

STRATEGIC PLANNING COMMITTEE AGENDA	Wednesday, February 17, 2016 SSV 151 3:00pm – 4:00pm
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TYPE OF MEETING: Regular
NOTE TAKER: Jerene Kelly
PLEASE REVIEW/BRING: Agenda, Minutes and Supporting Documents

Committee Members: Dr. David Adams (Faculty) Dr. Ed Beyer, Co-Chair (AS: President) Dr. Liette Bohler (Faculty Union) Mr. Mark Bryant (VP, Human Res.) Ms. Carolyn Burrell (AS: Library) Ms. Noemi Bustamante (ASO: Student) Mr. Michael Dioquino (ITS) Ms. Joshuaree Dumas (ASO: Student) Ms. Wendy Dumas (Business Services) Mr. Kyle Faber (Classified: ITS)	Ms. Kim Fite (Classified Union) Dr. Meeta Goel, Co-Chair (Dean, IERP/Library) Mr. Doug Jensen (Exec. Dir., FAC) Ms. Suzanne Olson (Classified: Acad. Affairs) Ms. Jenell Paul (Classified, Student Services) Mr. Duane Rumsey (Enrollment Mgmt.) Dr. Bonnie Suderman (VP, Academic Affairs) Ms. LaDonna Trimble (Dean, Student Services) Dr. Les Uhazy (Dean, Math & Science) Dr. Erin Vines (VP, Student Services)
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ITEMS	PERSON(S) RESPONSIBLE	
STANDING ITEMS:		
I. Approval of Minutes: January 20, 2016 (Attachments)	All	
II. Opening comments from the Co-Chairs	Dr. Goel & Dr. Beyer	
III. Reports	All Departments	

INFORMATION/DISCUSSION/ACTION ITEMS

IV. Information Item: EMP Internal Environment Scan Presentation (Attachment)	Dr. Trapp	
V. Discussion Item Begin EMP 2016 Goals Development	Dr. Goel & Dr. Beyer	

NEXT SPC REGULAR MEETING DATE: March 2, 2016

**STRATEGIC PLANNING COMMITTEE
MINUTES**

**Wednesday, January 20, 2016
SSV 151
2:30pm – 4:00pm**

TYPE OF MEETING: Regular
NOTE TAKER: Jerene Kelly
PLEASE REVIEW/BRING: Agenda, Minutes and Supporting Documents

Committee Members:

Dr. David Adams (Faculty)
 Dr. Ed Beyer, Co-Chair (AS: President)
 Dr. Liette Bohler (Faculty Union)
 Mr. Mark Bryant (VP, Human Res.: Ex-Officio)
 Ms. Carolyn Burrell (AS: Library) **Absent**
 Ms. Noemi Bustamante (ASO: Student) **Absent**
 Mr. Michael Dioquino (ITS)
 Ms. Joshuaree Dumas (ASO: Student)
 Ms. Wendy Dumas (Business Services)
 Mr. Kyle Faber (Classified: ITS) **Absent**

Ms. Kim Fite (Classified Union) **Absent**
 Dr. Meeta Goel, Co-Chair (Dean, IERP/Library)
 Ms. Brenna Humann (CMS)
 Mr. Doug Jensen (Exec. Dir., FAC)
 Ms. Suzanne Olson (Classified: Acad. Affairs)
 Ms. Jenell Paul (Classified, Student Services)
 Mr. Duane Rumsey (Enrollment Mgmt.) **J. Jones-Proxy**
 Dr. Bonnie Suderman (VP, Academic Affairs: Ex-Officio)
 Ms. LaDonna Trimble (Dean, Student Services) **Absent**
 Dr. Les Uhazy (Dean, Math, Science & Engineering) **Absent**
 Dr. Erin Vines (VP, Student Services: Ex-Officio)

ITEMS	PERSON(S) RESPONSIBLE	INFORMATION, DISCUSSION OR ACTION
STANDING ITEMS:		
I. Approval of Minutes: November 18 th & December 2 nd , 2015 (Attachments)	All	Minutes were approved.
II. Opening comments from the Co-Chairs	Dr. Goel & Dr. Beyer	Dr. Goel reported that Dr. Fred Trapp (EMP consultant) will be at the February 17, 2016 SPC meeting to share the themes for the internal and external environmental scan. SPC will use this information in future meetings to help develop goals and objectives. There will not be a meeting on February 3, 2016.
III. Reports	All Mr. Jensen	Mr. Jensen reported on the Facilities Master Plan process. He would like to present the progress at the April 6, 2016 SPC meeting prior to meeting with the Board of Trustees working session on April 11, 2016.
INFORMATION, DISCUSSION, OR ACTION ITEMS		
IV. <u>Information Item:</u> BC and HR Subgroup Recommendations (Job Positions) (Attachment)	Ms. Keelen & Mr. Bryant	Mark Bryant reported the following: - Completed prioritization work, information was provided to individual subgroups prior to winter break. - There is more than one way that required positions are identified and funded. - Process for staffing that was presented to the HR subgroup is intended as a regular process under normal circumstances for positions that will be funded by general funds. - Determined that a supervisor over payroll and another payroll technician is needed when completing the application to be fiscally independent. - Palmdale center needs to be appropriately staffed and it will be delayed approximately 6 months. It was supposed to be ready for the fall semester 2016 and will instead be available for the spring semester 2017 at the earliest. - Presented a list of positions to be funded in the 2016-2017 year.

