ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
May 7, 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. April 16, 2009 (attachment)

5. **REPORT**
   a. Program Review – Carol Eastin
   b. Honors Program – Karen Lubick
   c. Statewide Senate Spring Plenary Session – Christos Valiotis

6. **ACTION ITEMS**
   a. Executive Positions Elections: First V.P. Position
   b. ITS Resolution (attachments)
   c. Equivalency
      i. Sociology (attachment)
      ii. Counseling (attachment)

7. **DISCUSSION ITEMS**
   a. Campus Reorganization (attachments)
   b. 2009 – 2010 Campus Goals (attachments)

8. **SENATE ADMINISTRATIVE BUSINESS**
   a. Appointments
      - Basic Skills Director Hiring Committee
        - Priscilla Jenison – ESL Representative
        - John Toth – English Representative
        - Igor Marder – Math Representative
        - Mary Rose Toll – Reading Representative

   b. Announcements
      - 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

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.

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, Academic Senate President, at (661) 722-6306 (weekdays between the hours of 8:00 a.m. and 4:30 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate's Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.

ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
May 7, 2009

1. CALL TO ORDER AND ROLL CALL

Ms. Patricia A. Márquez, Senate President, called the meeting to order at 3:03 p.m.

2. OPEN COMMENTS FROM THE SENATE PRESIDENT

- Faculty Recognition Day is scheduled for May 20, 2009 from 3:00 p.m. to 5 p.m. in SSV 151. All faculty are encouraged to attend to support and recognize faculty award recipients.
- This is the last year Ms. MaryAnne Holcomb will coordinate the annual Faculty Recognition Day. In appreciation of her dedication as coordinator, the Senate will be presenting her with a Certificate of Appreciation.
- Ms. Patricia A. Márquez distributed the *Panel Discussion on Accreditation* handout that was used at a Southern California CEO meeting to explain accreditation deficiencies resulting in sanctions. A brief review of the document was provided detailing the top five deficiencies. The primary reason colleges are placed on sanction is due to deficiencies in program review and planning using assessment results. Ms. Márquez stated in efforts to keep everyone aware of the importance of program review and planning the information should be shared with discipline faculty.
- Ms. Márquez distributed a copy Title 5 Education Code relating to Minimum Qualifications (MQs), detailing how the College Board has the authority to ensure faculty meet MQs and/or established equivalencies. She detailed the importance for faculty to regularly review MQs and equivalencies to ensure newly hired faculty, as well as, current faculty meet current MQs and/or equivalency. AB 1725 stipulates the Governing Board will rely primarily on the Senate to establish equivalency procedures, therefore it is imperative faculty ensure equivalencies remain current. When new faculty are hired using an equivalency, the Board Personnel Schedule should include a notation indicating the faculty was hired based on meeting an equivalency. Faculty should ensure they either meet the most current MQs or equivalency to avoid any potential employment issues in the future.
- At the May 21, 2009 Senate Meeting no formal Senate business will be conducted due to Walt Reno Chancellor's Office, Specialist in Facilities Planning and Utilization visit. He will be discussing how the state determines construction priorities for community college building projects.

3. OPEN COMMENTS FROM THE PUBLIC

- None

4. APPROVAL OF MINUTES

a. April 16, 2009 (attachment)

A motion was made and seconded to approve the April 16, 2009 Academic Senate Meeting minutes. Motion carried as amended.

5. REPORTS (limited to 5 min. each)

a. Program Review – Carol Eastin

Six peer review teams finished their work, thereby completing program review for all programs that started self-studies in fall 2007.

The following five programs completed self-studies in spring 2009 and are in peer review:

CalWORKs
Disabled Student Services
GED (General Educational Development)
Information Technology Services
Veterans Affairs

The following four programs are working on self-studies:

Business Services
Foundation and Institutional Advancement
President's Office
Student Development – including ASO (Associated Student Organization), Health Services, SOAR (Student on the Academic Rise), and Student Activities.

On April 16, 2009 new program review procedures were approved to reflect current ACCJC standards. The procedures call for a four-year review cycle with annual updates. Self-study and annual reports are due October 31.

The following seven programs are being trained to conduct self-studies using the new procedures:

Business, Computer Studies, and Economic Development
EOPS (Extended Opportunity Programs and Services)
Health Sciences / Child and Family Education Program / Child Development Center
Human Resources
Social and Behavioral Sciences
STAR (Student Transition and Retention)
Technical Education Division

b. Honors Program – Karen Lubick

Ms. Lubick attended the UCLA Transfer Alliance Program (TAP) Council meeting and obtained some important information that will impact Honors Students. UCLA will be reducing the number of student admitted to impacted majors. The process of admittance will become more competitive, therefore more denials. The Honors Committee agreed to retain a six-course honors curriculum, allowing for three of the six courses to be taken as honors' options. In addition, the committee approved adding a mathematics eligibility requirement for the Honors Program. Students must assess into Math 102, score 550 or higher on the math portion of the S.A.T, or satisfactorily complete equivalent high school coursework in intermediate algebra and precalculus. For the 2009 – 2010 academic year the honors program is set to offer ten courses in the fall semester and eight courses in the spring semester. Honors class sizes will be increased to a maximum of twenty-five students to meet student needs. Twenty-five students attended the Alpha Gamma Sigma Conference. Two students, Jun Ueno and Brittany Nesbitt won state scholarship awards, and Ms. Lubick won an outstanding advisor award. The Honors Convocation is scheduled for May 21, 2009, from 9:00 a.m. to 11:00 a.m. Faculty are encouraged to attend and support student honorees.

