transfer/1 Vocational)
(1) Library Faculty (approved by the Basic Skills Committee May 8, 2008)
(1) GED Faculty (approved by the Basic Skills Committee April 14, 2009)
(1) Student Representative (appointed by ASO)

Terms:

Determined by position, Academic Senate appointments serve a two-year term, Student representative serve a one-year term.

Quorum:

A simple majority of the committee's voting membership.

Meetings:

Meetings are held monthly during the academic year.

Minutes/Records:

Minutes/Records are posted by the co-chairs on the BSC MyAVC group page.



ANTELOPE VALLEY COLLEGE
Basic Skills Committee
AGENDA

Tuesday, October 1, 2013
3:00-4:30 pm, A-140

BSC MISSION STATEMENT:

To increase student retention and success, this committee provides holistic structure and support to:

- 1) students
- 2) instructors
- 3) support services, and
- 4) the community

This support is based on data, theory, planning, dialogue, and collaboration, resulting in effective practices.

AVC Basic Skills Direction/Focus

- reduce number of students who need Basic Skills
- create conditions to help students be successful
- compress the time of Basic Skills

<u>Agenda Topics</u>	<u>Action/Info</u>
1. Welcome and Approval of Minutes	
2. Success Center	
3. DLAs	
4. Learning Communities	
5. AVC Basic Skills Forum	Friday, September 20 at 9am-12pm, HS 201
6. Other	
7. Next Meeting:	10/15/13 at 3-4:30PM, A-140

September 17, 2013 at 3:00-4:30 pm, A140

PRESIDING: Santi Tafarella, Co-Chair

PRESENT: Mary Rose Toll, Dr. Charlotte Forte-Parnell, Dr. Les Uhazy, Tooraj Gordi, Vejea Jennings, Wade Saari, Diane Flores-Kagan, Carolyn Burrell for Van Rider,

ABSENT: Agnes Jose Eguaras, Michael Hancock, Scott Jenison, Audrey Moore

GUESTS: President Knudsen, Dean Meeta Goel

1) Welcome and Approval of Minutes

The meeting was called to order at 3:07 PM. As per the agenda, the approval of the minutes from the September 3, 2013 meeting will be conducted at the October 1 meeting.

2) Success Center

Santi stated that he had generated a letter that reflected on the rationale of the Success Center. Before reading, he gave a background synopsis of the Success Center. In 2011, himself, Charles Hood, Vejea, Agnes and several others conducted a meeting with Sharon Lowry and discussed that we were not fulfilling what was required for the Title V grant as it was written. It was suggested that portables be placed out that year but this did not happen. After further discussion and with the clear commitment from Ms. Lowry that if the committee followed the "process", we would get the Success Center sometime in 2012 but this did not happen. We went over our Master Plan; we put aside money to purchase what was going to be needed and had all of our ducks in a row. We even had a meeting with Christos Valiots and he confirmed that even though what the grant stated was to be done was not going to happen, he stated that what we were going to do was sufficient to satisfy the requirements. From Santi's perspective, it appeared that by the fall of 2013, we would have all of the items moved out of reading rooms but Mazie put a hold on the project due to concerns on how it was to be funded. Santi stated that Christos seems to think that he has the funds for the project. The dialogue stalled during the summer time when everyone left campus so here we are in the fall trying for the final push to finalize the project by spring 2014 when we could open up those rooms. But Doug Jensen is stating that the process is too rushed for him but Santi can't understand this since we have had since 2011 to do this but he is acting like it is difficult. Santi spoke with Newton Chelette, thru his secretary, who relayed that he wants nothing from those rooms such as desks or computers and that it can all be sent to the boneyard. Dr. Parnell confirmed this could be done. Dr. Uhazy further explained that those desks and computers had been moved over from the APL Building for a film classroom, but the technology is very old and the MACs had been eliminated long ago but maybe the desks could be used somewhere. Dr. Uhazy did confirm that Dr. Parnell could do the paperwork to eliminate the material from the rooms. Santi explained that we are within a month and a half of bringing this project together before spring semester.

President Knudsen has arrived for the meeting. Santi brought him up to speed on where we are and at this point asked all members to read his letter. Once finished, Diane commented on one of the last lines in the letter relating to elements in Administration and among faculty that may be putting up obstacles to the final realization of the Success Center. Diane wanted everyone to know that these obstacles were positively not coming from Learning Center faculty. Santi admitted to having heard from someone else that it was not a good idea and perhaps we have not sold it sufficiently yet. It was felt by the members of the committee that all areas of the college including classrooms, library, Learning Center, etc., were success centers but the new Success Center was going to have a distinct function. Santi then queried Mr. Knudsen on his thoughts. Mr. Knudsen stated that it is progression and he feels that the semantics are unfortunate. Learning happens in every classroom on this campus. There are many students who come to this campus who can neither read nor write well and the Learning Center is used as a resource for them to improve on those skills. The Success Center comes as an acronym through a grant to create a separate space, not because of some mandate, and the name may have been adopted through the legislative process involving the Student Success Scorecard. So he hopes that the mixing of terms isn't creating an unfortunate separation here on campus when we are here to take care of all students. He does not know if that explains it or not. To the degree that we made a promise in a grant and it is a part of the work plan and there is a specific function for an identified space to enhance the efforts of the Learning Center, that is fine, and those obstacles will get knocked down. Whatever has been a problem in the past is going to come to an end and we will meet the requirements of the grant. Beyond that, he hopes that the committee will work with everybody in an inter-disciplinary fashion to support our students and enhance learning. Our students have told us they would like to have the opportunity to investigate the natural inquisitiveness that we were all born with and have the environment to do it in. To that degree, let's not let pockets of money and individual initiatives get in the way of what our central purpose is. To the degree that we have the two rooms in the Learning Center that are going to be used as well as renovation of the rooms in the ME building for reading, we may not have all the finishing touches nor it may not be pretty but with a checklist in place, we can move forward. He cannot guarantee that all will be finished and ready to go but if there is someone in the way who is saying no, he wants to know and why. There does not appear to be someone doing this on purpose that is known but if it is inadvertent such as a miscommunication, missed a deadline, etc., that could be understood, but he can assure the committee that we will not be

files in one of the rooms and President Knudsen commented that these would have to be boxed up in order to be destroyed.