c. Statewide Senate Spring Plenary Session – Christos Valiotis

Mr. Christos Valiotis reported the Statewide Senate Spring Plenary Session was very informative and interesting. There were sixty-three resolutions, four that specifically dealt with Accreditation issues. The resolutions addressing Accreditation were:

1) Providing Faculty Names for ACCJC Visiting Teams. This resolution reinstates the process where Statewide Academic Senate recommend faculty to participate in visiting teams to increase faculty participation;
2) Accreditation Team Visits. This resolution speaks to reinstating the practice of visiting teams observing classrooms as a part of team visits.
3) Developing Processes for Faculty Participation on Accrediting Teams. This resolution requires that each visiting team include a minimum of three faculty members on the visiting team, and any teams without a minimum of three faculty would not be recognized by Statewide Academic Senate.

4) ACCJC Communications. This resolution requires for the ACCJC to clearly communicate the deficiencies and provide guidance to the college.

In addition to the discussions that occurred for each of the resolutions there was a great deal of discussion regarding looking into going to another accrediting agency.

Additional resolutions passed were: Curriculum – Communication and Computation Prerequisite Validation through Content Review, Disciplines List – Eliminate Eminence as the Sole Criterion for Meeting Minimum Qualifications, Disciplines List – Political Science, Disciplines List – Speech Language Pathology, Disciplines List – Biotechnology, Disciplines List – Agriculture, Disciplines List – Humanities, Disciplines List – Instructional Design/Technology, Disciplines List – Statistics. The resolution under the Disciplines List – Mathematics was voted down and will remain the same. The resolution pertaining to the Disciplines List – No Equivalent to the Associate Degree for Minimum Qualifications was referred to the Fall 2009 Plenary Session due to the floor being split.

6. ACTION ITEMS

a. Executive Position Election – First Vice President position

Ms. Márquez detailed the responsibilities of the First Vice President. No one came forward to serve as the First Vice President, therefore the motion was tabled until the June 4, 2009 Senate Meeting.

b. ITS Resolution (attachment)

Ms. Márquez provided a brief summary of events that unfolded at the April 16, 2009 Senate Meeting. There were two resolutions being proposed and the Senate agreed to language used in each whereas in Resolution #1, and a change in the language in the last whereas in Resolution #2. A motion was made and seconded to open discussions regarding Resolution #1 and Resolution #2. A lengthy discussion ensued regarding the differences between the two resolutions.

Dr. Ed Beyer spoke on behalf of proposed resolution #1. He stated he would like to see the Distance Education Committee (DEC) removed as a Standing Committee of the Senate to a Participatory Governance Committee. In his view, making this change would not be eliminating faculty voice, but would strengthen their voice. The current structure requires the DEC to compete with other Standing Committees of the Senate, again in his view, results in an imbalance of Senate priorities.

Mr. Christos Valiotis stated there is a need to make a stand as faculty and dictate academic computing decisions. The State of California gave the faculty the right to make decisions in academic matters. Faculty must maintain this right.

Ms. Márquez stated the Executive resolution would empower the DEC with possible further responsibilities and possible change to the purpose statement. The Senate supports the work of each Standing Committee and advocates for all of them.

Dr. Susan Lowry inquired if reaffirming the Academic Senate role in the DEC would allow the DEC to become a more effective committee? Ms. Márquez responded by stating there is a mandate of 10 + 1 currently in effect, if the committee is changed to a participatory governance committee then additional voices besides faculty will have an impact on academic computing decisions.

Dr. Lee Grishman stated as a Standing Committee of the Academic Senate, the DEC is empowered with predominantly faculty voices, but if the committee is changed to a Participatory Governance Committee faculty run the risk of their voice being lost.

Ms. Susan Knapp stated a big concern is that if the DEC is voted to be removed as a Standing Committee of the Senate and becomes a Participatory Governance Committee, there is no certainty that the committee would return as faculty driven. She elaborated in stating that she does not see the Senate as a micromanaging organization.

Mr. Ty Mettler stated the Senate is potentially putting forward a resolution that gives a dual message of requiring change, but not wanting the responsibility.

Motion Carried.

A motion was made and seconded to approve Resolution #1. Motion failed

A motion was made and seconded to approve Resolution #2. Motion carried

c. Equivalency (attachment)

i. **Sociology (attachment)**

ii. **Counseling (attachment)**

A motion was made and seconded to approve the above discipline equivalencies. Motion carried.

7. DISCUSSION ITEMS

a. Campus Reorganization (attachments)

Ms. Márquez reviewed the final campus reorganization structure and explained the process. At College Coordinating Council (CCC) campus constituents provided recommendations. Each recommendation was discussed individually, two meeting were required to facilitate all discussion. The Deans brought forward a recommendation of having an individual Dean to oversee the Palmdale site, but this recommendation was not supported at this time. In a couple of years, when the Palmdale site is moved to center status, the campus may have to reconsider instituting a Dean. A brief review of organization changes was provided. Information Technology Services (ITS) has been moved from underneath the President's Office to the Vice President of Business Services. There was an overall agreement among campus constituents that the current structure was not meeting campus needs. In Student Services most of the Senate recommendations occurred with the exception of moving the Learning Center to Student Services. In Academic Affairs most of the Senate recommendations were supported. The Senate stressed that the faculty in Language Arts and in Visual and Performing Arts (VAPA) wanted additional time to engage in further discussion regarding Film, Media, and Television courses. Mr. Harish Rao stated there is a problem with the current structure of moving Communication and Journalism courses to VAPA. Discipline faculty wish to remain with the Language Arts division and was only considering a move if VAPA was not combined with another division. Ms. Márquez requested a formal letter be forwarded to the Senate Office, so that it could be shared at CCC. Additional changes to Academic Affairs were the combination of the Physical Education and Athletics Division, and Visual and Performing Arts Division. The division of Social and Behavioral Sciences was combined with the division of Business, Computer Studies, and Economic Development. The division of Instructional Resources and Extended Services was combined with Language Arts division. The discipline of Administration of Justice was moved to the Technical Education Division.

b. 2009 – 2010 Campus Goals (attachments)

Ms. Márquez reviewed the 2008 – 2009 Campus Goals and stated if faculty see any goals they have met to forward the information to Gloria Kastner by May 22, 2009. The Mission Statement attachment is incorrect. Faculty were encouraged to look at the Institutional Learning Outcomes to ensure they are still relevant. In addition, faculty were encouraged to submit goals to improve instructions for the 2009 – 2010 academic year.

8. SENATE ADMINISTRATIVE BUSINESS

a. Appointments

- **Basic Skills Director Hiring Committee**
  - Priscilla Jenison – ESL Representative
  - John Toth – English Representative
  - Igor Marder – Math Representative
  - Mary Rose Toll – Reading Representative

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

9. ADJOURNMENT

A motion was made and seconded to adjourn the May 7, 2009 Academic Senate meeting at 4:17 p.m. Motion carried.

MEMBERS PRESENT		
Ed Beyer	Susan Knapp	Curtis Smith – ASO Rep.
Carolyn Burrell	Susan Lowry	Susan Snyder (proxy)
Debra Feickert	Patricia A. Márquez	Steve Sodergren (proxy)
Claude Gratton	Ty Mettler	Sal Suarez
Lee Grishman	Rosa Onofre (proxy)	John Taylor
Glenn Haller	Berkeley Price	Alex Webster
Jack Halliday	Harish Rao	
Sandra Hughes	Sandra Robinson	

MEMBERS ABSENT	**GUEST PRESENT**	
Lisa Karlstein-Francey	Karen Lubick	Bassam Salameh
Kathy Moore	Sheronda Myers	Christos Valiotis
Candace Martin	Heidi Preschler	
Kenan Shahla		
Dorothy Williams		

Resolution 1

Antelope Valley College Information Technology Services

Whereas, The Academic Senate in 2006 surveyed the faculty regarding the quality of academic support from Information Technology Services (ITS), which indicated strong dissatisfaction with the technology related problems that faculty face trying to perform their academic computing responsibilities;

Whereas, 2007, another campus wide survey was conducted, which again indicated faculty's dissatisfaction with the present state of academic support by ITS;

Whereas, neither survey produced changes to address the academic computing technology related problems that faculty experience;

Whereas, STRATA was hired to provide recommendations to improve ITS services in 2000 and again in 2008, and has made specific recommendations for addressing the technology related issues;

Whereas, College Coordinating Council agreed that the Distance Education Committee(DEC), a standing committee of the Academic Senate, review the Strata recommendations and determine which could become part of the responsibilities and duties of the DEC, as well as comment on the ITS structure as it affects faculty work;

Whereas, the DEC has completed the review and has made specific recommendations in addressing the technology issues;

Whereas, the faculty no longer have confidence that the current ITS structure can support the educational philosophy of the college or the role of faculty in educating students which requires reliable technological services; therefore be it

Resolved that the participatory governance structure at AVC be changed to reflect the academic technology needs as stated in the DEC recommendations; and be it further

Resolved that the Academic Senate requests that the new participatory governance committee be given specific responsibilities and budgetary authority for all academic technology matters as outlined in the DEC recommendations.

Resolution 2

Antelope Valley College Information Technology Services

Whereas, The Academic Senate in 2006 surveyed the faculty regarding the quality of academic support from Information Technology Services (ITS), which indicated strong dissatisfaction with the technology related problems that faculty face trying to perform their academic computing responsibilities;

Whereas, 2007, another campus wide survey was conducted, which again indicated faculty's dissatisfaction with the present state of academic support by ITS;

Whereas, neither survey produced changes to address the academic computing technology related problems that faculty experience;

Whereas, STRATA was hired to provide recommendations to improve ITS services in 2000 and again in 2008, and has made specific recommendations for addressing the technology related issues;

Whereas, College Coordinating Council agreed that the Distance Education Committee(DEC), a standing committee of the Academic Senate, review the Strata recommendations and determine which could become part of the responsibilities and duties of the DEC, as well as comment on the ITS structure as it affects faculty work;

Whereas, the faculty no longer have confidence that the current ITS structure can support the educational philosophy of the college or the role of faculty in educating students which requires reliable technological services;

Whereas, the DEC has completed the review and has made specific recommendations in addressing the technology issues; therefore be it

Resolved that the DEC, standing committee of the Senate, continue as the faculty voice in determining the types of programs and systems needed to do academic computing responsibilities, and be it further

Resolved that the Academic Senate requests that DEC be given specific responsibilities and budgetary authority for all academic technology matters, which faculty can determine and evaluate for academic computing needs as outlined in the DEC recommendations.

ANTELOPE VALLEY COLLEGE
Academic Senate

MQ and Equivalency Review Form

The discipline faculty in the Social & Behavioral Sciences division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following discipline: Sociology.