Santi also asked President Knudsen if he would address the issue that what we are all doing is for the success of the students. Santi wanted to give him a perception of the situation that has been in place for over a decade whereby English has perceived the Learning Center function as supporting the classroom/teacher. Somewhere along the way, at least ten years, English faculty went one way and Learning Center faculty went another. Santi has tried numerous times to create bridges between the two groups. He has invited the Learning Center faculty to meetings at his home where retreats were being held which resulted in English faculty becoming extremely angry and refusing to come if they are present. The relationships are strained between the two groups and has caused further problems when Santi has tried to run defense to bring the groups together to mutually work for the good of the students. Santi has nearly hurt relationships with people by trying to bring the two groups together. Santi feels that one way to broach this strain is by creating the Success Center and getting the English faculty involved seriously in the Learning Center, even in proximity so they start meshing their vision together. From his vantage, the Success Center is the opportunity to turn the Learning Center into something that is really integrated from the English side. Diane has a suggestion on how to get started on this. Recently, she came across a white paper by the Council of Learning Assistance and Developmental Education Associations. It is called Meaningful Access and Support – Action for U.S. Colleges and Universities and Higher Education Policy Makers to Provide Meaningful Access and Academic Support for all students. Meaningful access and academic support are imperative to increase graduation rates, develop an educated workforce, strength the economy and compete globally. There are five imperatives. Number one is to expand evidence-based comprehensive support systems and it very clearly states under number one "that no one path to college completion exists nor is one type of academic support sufficient for every student. Varying systems must be in place that provide different levels of support and are embedded in the overall fabric of all institutions." Diane feels that the Learning Center is not the be all-end all of learning assistance. She feels that we should try different things to see if they will work for the student. Mary Rose commented that when she started in 2008, she definitely felt a strain between the Learning Center and the Reading Faculty and since then a bridge has been formed. They are working together through the Directed Learning Activities which is serving so many students. The Reading Faculty is working together with the Learning Center faculty and that is what she sees as a Success Center. Diane stated that the tutoring in the Learning Center is peer-based but if you bring in a faculty member to do tutoring, students would want to be tutored by the instructor. So thought needs to be put into what can be created for faculty by utilizing LC113 and LC114 and allowing them to do some experimentation to come up with new ideas to help students. Santi feels that this would allow for more faculty to get in contact with each other on ideas.

President Knudsen has had the opportunity to observe several models and been responsible for some at various institutions during his career where one was the Academic Development Department. This was a completely separate department where they hired faculty which took care of all of the basic skills developmental education on campus. He has also been involved in another school in Oregon where the pre-collegiate work was just a part of the department. There was no separate department and all faculty rotated through the courses and taught everything that was available within the department, so you could be teaching pre-collegiate and advanced in the same quarter. It was a way of dealing with all of the students. That model helped the students with progression through the curriculum much faster but the basic skills faculty, the learning center faculty, and the English faculty worked with the same department chair who worked out the schedule and everyone had to meet the same minimum qualifications. So someone could be teaching a first-level basic skills English course as well as an English literature course or a last composition class as part of their load in the same quarter. Much the same happened with the math department. At Moorpark, they used Learning Communities for basic skills in a lot of ways. President Knudsen stated that it is a matter of resources and how much basic skills and levels we can offer and it has to be well defined, meaning math, ESL, reading, writing. President Knudsen has already talked to the superintendent of the high school district about making sure that we build good bridges with adult education into our basic skills. If they are not ready for two levels below, they will be taken care of in the high school system and then when accomplished, the bridge will bring them over to AVC. We don't have the money to permanently handle this and we cannot depend on grant money to fund this as some colleges do. We are here for the student to transfer or to go into the workforce or both and that's it. The basic skills mission has to be fulfilled but to what degree. The partnerships that we can build with the high schools will build those bridges because they have the adult education. We can work this out but for now it is just an idea where perhaps we can get some of those students and offer some of that instruction on our campus so that for the students who are in adult schools, they will be on a college campus and not on a high school campus because in their heads that is part of the progression and they are not being penalized. Adult education is going through a transformation the way it is funded and there is a lot of stuff out there to read and some came from the Chancellor which he has not had the opportunity to read. President Knudsen truly hopes that everyone sees it as an integrated activity that the separation is unfortunate about CT programs and academic programs. President Knudsen's discipline happens to be classified CTE in the California Community College Systems but he dares anybody to challenge its rigor as an academic discipline at the four year schools. So that is his point in saying that and how it all folds together and he hates to see those separations and they

Santi commented to President Knudsen that AVC has been floundering with a number of models for several years so he feels that the president could come in with a different vision to that. President Knudsen stated that it is mostly an attitude but Dr. Parnell commented that it is philosophy, too. Dr. Parnell commented from Santi's letter that "A Success Center within the Learning Center, though it may feel a bit threatening to the Learning Center faculty, is likely to make for a meshing of English faculty and Learning Center faculty over time". She would like to see it campus-wide faculty, because in conjunction with what President Knudsen said, we have students challenged at all levels and they need to have someplace to go that is not focused on any one particular thing. We must get out of the mindset that the Learning Center is for people who are challenged in some way, but make it a true Success Center where people want to be successful, whether they get straight A's all the way to basic skills student so we need to work on that, but not just English but faculty campus-wide where we all work together to support students to be successful. President Knudsen pointed out that at Moorpark, they hired tenure tracking English faculty who provided assistance in the hiring of the tutors for all levels of English for the Learning Center and the Math Center did the same. Workshops were held periodically to give assistance to the tutors as they dealt with the students. It was this model that led to the Learning Communities that the integrated practice of reading and writing was developed for moving students through and helping and as we all know "a student who reads good writers, become a good writer". As Dr. Parnell stated, we are here for all of the students but most of them are going to be basic skills students. Maybe we should look at a model that would support everybody but first we need to start on the front end by working with the high schools and building our bridges but we have to make that determination as a college. Santi mentioned that there is a shortage of English 101 classes and queried President Knudsen if he had met yet with the English chair, Mark Hoffer? The data shows that 20% of our students are testing into English 95 and that puts him in a dilemma – should he offer 20% of our English load to English 95 students because that will reduce the amount of English 101 courses that can be offered. This then causes another dilemma where English 101 is the gateway to many other higher multi-disciplinary level courses on campus. President Knudsen asked if we had variable credit courses in English but was informed that we only have it in math (Math 099) right now. He feels that it could be developed with the Learning Center but you have to have the resources and it eliminates classroom needs and defined periods of time for sections of English 95 or ESL. Santi commented that 40% of our students assess into English 101 so 40% of courses are for English 101. President Knudsen commented that perhaps those sections of English 95 or ESL would best be done in an adult education environment and the schedule be expanded for the upper levels where they are needed. Once you build the bridge for them to return to AVC to continue their education, they will return. You have freed up the bottleneck when you reduced your courses to cover for the lowest basic skills which takes away from English 101 and now given that availability to be used for more English 101 sections. Dr. Parnell stated that ESL lacks the rigor at the adult school that it receives at AVC. President Knudsen stated that we have to work through those things but at some time, ESL and English have to meet. Dr. Parnell agreed and that is not what is happening right now. President Knudsen stated also that there needs to be an equivalency. Dr. Uhazy stated that they have done this with math with their SMAP and they have their articulation agreements in place and they work together on this. Mary Rose also stated that her READ 95 should be in the adult education environment because many come into the class being non-readers, but they have cut it down to two levels and accelerated the READ 97 and READ 99. President Knudsen stated that it is just hard dollars and cents and is just unfortunate, but we can't let our transfer mission and our accredited CTE mission become diluted to the point where we are not doing a good job there either because when the students do emerge from the basic skills program and are ready, they do not have a program to go to. We have to be sure that we do not lose that balance and it has been too easy for people to pass things along without dealing with it upfront and that is one of his hopes for the colleges that we become self-sufficient to the degree that we can.