The discipline faculty agree that: (Select only one)

☐ **an equivalency for this discipline is not needed.** *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*

☒ **the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualifications for the designated discipline have not changed.*

☐ **the current (within the last three years) Academic Senate approved equivalency requires revision.** *The minimum qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).*

☐ **the current (within the last three years) Academic Senate approved equivalency requires revision.** *The approved equivalency is below the Education Code Section 87359 that requires that individuals employed by the district possess qualifications that are at least equivalent to the applicable Minimum Qualifications or no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposal for Senate review).*

Date: 3/26/2009

Claude Gratton _____

Academic Senate Representatives

Discipline Faculty:

_____ _____

_____ _____

_____ _____

Equivalency Committee Approval:

_____ 04-16-2009

Equivalency Committee Chair *Date*

Equivalency Procedure approved 05-31-07
September 6, 2007

ANTELOPE VALLEY COLLEGE

Social and Behavioral Sciences Division
Minimum Qualifications & Equivalencies
Sociology

Minimum Qualifications: Master's in sociology OR Bachelor's in sociology AND Master's in anthropology, any ethnic studies, social work, or psychology OR the equivalent.

Academic Affairs Division, California Community Colleges

Antelope Valley College Equivalency:

- Bachelor's in social/behavioral sciences AND Master's in criminology, communications, demography, social psychology, social/behavioral science, or urban studies.

Approved: September 7, 2006 Senate Meeting

ANTELOPE VALLEY COLLEGE
Academic Senate

MQ and Equivalency Review Form

The discipline faculty in the Counseling division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following discipline: Counseling.

The discipline faculty agree that: (Select only one)

☐ **an equivalency for this discipline is not needed.** *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*

☐ **the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualifications for the designated discipline have not changed.*

☐ **the current (within the last three years) Academic Senate approved equivalency requires revision.** *The minimum qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).*

☑ **the current (within the last three years) Academic Senate approved equivalency requires revision.** *The approved equivalency is below the Education Code Section 87359 that requires that individuals employed by the district possess qualifications that are at least equivalent to the applicable Minimum Qualifications* ***or*** *no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposal for Senate review).*

Date: 4/14/09

Academic Senate Representatives

Discipline Faculty:

Equivalency Procedure approved 05-31-07
September 6, 2007

Equivalency Committee Approval:

Equivalency Committee Chair — *Date* 04-16-2009

ANTELOPE VALLEY COLLEGE

Student Services Division
Minimum Qualifications & Equivalencies
Counseling

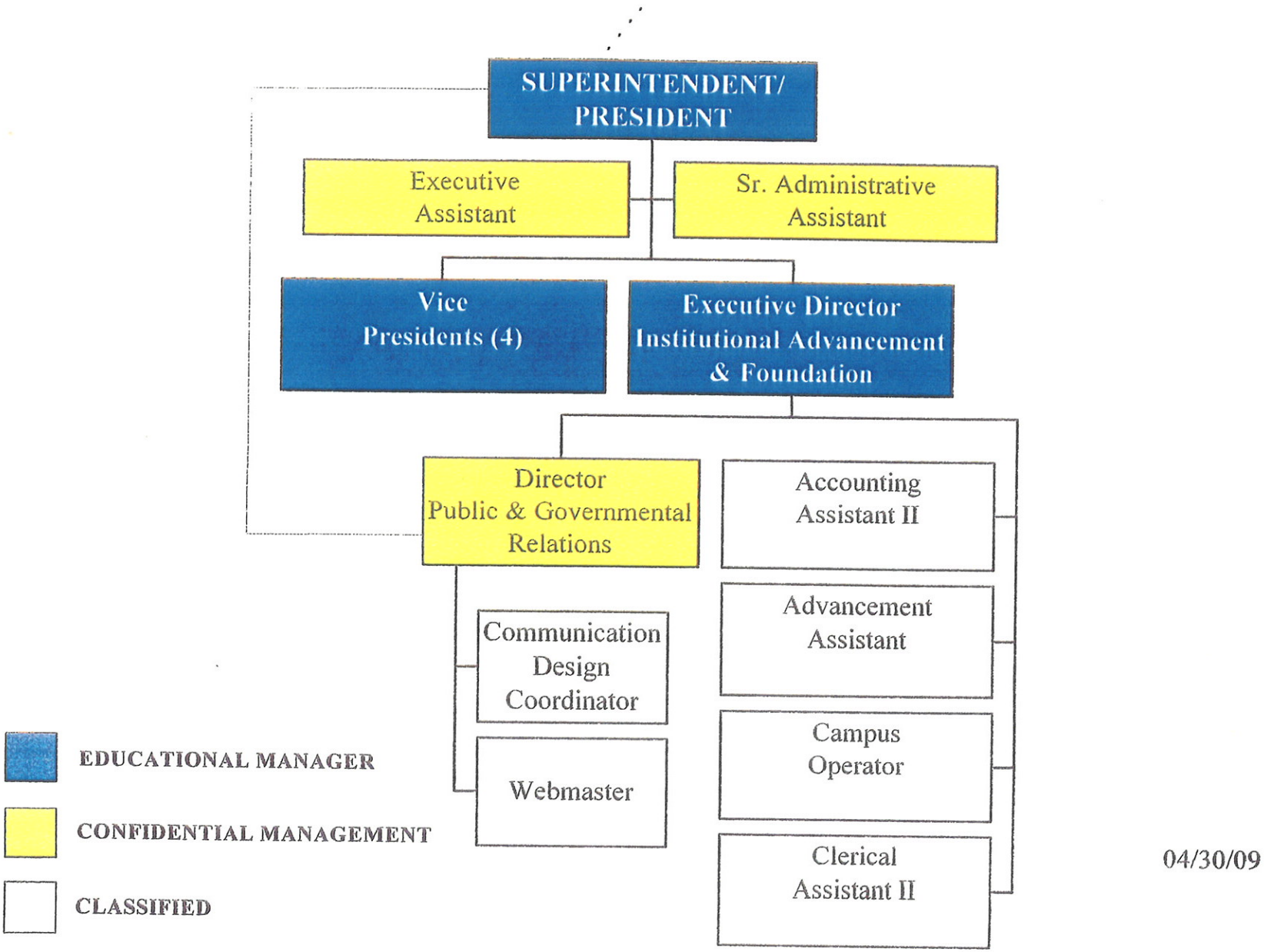
Minimum Qualifications: Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development.

(Note: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to Title V, Section 53410.1.)
Academic Affairs Division, California Community Colleges

Antelope Valley College Equivalency:

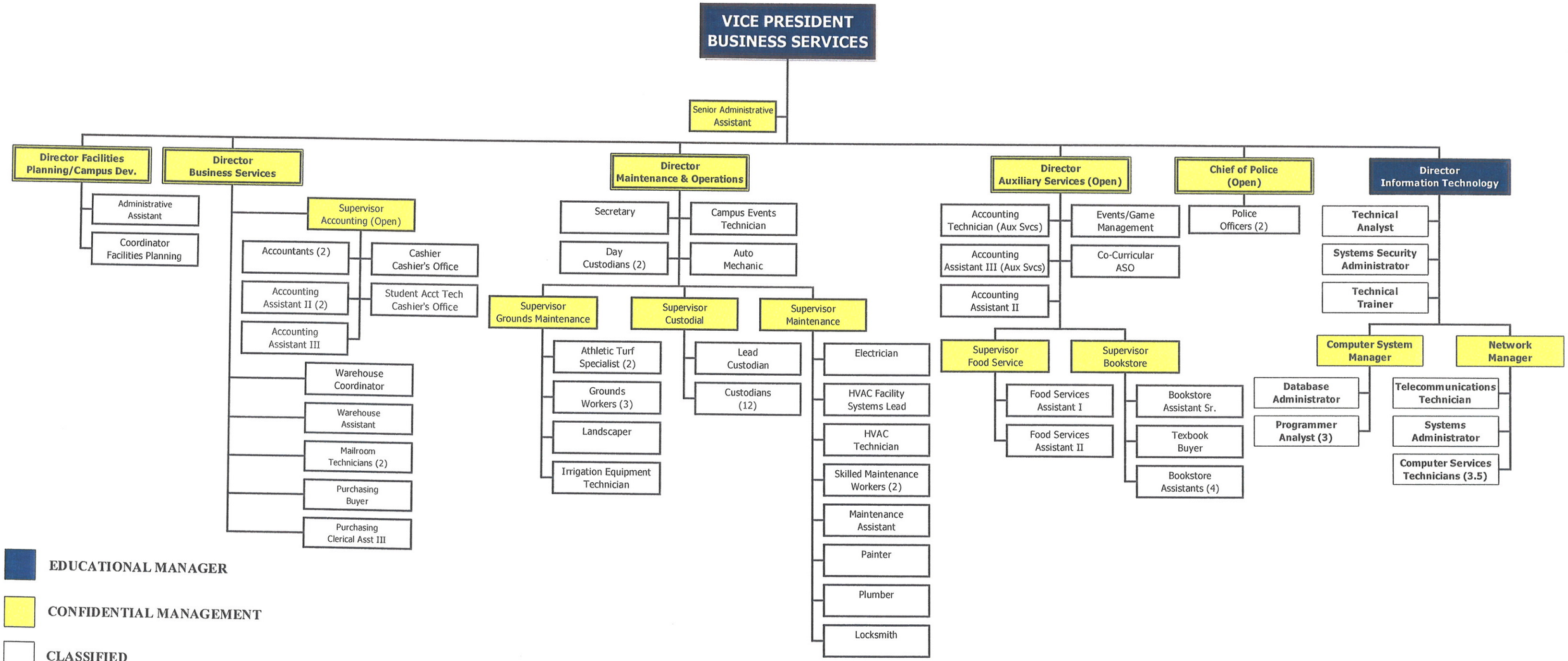
A master's degree in any discipline *and*
A minimum of 24 semester hours graduate credit in counseling and/or psychology

PRESIDENT'S OFFICE



04/30/09

BUSINESS SERVICES ORGANIZATION (by Positions)



EDUCATIONAL MANAGER

CONFIDENTIAL MANAGEMENT

CLASSIFIED

04/30/09

Campus Reorganization as 4/30/09

EDUCATIONAL MANAGER

FULL-TIME FACULTY

ADJUNCT FACULTY

CONFIDENTIAL MANAGEMENT

CLASSIFIED

UNDECLARED RELOCATION

ACADEMIC AFFAIRS ORGANIZATION (by Positions)

- **VICE PRESIDENT ACADEMIC AFFAIRS**
  - Senior Administrative Assistant
  - Academic Affairs Specialist
  - Coordinator Academic Senate
  - Secretary Title V
  - Academic Affairs Technician
  - Clerical Assistant (Evenings/Wknds)
  - Director, Inst. Research & Planning
    - Research Technician
    - Research Technician