Diane commented to the members that she will send to each of them a copy of the document that she highlighted earlier in the meeting and feels that it will become a very important starting point in the months to come. She hopes that all faculty on campus will be open to discuss with Learning Center faculty the important concepts and what more we can be doing to enmesh what we are already doing in the classroom and the Learning Center. Vejea commented that he feels it could be pedagogy but probably more personality at this point because he doesn't feel the conflict is as real as we think it is. He is asking if Dr. Parnell could take on the responsible leadership of arranging an all IRES/English/ESL/Reading/Writing retreat where all sides are invited on a Saturday. Perhaps this will overcome the problems that have been in the past. Also, there is also a once-a-month meet and greet lunch with Dr. Parnell at Camile's.

President Knudsen gave a suggestion to the committee that if it could come up with an integrated plan that included Learning Communities (linking two classes but no more than three), including basic skills and transitions or something like or where it supports and all faculty get involved and come up with a plan, once we present it to him, he will sit down with Ms. Lowry and discuss dedicating the resources to a certain number of Learning Communities per semester, math included. Once while he was in Oregon, he did a dual course with a teacher who taught technical writing while President Knudsen taught statistics and quantitative research methods. Dean Goel asked how meaningful are we making students' studies in order for them to remember them? President Knudsen took the example of a welding student who would see the material

Learning Communities as another avenue for students to learn. Just put your ideas together and present them and he will definitely speak with Ms. Lowry about them. It may not be many at first, but it could be a start. Diane asked if there was a need for additional staff, could that happen. President Knudsen could not answer that question without more facts, but let's look at the plan.

After President Knudsen left the meeting, Santi asked if the members got the impression that we are moving forward. Everyone agreed that the time he spent with the committee today was invaluable and as Dr. Uhazy pointed out, he is an academic and a teacher, and that is critical to the success of the college. The task is now before the committee and Carolyn (who wishes to replace Van Rider) asked if perhaps a library course could be linked with an English course? Or could the librarian come to the Learning Center and give workshops on how to do research for papers or perhaps do tutoring? She feels there is lots of ways the library can help the student by using the EBSCOHOST System and many students may not know about it. Dr. Parnell mentioned that Carolyn could just schedule something for the Learning Center at her convenience. Dean Goel asked how much the Basic Skills Committee has researched Learning Communities as they are very powerful models as data has proven and they have paid for themselves, even if there were added expenses such as tutors or staff. Diane responded that a number of years ago, the college did have them and many students expressed how much benefit they received from them. Dr. Uhazy also pointed out that SOAR High School is one large Learning Community and that is why it is successful. Everyone has bought in, students have their required courses to take, and faculty were all onboard. Mary Rose mentioned that they had attempted to do Learning Communities over the summer session by putting a reading with a math but did not have enough time. Santi asked who we could contact at SOAR that could help us with putting together a small Learning Communities model? Dr. Uhazy suggested that we speak to Chris Grado, Stephanie Herrera, Nancy Speaks or perhaps some of the faculty.

3) AVC Basic Skills Forum

Mary Rose spoke about the forum coming up on Friday. First, there will be an introduction and then the attendees will be divided into groups to do the Marshmallow Challenge. Each group will receive 20 pieces of spaghetti, one large marshmallow, one yard of string and one yard of masking tape. The purpose of this is for the members of each group to work cohesively together to build the highest free-standing structure within an 18 minute time limit. The winners of the group will receive Quest for Success t-shirts. If you wish, you may go online to TED to watch the video and find out that the best are kindergartners and engineers. Most groups do not realize the weight of the marshmallow at the top of the structure and what it takes in order to hold it up there, but the main idea to get across is that we must all work together in order to make the Success Center a reality. Next, Audrey will talk to the group about tools. For the second activity for the forum attendees, Mary Rose will show a video/poster that she and Karen Lubick put together as part of an assignment when they attended a BSILI Conference at Lake Arrowhead. Each group picked an area of the college and had to show how it factored into the success of the students. The attendees at the forum on Friday will each pick an area of AVC and produce a poster to show how that area factors into the success of our students. Finally, Mary Rose then said the model of the Success Center will be presented as it is today. Then two index cards will be passed out to each attendee where they would write an obstacle on one card and a solution on the other, followed with discussion.

4) Other

None

Next meeting: October 1, 2013, 3 – 4:30 PM, A-140

Adjourned: 4:25 p.m. pg/aje

Approval Request for FPD Credit for Non-Shared Governance Committees

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Date: 8/19/13

Committee: Nursing Faculty

Committee Chair: Dr. Karen Cowell Ext./phone: 6402

Frequency of Meetings: Monthly Length of Meetings: 1.5 hours

Committee's Purpose: To serve as the communicating agent regarding curricular and administrative issues between the Nursing Faculty and students, The Academic Senate, Dean, VP for Academic Affairs, President of the College, Adjunct Faculty, and Community agencies.

Current Member List: Victoria Beatty, Bonnell Curry, Debra Dickinson, Linda Harmon, Sandra Hughes, Sandra Robinson, Casey Suckmore, Susan Snyder, Marianne Stewart, Elizabeth Sundberg, Denise Walker, Candace Martin, Annette Jones

*Please attach a copy of the most recent agenda and minutes.

BRNAD NURSING FACULTY MEETING MINUTES
ANTELOPE VALLEY COLLEGE

Health Sciences

March 4, 2013 3:30pm

Present: K. Cowell, Hilda Barkale, Vickie Beatty, Yesenia Cota, Bonnie Curry, Debra Dickinson, Linda Harmon, Sandra Hughes, Sandy Robinson, Susie Snyder, Marianne Stewart, Liz Sundberg, Casey Scudmore (Recorder) Denise Walker.

Student representatives: Jason Barker

Start time: 1530 End time: 1720

Agenda Item	Presenter	Discussion	Action
Minutes of October 15, 2012		No discussion	Approved
2012/2013 attrition/retention grant-budget update	K Cowell	balances \$1600 conference/\$19876 equipment/\$1064 supply	Faculty to identify needs for student success and communicate these to Liz
COADN conference	Liz	<ul style="list-style-type: none"> ◦ Now 6th board member on BRN, still short 3 public members new computer system-BREEZE individuals can log application and complaint ◦ many students violating policy by calling and using cell phones during test break, Pearsonvue confiscates phone and student does not get results listed as violation and BRN disciplines-can't write for the exam for 1 year ◦ Traffic violation-increase from \$300 for reporting DUI without aggravation-confess and write it up, will be able to submit application case by case basis ◦ Admission criteria and scoring: Feasibility study-new private programs may startup military experience-teach to the level of LVN, use for admission see handout for pre-screening enrollment criteria-give points for specific criteria based on certain criteria-successful in decreasing attrition according to Riverside and Saddleback TEAS alone has little effect on attrition very good indicator is science GPA-should be 3.0, ours is 2.5 also number of attempts at science goal is state to track must be careful with disproportionate impact or not receiving transcript students would have to apply every semester for enrollment may take a random percentage from the pool to avoid disproportionate impact 	Faculty to consider current and possible changes to admission criteria

readmitted students would need a different plan (Sandy) San Diego uses a checklist and students provide the

		<p>information for the criteria, many programs using points for admission have to provide an equivalent way for students to enter the program- can use points as a way to have minimum criteria can increase probability of success-document disproportionate impact and have a written action plan</p> <ul style="list-style-type: none"> Rep from NO-ADN (national org) volunteer org to voice concerns from ADN programs-address no clinical sites to ADN and use of IOM to say BSN by 2020 and ADN needs voices heard-need chapter in CA-we could join \$400 college, conference in Reno in Nov-need a budget for this-current budget \$200 for surveymonkey, \$100 CO-ADN magazine teaching and learning magazine, networking opportunities, scholarships 	
Attrition	K Cowell	Continue to encourage students to work with Kaplan and come to class	K Cowell to look at impact of increasing probability of success
Self-study report	Liz	<p>Tips for self-study report-Fall 2015</p> <ul style="list-style-type: none"> Summary of minutes at end of year-attrition etc what did we do, easier to refer back and review Need to look at report this Spring since last full visit need to review standardized procedures with students, even staff RNs do not understand frequent turnover of directors Transfer model curriculum-change curriculum to the courses that are accepted by CSU to help students be successful in transfer *1:5 ratio update-wonderful in NS200 helpful to the LVNs time spent and bringing them forward to where they need to be. extra opportunities for skills, lack experience and don't know how to work in clinical, many graduated several years ago and have never been in a hospital, lacking a great deal to be successful-BP, Pulses, Respiratory, basic skills-lacking clinical judgment-have increased time in post-conference require much direction-need to increase clinical hours in transition course or admit into 2nd semester? Would have to offer a different course for the 30 unit option students-teach at the same time, require different number of clinical hours-can't require more than 2 semesters-has to be same for all Another grant for LVNs? consider this for 1:5 ratio in 4th Fall 2013? no comments from generic students that are in the 1:10 group 	<p>Consider 1:5 ratio in 4th semester for LVN transition students if obtain an additional grant</p>

Computer access for students		<ul style="list-style-type: none"> • HS213 computers have arrived-software is not working properly and then computers can be placed-additional laptops can be locked up • HS205 computer desks will be ordered-for IV simulators 	
CLOSED SESSION Course Reports		<ul style="list-style-type: none"> • course reports- NS110-no exams 54 students NS 111-56 students-9 below 70, 3 in low 60s NS 120-42 students, all passing NS 121-21 students, 2 not passing NS122-20 students, 35% not passing, 3 probably not make it NS 230-40 students, 2 low 60s NS 231-38 students, 8 Ds, 1F NS 232-27 students, all passing NS 240-no assignments yet NS241-average 65% on first quiz, first test today 	
Integrating VN faculty with NS faculty		<ul style="list-style-type: none"> • 2 full time faculty need to be integrated into RN program simulation lab specialist tech position reviewed as a group-previously discussed to hire a classified person in-skills lab duties added • Annette agreed to take this position-will be able to add skills lab hours-to attend a level 1 simulation training in June setup and breakdown simulation equipment-see specialist first handout-no Sunday hours • Candi-Fall 2013 to be placed in 1st semester, move others to 4th who are willing 	A schedule to be discussed with Dr. Cowell and Liz

ASSOCIATE DEGREE NURSING FACULTY MEETING MINUTES
ANTELOPE VALLEY COLLEGE

Health Sciences

April 15, 2013 3:30pm

Present: Stirlie Cox, Bonnie Curry (recorder), Debra Dickinson, Linda Harmon, Sandra Hughes, Sandy Robinson (entered 3:45), Casey Scudmore, Susie Snyder, Marianne Stewart, Liz Sundberg, Denise Walker, Dr. Karen Cowell (chair). Absent: Vickie Beatty due to conference.

Agenda Item	Presenter	Discussion	Action
1. Open Session Minutes of March 15 th deferred			
2. 2012-13 Attrition/retention grant- Budget update	Dr. Cowell	Attrition grant: there is no money for next year. There will be carry over money from this year. The actual amount is not yet determined but estimated \$20,000-\$22,000 to be carried through to next year. Discussed spending the money by continuing to offer 1 to 5 ratio of instructor to LVN transfer students in the med/surg portion of fourth semester clinical. The cost is estimated at \$16,500 so could fund for 2 sections of 5 weeks.	Faculty in favor of using the grant money in this manner.
3. Report from Psychiatric Nursing Conference	Denise Walker	Denise reported on the sessions she attended. She reported that the conference was very good and had a lot of updated and new information. One particular item is that there will be some changes in classification of some disorders.	Denise will compile a summary of some of the main points from the conference and have that available for the faculty.
4. Schedule	Liz Sundberg	Liz distributed the Fall 2013 schedule. Discussion regarding Annette's schedule as Skills lab coordinator/simulation technician. She will be non-instructional Faculty at 30 hrs/week contact with students, 1 hr planning, 5 hours office hours. Other discussion regarding which clinical units to use for which courses and what rotations to schedule the 1 to 5 ratio.	Liz will revise schedule based on discussion.
5. Other items a. PRMC Nurse's Day	Dr. Cowell	May 6 th 6pm at PRMC. Jane Fry, Linda Lawson, Jeannie Reinsberger will present a panel discussion, the same topic presented in September at AVC. Students are asked to present projects also.	
b. Student Success Advisor		Stirlie Cox position as Student Success Advisor will no longer be funded after this semester. Dr. Zimmerman's office will continue to offer referrals to Kaiser to students with mental health issues.	
c. Perkins Outcome		There will be funding for a Counselor for Vocational Programs. The focus is on keeping students on track with general education requirements. The funding is at \$3,500.00 for one year.	