- **Dean of Physical Education/Athletics/ Visual & Performing Arts**
  - Administrative Assistant
  - Administrative Assistant
  - Technician Photography Lab.
  - Men's Equipment Manager
  - Clerical Assistant II (50%)
  - Women's Equipment Manager
  - Art (5)
  - Computer Graphics/ Multimedia (2)
  - Communication/ Forensics???
  - Communication (3)???
  - FTV ????
  - Journalism ????
  - Music (4)
  - Photography (2)
  - Theater (2)
  - ADJUNCT INSTRUCTORS
  - Academic Advisor
  - Assistant Coach Football/PE
  - Dance
  - Head Coach Cross Country/Track/PE
  - Head Coach Volleyball/PE
  - Head Coach Women's Tennis/PE
  - Head Coach/ Men's Basketball/PE
  - Head Coach Football
  - Head Coach Women's Basketball/PE
  - PE/Health Education (3)
  - Sports Information Director/PE
  - Sports Injury Trainer/PE
  - Head Coach Softball/PE
  - ADJUNCT INSTRUCTORS

- **Dean of Health Sciences**
  - Director CDC
  - Clerical Assistant I
  - Secretary CDC
  - Coordinator Health Sciences
  - Secretary CFE
  - Clerical Assistant (100%)
  - Child & Family Education (3)
  - Emergency Medical Technology
  - Nutrition & Foods (2)
  - Radiologic Technology
  - Registered Nursing (12)
  - Registered Nursing Grant (2)
  - Respiratory Care (2)
  - Vocational Nursing (2)
  - ADJUNCT INSTRUCTORS

- **Dean of Math/Science & Engineering**
  - Administrative Assistant
  - Clerical Assistant (100%)
  - Lab Technician Math/Science (5)
  - A&P/Biology (3)
  - Anatomy/Biology
  - Anatomy/Physiology (2)
  - Astronomy
  - Biology (5)
  - Chemistry (4)
  - Earth Science
  - Engineering
  - Geography
  - Math (18)
  - Microbiology
  - Microbiology/Biology
  - Physical Science
  - PSCI
  - PSCI/Math
  - PSCI/Physics
  - ADJUNCT INSTRUCTORS

- **Dean of Social & Behavioral Sciences/ Business, Computer Studies & Economic Development**
  - Administrative Assistant
  - Administrative Assistant
  - Clerical Assistant (50%)
  - Clerical Assistant (50%)
  - Accounting (2)
  - Accounting/ Business
  - Accounting/ Computer Applications
  - Accounting/ Real Estate
  - Business
  - Business/Management & Marketing
  - Business/ Office Technology
  - Computer Applications/ Computer Info Science
  - Computer Applications/ Computer Networking
  - Computer Info Science
  - ADJUNCT INSTRUCTORS
  - Director, Corporate/ Community Ed (Proposed)
  - Secretary
  - CTE/ SB 70
  - Tech Prep
  - Work Experience
  - Anthropology
  - Economics
  - History (4)
  - Philosophy (3)
  - Political Science (2)
  - Psychology (3)
  - Sociology (2)
  - ADJUNCT INSTRUCTORS

- **Dean of Technical Education**
  - Administrative Assistant
  - Administration of Justice (2)
  - Sheriff's Academy
  - Aeronautics (2)
  - Agriculture
  - Air Conditioning & Refrigeration
  - Aircraft Fabrication & Assembly
  - Auto Body
  - Automotive (2)
  - Clothing & Textiles
  - Electronics Technology (2)
  - Fire Technology (2)
  - Interior Design
  - ADJUNCT INSTRUCTORS
  - Instructional Assistant TE7
  - Instructional Assistant Aerospace (Fox Field) (2)
  - Instructional Assistant Auto Body
  - Instructional Assistant Automotive (2)
  - Instructional Assistant Welding
  - Laboratory Technician Agriculture

- **Dean of Inst. Resources & Extended Services/ Language Arts**
  - Administrative Assistant
  - Administrative Assistant
  - Clerical III
  - Clerical Assistant II (50%)
  - Palmdale Site/Center
  - Clerical Assistant Palmdale Site ????
  - Director of Basic Skills
  - Info. Competency Librarian
  - Librarian
  - Reference & Electronic Research Librarian
  - Reference Librarian/ Instructional Services
  - Technical Srvcs. Librarian
  - ADJUNCT LIBRARIANS
  - Library Assisant I
  - Library Technician (3)
  - Library Technical Assistant
  - Academic Learning Specialist
  - Math Learning Specialist
  - Writing Learning Specialist
  - LEARNING CENTER ADJUNCT FACULTY
  - Clerical Assistant III
  - Clerical Assistant II
  - Graphic Artist
  - IMC Coordinator
  - IMC Technician
  - IMC Technician
  - Lab Technician
  - Tutorial Specialist Math
  - Tutorial Specialist Reading
  - Tutorial Specialist Writing
  - Tutorial Specialist Supplemental Instruction
  - Deaf Studies (2)
  - ESL (2)
  - English (21)
  - Foreign Language
  - French
  - French/German
  - French/German/ English
  - Reading (3)
  - Spanish (3)
  - GED
  - ADJUNCT INSTRUCTORS

Campus Reorganization as 4/30/09

05/01/09

STUDENT SERVICES ORGANIZATION

ASSISTANT SUPERINTENDENT/ VICE PRESIDENT

- Sr. Adm. Asst.