d. Flipped Classroom		The presentation will be held April 29 th at 3:30 in HS 217 for one hour. Afterwards Casey will offer information on using Blackboard for classroom testing.	
e. Advisory Meeting	Liz Sundberg	Discussed list of people to invite.	
5. Closed Session Course Reports	Faculty	<p>NS 110: Started with 54. All completed the course.</p> <p>NS 111: Started with 57. Three students have dropped. Currently 9 students are below 70%. 5 Students have OSD. All satisfactory clinic.</p> <p>NS 120: deferred</p> <p>NS 121: first 8 week 21 students all passed; currently have 20 students. Have piloted computer testing and clinical evaluations on Blackboard.</p> <p>Have implemented student leader role in OB.</p> <p>NS 230: 63 students all passed</p> <p>NS 231: First 8 weeks 37 students all passed (range 87%-73%). Kaplan scores ranged from 13-18 out of 20 points. 9 students were OSD. There were 4 clinical groups with one 1:5 instructor to LYN ratio. Community. HDMG went well; AV Clinic not so well-students were assigned to medical assistants vs RNs. Pulled students from area. Plan to resolve problem for next rotation.</p> <p>NS 232: First 8 weeks 27 students all passed. Kaplan testing done everyone did greater than 50%.</p> <p>240: 3 students currently not passing.</p> <p>241: 24 students currently not passing after 2 tests.</p>	
Adjournment		Adjourned at 1730.	

Associate Degree Nursing Faculty Meeting
Monday, April 15, 2013; 3:30 pm in HS 217

1. Open Session (Student representatives can attend this portion of the meeting)
 - a. Minutes of April 15, 2013 meeting
2. 2012-13 attrition/retention grant—budget update
3. Report from Psychiatric Nursing Conference (Denise Walker)
4. Fall 2013 schedule (Liz)
5. Closed session
 - a. Course reports
 - b. Other items

Agenda sent 4/8/13

Associate Degree Nursing Faculty Meeting
Monday, March 4, 2013; 3:30 pm in HS 217

1. Open Session (Student representatives can attend this portion of the meeting)
 - a. Minutes of October 15, 2012 meeting
 - b. Integrating VN faculty with NS faculty
 - c. Fall 2013 schedule (Liz)
2. 2012-13 attrition/retention grant—budget update
3. Other items
4. Closed session
 - a. Course reports
 - b. Purchasing guidelines

Agenda sent 2/26/13

Approval Request for FPD Credit for Non-Shared Governance Committees

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Date: 8/19/13

Committee: Associate Degree Curriculum Committee

Committee Chair: Elizabeth Sundberg Ext./phone: 6414

Frequency of Meetings: Monthly Length of Meetings: 2 hours

Committee's Purpose: Its duties are to plan, organize and evaluate the components of the nursing curriculum for ASN.

Current Member List: Victoria Beatty, Bonnell Curoy, Debra Dickinson, Linda Harmon, Sandra Hughes, Sandy Robinson, Casey Scudmore, Susan Snyder, Marianne Stewart, Elizabeth Sundberg, Denise Walker, Candace Martin, Annette Jones

*Please attach a copy of the most recent agenda and minutes.

ANTELOPE VALLEY COLLEGE
ADN CURRICULUM MEETING
AUGUST 26, 2013
HS 205
3:30 PM

AGENDA

1. APPROVAL OF MINUTES FROM MAY 20, 2013 (BONNIE)
2. CMAP WEBEX
3. PROGRAM REVIEW
4. CORS, COURSE PROPOSALS, SLOS AND FORMATIVE EVALUATIONS
5. CARE PLAN FORMAT (MARIANNE, BONNIE, DEBRA, CANDY, VICKIE)
6. LVN CURRICULUM
7. NCLEX (VICKIE)
8. NEXT MEETING – SEPTEMBER 23, 2013

ANTELOPE VALLEY COLLEGE
ADN CURRICULUM MEETING
MAY 20, 2013
HS 194
3:30 PM

AGENDA

1. APPROVAL OF MINUTES FROM APRIL 22, 2013 (DEBRA)
2. CORS, COURSE PROPOSALS, SLOS AND FORMATIVE EVALUATIONS
3. CARE PLAN FORMAT
4. KAPLAN - BENCHMARK
5. NEXT MEETING – AUGUST 26, 2013

CURRICULUM MEETING MINUTES

ANTELOPE VALLEY COLLEGE

Health Sciences Room HS 194

April 22, 2013 3:30pm

Present: Vickie Beatty, Bonnie Curry, Debra Dickinson (recorder), Linda Harmon, Sandra Hughes, Sandy Robinson, Casey Scudmore, Susie Snyder, Marianne Stewart, Elizabeth Sundberg (Chair), Denise Walker

Agenda Item	Presenter	Discussion	Action
Approval of minutes from March 25, 2013	Liz	Correction: change "Curriculum" from "AND" at heading. Change topic of "Kaplan" to "Skills Lab."	Linda moved to approve with corrections. Sandy seconded. All in favor.
Transfer Model Curriculum (TMC)	Liz	<p>Recommendation to change units in courses in the new curriculum to match the TMC units to avoid having to changes in the future. Need to change to have a total of 70 units.</p> <p>Change speech class back to Com 101.</p> <p>Philosophy 105 is acceptable (same as Philosophy 120).</p> <p>Need to change to a total of 36 nursing units from the current total of 40.5. Need to decrease 1.5 units in theory and 3 units in clinical</p> <p>No change to NS 232 since it was already decreased in units from current curriculum. Reviewed all new curriculum units in lecture and clinic.</p> <p>TMC Conference call at 0900 on Thursday. Liz encouraged everyone to attend. Electronic mail was sent from Dr. Cowell regarding this.</p>	<p>1st semester lecture changed from 4.5 units to 4 units.</p> <p>2nd semester Medical Surgical I clinic changed from 4 units to 3 units and Obstetrics lecture from 2 units to 1.5 units.</p> <p>3rd semester Medical Surgical II clinic changed from 4 units to 3 units.</p> <p>4th semester Medical Surgical III clinic changed from 4 units to 3 units and Pediatrics lecture from 2.5 units to 2 units.</p> <p>Total now 18 lecture units and 18 clinical units.</p>
Course of Record (CORs), Course Proposals, SLOs and Formative Evaluations	Liz	<p>Everyone should have the new curriculum CORs on Curriculumet and write Student Learning Outcomes (SLOs). SLOs need to be checked to assure we are measuring what we intend to measure. Theory exams should be reflected in SLOs as well as clinical components.</p>	Linda will put them into the form if we send the SLOs to her.
	Linda	<p>For the current curriculum Linda reviewed to SLOs for all professional courses.</p> <p>Regular courses will be released July 1 for review. Faculty should do a non-substantial update. Review and check with Linda.</p> <p>Linda stated the selections for prerequisites and drop down menus for Course Proposals should be AA/AS, CSU only-vocational/occupational, no material fee, course repeatability. Category A & I. Link objectives to the methods of evaluation.</p>	Send Linda the updated book list for current courses and she will update the COR.

	Liz	Formative Evaluations for new courses are categories of Roles of Practitioner, Manager, Teacher, and Scholar. A sample form was reviewed and it was decided to keep the format the same for each course and faculty will modify it to meet course objectives.	Vickie will reformat the current sample formative evaluation and send it out to everyone for faculty to adapt for each course and develop a summative evaluation as well.
New Curriculum Courses	Liz	Changes needed to be made to the new curriculum course numbers already suggested due to the use of those course numbers in the past. Discussed if transfer students could be required to take the three Medical Surgical courses, Mental Health and Professional course. Discussed the number of weeks for courses in clinic and keeping one instructor for the whole eight weeks.	New course numbers will have an "A" added. Such as NS 101A for Fundamentals. Liz will investigate requirements and discuss at next meeting. Further discussion will occur at next meeting.
Care Plan Format for new Curriculum	Liz	Discussed what format we be used in new curriculum instead of Orem's Self Care Theory. Needs to meld with the curriculum. Faculty agreed to a form of nursing process.	Vickie will bring ideas from concept curriculum.
Kaplan	Liz	Bench mark of 50 th percentile ranking for proficiency of Kaplan exam. Students not at the bench mark need to remediate. Need to assure faculty is consistent with remediation and points applied to clinical grade.	Liz will bring paperwork from last Kaplan meeting to next meeting for further discussion and clarity.
Informational items: Flipped classroom	Liz	Liz reminded faculty of The Flipped Classroom DVD webinar on April 29 th at 3:30 pm in room HS 217.	
Testing on Blackboard	Casey	Casey will present how to set up computerized testing on Blackboard for nursing courses. She has spearheaded this in NS 121 with about 50% of the students testing online with good results and positive feedback from students. Students may test on laptops or tablets.	Faculty may bring questions to set up sample exam.
Next meeting	Liz	May 20, 2013 at 3:30 p m. Room HS 194.	Adjourned at 5:27 p.m.

ADN NURSING CURRICULUM MEETING MINUTES
ANTELOPE VALLEY COLLEGE
 Health Sciences

March 25, 2013 3:30pm

Present: Vickie Beatty, Bonnie Curry, Debra Dickinson, Linda Harmon, Sandra Hughes, Debra Dickinson, Linda Harmon, Sandra Hughes, Sandy Robinson, Susie Snyder, Marianne Stewart, Elizabeth Sundberg, Denise Walker (Recorder),
 Student representatives: Jason Barker

Start time 1550 End time: 1820

Agenda Item	Presenter	Discussion	Action
Minutes of March 25, 2013		Edit – 1/29/13 – Med/Surg III reviewed by Liz Sundberg, Marianne Stewart and Casey Scudmore 2/25/13 – Above 50 th percentile (integrated) – Okay Predictor – 60 th percentile – Okay Okay as written	Approved with corrections
Old Courses	Linda Harmon	Non substantial and review text/materials may be put in new courses – Materials fee pending on old courses SLO'S must be reviewed at same time as course Send to SLO Committee SLO and COR should be on same schedule	SLO - Hard copy to be forwarded to SLO committee
New Course Numbers	Liz Sundberg	NS 101 - Fundamentals NS 102 - OB NS 103 – Med/Surg I NS 201 – Mental Health NS 202 – Med/Surg II NS 203 - Peds NS 204 – Med/Surg III NS 205 - Professional NS 200 - Transition Liz Sundberg to review hours for each course Pre-requisite - Math	Liz Sundberg to clarify if old course numbers can be repeated
Fundamentals	Instructors	Discussed concurrent enrollment of NS Clinic -- Not a Co-requisite Discussed Transfer Model Curriculum course requirements Discussed adding Math as a pre-requisite.	Collective input on amendments/edits

OB – NS 102	Reviewed/edited/discussed collective course requisites/descriptions Course name, requisites, description, objectives, content Review/ed/discussed/edited - collectively	
Professional	Teaching to be added to Post-partum Professional nursing/Teaching – Methods of Evaluation On-line quizzing and case studies Delete proctor and unproctored Methods of Evaluation change – Broader Scope recommended versus specifics Kaplan – “keep simple approach.	
Med/Surg I	Amend “supervision of instructor” to “guidance of instructor”. Professional role – End of Life – “supportive care” used Written assignments to be referenced in “written”. Prepare for simulation to be listed under - “other” Methods of instruction – OK. Recommend – On-line quizzing and case studies to be used in lieu of Prep-U & Kaplan. Amendments to course name, requisites, description, objectives, content Application of theory to clinical practice – to be added	Amend as discussed
Mental Health	Example forthcoming	
Med/Surg II	“In collaboration with instructor” – to be added to course objectives Discussed NCLEX content being threaded throughout program Professionalism – Add licensure and professionalism responsibilities Discussed self-study modules in each course – Methods of Evaluation – to be sent	Linda Harmon
Peds	Amendments to course requisites, description, objectives, content “In collaboration” to be added. Scans competencies to be completed for each course	Linda Harmon