Dean of Counseling & Matriculation

- Administrative Assistant
- Education Advisor
- Career Center Coordinator
- Technical Analyst
- Assessment Clerical Assistant III
- Clerical Assistant II (Evening Hours)
- Clerical Assistant III
- Assessment Coordinator
- **COLEMAN-CAREW** Counselor, Psy. Svcs.
- **Counselor -ESL**
- **Counselor - Re-Entry**
- **Counselor** Title V Grant
- **Counselor**
- **Coordinator/Counselor** Transfer Center
- **Counselor** Financial Aid
- **Counselor** Honors
- **Counselor**
- **Counselor** Matriculation
- **Counselor**
- **COUNSELORS**

EOP&S Program Director

- **Counselor**
- **Counselor**
- **JARRETT-BOWLES** Counselor
- **Counselor**
- **COUNSELORS**
- EOPS Technician II
- EOPS Speciallist
- EOPS Technician II
- EOPS Technician II

Director, Student Support Svcs. STAR/TRIO

- **Counselor** S.T.A.R. Program
- Clerical Assistant III S.T.A.R. Program

Dean of Enrollment Services

- Administrative Assistant
- Records Technician
- Program Coordinator
- Evaluations Coordinator
- Technical Analyst
- Evaluations Coordinator
- Records Technician
- Clerical Assistant II
- Attendance Accounting Technician
- Clerical Assistant III
- Attendance Accounting Technician

Director, Disabled Student Services

- **Learning Disability Specialist**
- **Counselor**
- Laboratory Tech.-High Tech Center (11 mos.)
- Educational Advisement Assistant
- DSS Secretary
- LD Testing Technician
- Interpreter/Deaf Studies Coordinator

Director of Student Activities and Community Outreach

- **WELCOME CENTER**
- Program Specialist
- Clerical Assistant III
- Program Specialist

Director, Job Placement/Work Study

- Job Placement Specialist
- Clerical Assistant III
- Job Placement Specialist
- Job Placement Specialist

Dean of Student Development & Services

- Administrative Assistant
- CalWORKs Program Coordinator

ASSOCIATED STUDENT ORGANIZATION

- **COMMENCEMENT**
- **HEALTH SERVICES**
- **SOAR HIGH SCHOOL**
- **STUDENT DEVELOPMENT & COLLEGE ACTIVITIES**

Director, Financial Aid

- Financial Aid Technical Analyst
- Financial Aid Technician I
- Financial Aid Technician II
- Financial Aid Technician I
- Clerical Assistant II
- Financial Aid Technician I
- Clerical Assistant II
- Financial Aid Specialist
- Clerical Assistant II
- Financial Aid Technician I
- Financial Aid Technician I

Director, CalWORKs

- CalWORKs Tech I
- Educational Advisement Assistant
- Technical Analyst
- CalWORKs Technician I
- **Counselor CalWORKs Program**
- **COUNSELORS**

EDUCATIONAL MANAGER

FULL-TIME FACULTY

ADJUNCT FACULTY

CONFIDENTIAL MANAGEMENT

CLASSIFIED

05/04/09

ANTELOPE VALLEY COLLEGE

2008-2009 CAMPUS GOALS LED BY THE SUPERINTENDENT/PRESIDENT

I. **Ensure that the college reaches sustainable continuous quality improvement in the areas of program review, planning, and student learning outcomes as defined by the Accrediting Commission of Community and Junior Colleges and continues its emphasis on fully implementing the 2004 accreditation team recommendations.**

II. **Successfully complete Accreditation Follow Up Report, coordinate visit, respond to additional recommendations, and continue to work on comprehensive 2010 self-study.**

III. **Maximize funding by reaching or exceeding allowable enrollment growth target for 2008-2009.**
   A. Continue to use research and analysis to improve scheduling of classes.
      1. Evaluate Enrollment Management Plan.

IV. **Grow in a fiscally responsible manner (maintain 5% unrestricted reserve).**
   A. Continue to seek grants and explore partnerships to supplement state funding.
   B. Complete sale of district-owned property located at Avenue K and 30th Street West.
   C. Reach agreement with classified and faculty unions regarding health benefits for 2008-2009.

V. **Continue to increase enrollment at the Palmdale site to meet requirements to establish a separate center (500 FTES annually consistent with the Enrollment Management Plan).**

VI. **In consultation with the campus community, continue to responsibly implement bond program.**
   A. Monitor and review the construction communication plan to ensure that employees, students, and local community are kept informed of construction projects.

VII. **Ensure staffing is sufficient to meet current and future growth.**
   A. Assess effectiveness of organizational structure changes.
      1. Implement tiered structure.
   B. Implement Human Resources Plan.
      1. Complete Equal Employment Opportunity Plan.

VIII. **Enhance and expand relationships and collaborative partnerships with the external community.**
   A. Create partnerships with school districts, universities, community organizations and business.
   B. Increase recruitment efforts.
   C. Raise awareness of college programs and services.

IX. **Continue to develop programs, courses, and technical services that meet the changing needs of students, business, industry, and the community and adhere to minimum conditions of the California Community Colleges System Office.**
   A. Successfully complete categorical site visit reports and data analysis and prepare for spring site visit.

X. **Continue to improve communication between the Superintendent/President and Board of Trustees.**

XI. **Develop and implement a strategy to improve revenues/reduce expenditures at the Cafeteria and Bookstore. Evaluate and report on alternatives with outside vendors.**

XII. **Strengthen collaboration with the Antelope Valley College Foundation to increase financial support for the district's mission through private gifts and community partnerships.**

XIII. **Examine, evaluate, and clarify committee tasks to improve efficiency as needed.**

XIV. **Gain accreditation from the Commission on Peace Officer Standards and Training (POST) for the campus police department by the end of 2008-2009 academic year.**

Antelope Valley Community College District

Vision, Mission, Philosophy, Core Values, Institutional Learning Outcomes and Strategic Goals

Vision and Mission of the College

Vision

The Vision of the District is to provide quality education that enriches lives and builds futures.