<p>Reading/writing life skills for working</p> <p>*Application and professional licensure and responsibilities* to be added</p> <p>Reading/writing/ai assignments and methods of evaluation to be reworked.</p> <p>Reviewed, edited, discussed course requisites, description, objectives, content collectively – corrections to be completed and resubmitted.</p> <p>Course: Requisites, description, objectives content, reviewed, discussed, edited collectively</p> <p>Corrections to be made and resubmitted</p> <p>Community/Theory added as own topic</p> <p>Assignments and methods of evaluation to be reworked.</p> <p>Re-workings to be completed and brought to next meeting.</p>	<p>Amend as collectively discussed</p>
<p>Professionalism</p>	<p>Provided for review</p> <p>Exceeds expectations to be removed</p> <p>N/S/U to be utilized</p> <p>Comments encouraged</p>
<p>Formative Eval Template</p>	<p>Meeting dates discussed -- 5/28 or 5/30</p> <p>Date set for 5/30/13 -- 0900 to 1100</p>
<p>Advisory Meeting</p>	<p>Date set for Mon 5/6/13 AT 3:30 P</p>
<p>Program Evaluation & Planning</p> <p>Keys</p>	<p>DVD's</p> <p>Medroom</p> <p>Cabinets</p> <p>Thermometers</p> <p>Bonnie Curry to send template</p> <p>Faculty to continue to work on these items</p>

Golden ticket	<p>Discussed adding to Summative Evals Students to be responsible Add to summative Evals (Golden Ticket – discussed and signed off)</p>	Amend as discussed
Skills Lab	<p>Discussed skills lab hours IV Push – 4th Semester IV Start – 2nd Semester</p> <p>Discussed PO Meds check-offs/self-study modules/syringe pumps/central line dressing changes/safety/communication</p> <p>Discussed Simulation hours/schedules</p>	Hours/schedules to be revisited



Approval Request for FPD Credit for Non-Shared Governance Committees

Glenn Haller <ghaller@avc.edu>

Mon, Sep 16, 2013 at 3:40 PM

To: igat@avc.edu

Cc: Nancy Masters <nmasters@avc.edu>, Newton Chelette <nchelette@avc.edu>, Julie Montana <jmontana1@avc.edu>

Please find attached the approval request for FPD Credit for non-shared governance committees as well as the attached minutes of our latest meeting for the Kinesiology, Athletics and Dance Future Curriculum Committee.

Our committee information can also be found at <http://www.avc.edu/administration/organizations/> - and updated information is being sent weekly to Stephen Burns for inclusion.

Please let me know if there is anything else that you require from me or the committee.

My thanks

Glenn

Chair - Kinesiology, Athletics and Dance Future Curriculum Committee

-

Dr. G. Austin Haller, JD

"But just call me 'Glenn'"

Professor - Kinesiology and Recreation

Antelope Valley College

661-722-6445 * ghaller@avc.edu

2 attachments

 Approval Request for FPD Credit for.docx
92K

 KFC MInutes 090913.doc
754K

Approval Request for FPD Credit for Non-Shared Governance Committees

Faculty members who participate in committees that are not designated as shared governance committees (see Appendix A of the FPD Program Book for a list of approved shared-governance committees) may request FPD credit if the committee meets the required criteria: the committee is officially organized, with agendas and minutes that may be accessed by other campus employees, and it supports the college mission and/or enhances the internal governance of Antelope Valley College.

Committee chairs may request approval of the committee by **submitting this form and appropriate documentation to the Academic Senate office by the 8th week of the semester.** The FPD Committee will review the request and determine if the committee meets the criteria established by the committee and based on the State Chancellor's Office professional development requirements.

Date: Sept. 16, 2013

Committee: Kinesiology, Athletics and Dance Future Curriculum Committee

Committee Chair: Dr. Glenn Haller

Ext./phone: 6445

Frequency of Meetings: Weekly

Length of Meetings: One hour

Committee's Purpose: To update and create Certificate and Degree programs in Kinesiology, Athletics and Dance to better serve our students and the Community, as well as, provide appropriate and accessible methods of communication, effectiveness, and evaluation of these programs.

Current Member List: Kathy Bingham, Frank Blua, Dr. Glenn Haller, Perry Jehlicka, Jerry Lewis, Cindy Littlefield, Mike Rios, Cindy Vargas, Joe Watts

**Please attach a copy of the most recent agenda and minutes.*



KINESIOLOGY, ATHLETICS AND DANCE

KAD FUTURE CURRICULUM MEETING (KFC)

MINUTES

September 6, 2013

1:00 pm

In Attendance:

Dr. Glenn Haller	Cindy Littlefield
Cindy Vargas	Mike Rios
Kathy Bingham	

Note Taker: Brianna Weitz

MEETING CALLED TO ORDER AT 1:05 PM

NEW BUSINESS

I. Flex Committee:

- A. Website is up and running with nothing yet posted. We are waiting on the previous Committee Minutes to be posted. Minutes were verified during meeting and approved. Julie Montana, Athletics Admin. Assistant, is going to email the webmaster for posting.
- B. Still to be done for Flex Committee Approval is to have a Committee description. That was looked over and approved by attending members. It reads as follows:

“To update and create Certificate and Degree programs in Kinesiology, Athletics and Dance to better serve our students and the Community, as well as, provide appropriate and accessible methods of communication, effectiveness, and evaluation of these programs.”

- C. Committee needs a list of all Representatives and Subcommittees and speak to school administration.
- D. Committee need to keep Agendas. Remembering Max of 10 hours for Flex.

II. TMC- Transfer Model Curriculum:

- A. First Aid classes need to be restructured in its objectives. It should be retailored to fit the CID System to be universal. The course was changed but the system for approval was not accepting it. Cindy Littlefield was facilitating the process for the change so committee can submit for approval. Will discuss next meeting. KIN 100 was restructured and SLO's were updated and will possibly be up by end of the day, 9/9/13.

- B. Discussion of other courses needing to have updated standards but three were not in our department. Chemistry, Anatomy and Physiology need to be restructured but we have to wait for that department. These courses may be placed in our Certificate/Degree programs and for transfers.

III. Certificate Programs:

- A. Committee was looking into working out what should be encompassed in Fitness and Athletics Certificate. One thing discussed was the ACE test being taken after 2 quarters at UCSD. It is \$175.00 for cost of testing. This is a model that might be considered.
- B. Yoga is another certificate that was discussed. Yoga Alliance offers a standard of objectives and requirements. Many of the courses would be transferable to UC and CSU. Kathy Bingham found some courses that would prepare for the ACE test. It would be a draw to the college because it would be financially available to most students because of low unit certification. Will do more research into what is necessary for completion of adequate training and certification.
- C. List of guidelines for Approved Certificates of Proficiency was handed out. There were 3 guidelines that must be met in order to try and receive approval. They are as follows:
 - 1. The certificate is narrow in scope and duration.
 - 2. The certificate consists of a sequence of credit courses ranging from 6-17.5 units.
 - 3. The certificate must clearly relate to a specific occupation or local need.

This is the basis of the set up for outside community meetings so that the committee can establish whether they would benefit a community need. The list of courses that we want to offer, whether existing or newly created, with each certificate must be clearly stated and firmly denoted so committee can take them to AP&P. The Recreation certificate is completed. There are possibly three more courses to look over and finalize. Two that are still being worked on are Strength and Conditioning; Fitness Trainer.

- D. KIN 199 was discussed again. It is the work study component of the certificates. We need to set up certain justifications as to why they are needed and how they are beneficial. It needs to be limited to a certain number of students so that maintenance of students can be monitored. Will check on viability of this need.
- E. Certificates that have greater than 16 units must be approved by the State. Certificates that have fewer than 16 units need only be approved by the Board.

Closing

- A. Kathy Bingham and Cindy Vargas will be working on Fitness/Trainer Cert.
- B. Frank Blua, possibly working on Strength and Conditioning Cert.
- C. Jerry Lewis to work on Coaching Cert. Next week we will discuss this in detail

Opened up for Questions but no Questions were asked.

Meeting Adjourned at 2:00pm

Next KFC Meeting: September 14, 2013

Approval Request for FPD Credit for Non-Shared Governance Committees

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Date: 10/2/2013

Committee: Interdisciplinary Learning Committee (ILC)

Committee Chair: Kathryn Mitchell Ext./phone: 6554

Frequency of Meetings: Once a month Length of Meetings: 1 -1/2 hours

Committee's Purpose: See attachment of goals

Current Member List: Kathryn Mitchell, Mark Hoffer, Scott Covell, John Vento, De'Nean

Coleman, Les Uhazy, Donna Casey

****Please attach a copy of the most recent agenda and minutes.***

Interdisciplinary Learning Committee

Purpose:

The Interdisciplinary Learning Committee seeks to promote and support faculty discussion, action, and alignment across the curriculum, resulting in more student-focused interdisciplinary learning, program revision, and professional development. The committee serves the mission of the college, by addressing student success, pedagogical innovation, academic diversity, foundational learning, transfer education, and career pathways, and its goals coincide with all six of the college's institutional learning outcomes.

Goals:

- Promote faculty interaction and sense of shared purpose across the curriculum
- Encourage faculty professional development presentations with interdisciplinary learning frameworks
- Create new strategies and structures for student-focused learning communities and integrated instruction
- Align interdisciplinary learning with transfer model curricula
- Systematize reading, writing, and critical thinking standards across campus through rubrics, learning outcomes, and attention to basic skills
- Establish administrative, staff, and technological support for interdisciplinary learning
- Link interdisciplinary learning with college budget decisions
- Connect interdisciplinary learning with academic conferences, professional organizations, and career opportunities, both local and national
- Associate interdisciplinary learning with the ideas of diversity, cultural awareness, and global citizenship

Members:

Kathryn Mitchell, Chair
Donna Casey
De'Nean Coleman-Carew
Scott Covell

Mark Hoffer
Dr. Les Uhazy
John Vento

ANTELOPE VALLEY COLLEGE
INTERDISCIPLINARY LEARNING COMMITTEE
AGENDA
October 2, 2013
2:00 – 3:00 pm

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 CHAIR**

- 3. APPROVAL OF MINUTES**
 - September 4, 2013 Minutes

- 4. ACTION ITEMS**
 - Approval of Committee's Purpose and Goals

- 5. DISCUSSION ITEMS**
 - Planning to Execution of Ideas Continued
 - Web Presence

- 6. OTHER**

- 7. ADJOURNMENT**

ANTELOPE VALLEY COLLEGE
INTERDISCIPLINARY LEARNING COMMITTEE
MINUTES
September 4, 2013
2:00 – 3:00 pm

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

1. CALL TO ORDER AND ROLL CALL

Meeting called to order at 2:20 pm by Kathryn Mitchell.

2. OPENING COMMENTS FROM THE CHAIR

None.

3. APPROVAL OF MINUTES

None. First meeting of the committee.

4. ACTION ITEMS

None.

5. DISCUSSION ITEMS

Review Wording and Purpose of Goals

Mark Hoffer explained he wanted to change the wording of the last goal to be more descriptive and to clearly reflect AVC's institutional learning outcomes. Committee discussed moving descriptive words around to be more descriptive; after reviewing the ILO, it was decided to change the wording to "Associate interdisciplinary learning with the ideas of diversity, cultural awareness, and global citizenship."

John Vento voiced concern over the goal that states to "link interdisciplinary learning with college budget decisions." He was concerned about how it will affect certain programs, such as Kinesiology. Mark Hoffer noted he thought the linking of classes that normally wouldn't be linked, for example a Kinesiology course with an English course, would have benefits on several levels. As courses are linked, we can collect data demonstrating how students are more successful when they are able to transfer knowledge from one discipline to another.

Review Eng. 100 Rubric

Mark Hoffer explained that the Eng. 100 courses are to replicate the 099 experience instead of the 101 experience, so the rubric reflects that distinction. However, Eng. 100 has a letter grade option, unlike the 099 courses, so the rubric did need to be modified. The intention of the Eng. 100 courses is to offer students an option to 099 and to link them to other classes on campus when possible.

The committee discussed how to encourage similar expectations across campus. English grading rubrics are available, but the committee would like to see more interdisciplinary discussion and implementation of grading expectations. Scott Covell suggested to include a list of places students can go to for additional help if needed on the back of the rubric.

The committee reviewed the CORs of the Eng. 100 courses and discussed the course objectives in particular to ensure that they are meeting the goal of being bridge courses. Scott Covell is teaching Eng. 100 this semester and will be able to observe how the students are succeeding in the new courses.

John Vento compared the linking of these courses to the Learning Communities that were previously taught. He noted that when linking courses we would have to approach it differently than before. Late start classes were discussed, though it could only be done if they were in shadow on the schedule. De 'Nean Coleman-Carew stated that pairing of classes is possible once we figure out how we want to approach linking of classes.

For now, the committee wants to start small, get the word out that these classes are available and able to support other courses. We also want to collect data on how much better students do with linked classes. Scott Covell stated that the linking of the classes will help to offer more specific direction to the Eng. 100 at times.

6. OTHER

7. ADJOURNMENT

Members Present	Members Absent
Mark Hoffer	Donna Casey
Scott Covell	Dr. Les Uhazy
De 'Nean Coleman-Carew	
John Vento	
Kathryn Mitchell	