Mission

The Mission of the Antelope Valley Community College District is to serve the community by placing student success and student-centered learning as our number one priority through higher educational standards and innovative programs and services in a professional, team-driven environment.

Antelope Valley College takes pride in providing a quality, comprehensive education for a diverse community of learners. We are committed to student success, offering value and opportunity to all members of our community.

We provide:

Associate Degree programs for students who complete the college's General Education and proficiency requirements, combined with the fulfillment of a designated major.

Transfer Courses in liberal arts, the social and natural sciences, and technical education. Completion of these courses allows students to enroll in upper division (junior, senior) programs at accredited four-year institutions through articulation agreements with universities.

Vocational and Technical certificate and degree programs comprised of business, technical and occupational courses designed to enhance students' knowledge and skills leading to employment, career advancement, certification, and state and federal licensure. We award both locally approved certificates and California Community College System Office approved certificates.

Student support services are composed of counseling, matriculation, transfer and employment services, disabled student services, financial aid, and student development. These services support the needs of students in pursuing and achieving their educational goals.

Basic Skills Courses (non-degree applicable) in reading, writing, mathematics, English as a Second Language, and learning and study skills. These courses offer students essential foundation skills that are necessary for success in college-level degree and certificate applicable courses.

Workforce Preparation and Economic Development serves through workforce programs, job preparation courses (non-degree applicable) and a variety of services that contribute to the educational and economic well being of the community.

Personal enrichment and professional development provide community education, not-for-credit classes and services that develop the knowledge, skills and attitudes necessary for students to be successful members of the community. These classes enhance the community's social, cultural, and economic well-being.

Philosophy

Antelope Valley College (AVC) is a comprehensive community college in the California Community College System dedicated to providing services to a broad range of students with a variety of educational goals.

AVC is dedicated to providing educational programs and services as expressed in the California Master Plan for Higher Education. The College is committed to equal educational opportunity and reinforces that commitment through a program of active affirmation of diversity.

AVC is dedicated to meeting the dynamic needs of a changing community. The college addresses the educational needs of a diverse and evolving population. The college recognizes that it is uniquely capable of responding to the requirements of regional business, industry and public service, as well as the social and cultural needs of the Antelope Valley.

AVC affirms the rights of the individual and respects human dignity. The programs and activities of the College foster the individual's ability to think clearly, critically and independently to meet the demands of an increasingly complex society. The student is the primary concern of the college. The curriculum, activities and services of the college help students understand their physical, cultural, ethnic and social environment. The preservation of academic freedom provides a college environment in which students and faculty can examine ideas freely.
This philosophy is reflected in the curriculum, the student-faculty relationships, the services and resources, and the policies of the college.

Core Values

1. Education: We are dedicated to students, faculty, staff and alumni in their endeavor for lifelong learning.

2. Community: We create and foster relationships among AVC and its constituents: students, faculty, staff, alumni and the community at large.

3. Innovation: We seek innovative solutions and agile responses.

4. Excellence: We are committed to the highest quality in all of our endeavors.

5. Customer Service: We treat our internal and external constituents - students, faculty, staff, administration and the community at large - the way we would want to be treated, emphasizing respect, prompt service, accountability and open communication.

6. Collaboration: We believe our collective and individual success requires working together toward shared goals.

7. Diversity: We value, build and maintain a diverse workforce of staff and volunteers that reflects the communities we serve.

8. Integrity: We expect honesty, trust, candor and professionalism from one another.

9. Productivity: We are industrious and diligent and believe in setting realistic and ambitious goals and achieving them expeditiously.

10. Resource Management: We make decisions that maximize resources and demonstrate cost effectiveness.

Institutional Learning Outcomes

The Strategic Planning and Budget Committee (SPBC), the campus-wide shared governance council, at its September 14, 2005 meeting, recognized the significance and value of developing Institutional Learning Outcomes (ILOs). The accreditation standards speak directly to the importance of the College knowing what students must possess upon their departure from AVC. Accountability to the decision-making process must be critical in initiating campus-wide dialogue to ensure that AVC is meeting its mission.

The following six institutional learning outcomes were approved by SPBC at its October 19, 2005 meeting and were supported by the Academic Senate at its November 3, 2005 senate meeting.

1. Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.

2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.

3. Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.

4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.

5. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and an understanding of the role of diversity in modern society.

6. Identify career opportunities that contribute to the economic well being of the community.

Strategic Goals

The strategic goals of the Educational Master Plan focus on providing the foundation, resources, and environment to enable achievement of the Institutional Learning Outcomes.

Master Plan Strategic Goals:

1. Ensure a diverse and growing enrollment by placing students first in designing and delivering student-friendly programs and services to the entire District.

2. Strengthen external community partnerships.

3. Develop a campus culture with a sense of community and a commitment to excellence.

4. Improve the utilization of new and existing resources to support student learning outcomes by strengthening organizational effectiveness through research, planning, and the shared governance processes.

5. Increase and effectively manage grant funding and capital financing to supplement District resources.

6. Develop and maintain facilities to ensure an innovative educational environment that supports student learning outcomes.

7. Provide students and employees with access to the information technology resources necessary to sustain and enhance the learning and workplace environment.

8. Create a staffing master plan to provide appropriate staffing to account for growth in enrollment and support new and existing facilities.

9. Enhance professional development to ensure a well-trained, diverse staff to support the District's mission.