		<p>Dr. Adams asked how much money is AVC saving per year by not relying on LA County to process the college's payroll and how many employees at AVC are currently dedicated to payroll. Mark Bryant response was that LA County is only a resource. The checks are cut by LA County but becoming fiscally independent will allow AVC to efficiently act in the college's best interest.3 people are dedicated to payroll.</p> <p><u>Action:</u> Motion was made with no further discussion to approve positions for a payroll supervisor and a payroll technician for the current fiscal year: 1 Opposed, 1 Abstention</p>
<p>V. <u>DISCUSSION ITEM:</u> AVC Values</p>	<p>Ms. Bustamante, Drs. Suderman, Uhazy, and Adams</p>	<p>Dr. Suderman discussed with the committee the minor changes made with choosing the AVC values. The values that were chosen are: education, integrity, excellence, and community. There was concern that AVC was losing important things by not having the remaining values and felt that we should incorporate them. The values that should be included with the previous values are diversity, and innovation. Dr. Adams acknowledged that Ms. Bustamante's was great and very instrumental in helping to forge the bridge with her wanting to adding diversity and innovation.</p> <p><u>Action:</u> Motion was made with no further discussion to move AVC Values forward for recommendation to the BC, and then Executive Council: 0 Opposed, and 1 Abstention</p> <p>AVC Vision & Values- Recommendation from SPC, 1/20/2016</p> <p><u>Vision statement:</u> To provide quality education that transforms lives</p> <p><u>Values:</u> Education - We are dedicated to students, faculty, staff, and alumni in their endeavor for lifelong learning.</p> <p>Integrity - We expect honesty, trust, candor, and professionalism from one another.</p> <p>Excellence – We commit to the highest quality in all our endeavors, being responsive to our community in innovative ways.</p> <p>Community – We create and foster relationships between AVC and its diverse constituents: students, faculty, staff, alumni, and the community at large.</p>
<p>NEXT SPC REGULAR MEETING DATE: February 17, 2016</p>		

Key Planning Assumptions

The following are the key assumptions to guide future planning activity.

1. National and state goals and policy for postsecondary education will increasingly emphasize:
 - a. degree and certificate completion;
 - b. transfer to four-year universities;
 - c. reduction of achievement gaps among various subgroups of students; and
 - d. institutional cost containment.

To promote more effective community colleges some have argued that the institutions should be redesigned.¹ The College may want to explore those arguments.

2. A significant change in public policy regarding the CSU transfer process has been implemented with the SB 1440/440 legislation. The UC has started a similar transfer pathway framework. The College has aggressively responded to those public policy changes. The ongoing challenge will be to connect students to those pathways and both strengthen and reinforce the College's image for transfer preparation.
3. The current and future planning environment is very fluid (e.g., resources and legislative mandates). The state of California, and by extension the community college system, has a set of revenue generation laws, policies and practices, which result in volatile levels of revenue. During the Great Recession the revenue reductions were unprecedented in both the steepness of the decline and in the number of consecutive years in which they were sustained. Elements of performance based funding are working their way into categorical program and workforce development program funding. The College will need to be nimble and collaborative (cross talk on the campus).
4. Technology is a disruptive factor both in the broader society and in higher education. It represents an evolving challenge to teach students how to use it as well as to teach students who are more adept with it than are faculty members. A variety of technology applications for the classroom and instruction are promising, but faculty must learn to use them and their effectiveness needs to be empirically evaluated. The current State-sponsored Online Education Initiative holds great promise for the improvement of online instruction experience for learners and for faculty members. Technology is also a force with which to be reckoned in the delivery of administrative and instructional support services as well.²
5. Transferable, core abilities, commonly expressed in the learning outcomes associated with general education, will likely never go out of fashion. However,

¹ Bailey, Thomas, et. al. *Redesigning America's Community Colleges: A Clearer Path to Student Success*. Harvard University Press, 2015. American Association of Community Colleges. *Reclaiming the American Dream: Community Colleges and the Nation's Future*. 2012.

² Ryland, Jane N. (President Emerita, CAUSE). *Technology and the Future of the Community College*. Retrieved from www.aacc.nche.edu/Resources/aaccprograms/past projects on January 15, 2016.

weaving a coherent curriculum that effectively fosters those talents is an ongoing challenge for any higher education institution.

6. Change in late adolescent and adult demographics (racial composition, ethnic identities, age cohorts) is the future of the effective service area. Although the primary college age cohort (18 to 24) will become proportionately smaller, the group's size will continue to be a substantial. The College will always have to "sell itself" to the community of prospective students. The entire state system perceives a similar challenge.³
7. Substantial numbers of residents are limited in their ability effectively to participate in the local economy due to shortcomings in their academic capital (English language learners, low educational attainment, and poverty). Many are concentrated in a limited number of zip codes. The decision and resources required to outreach and to recruit these adults and/or their college-age children will be an ongoing opportunity for the College as well as a challenge to "make room" for them and help them succeed.
8. The implementation of the common core curriculum in K-12 districts may favorably impact the extent to which future students are "college-ready" upon graduation from high school. Currently, substantial portions of those high school graduates who complete the placement assessment exams are recommended to basic skills courses. Is it the students or is it the assessment process, or both?⁴ The College may want to revisit the issue of "college ready."
9. The recommendations made by the Board of Governor's Task Force on Workforce, Job Creation, and a Strong Economy may translate into a series of new policy, program, and funding initiatives for career and technical education.⁵
10. Aligning instructional programs to the occupations with the greatest job opportunities, some of which will require a Bachelor's Degree while others will not, will be an important public service and ongoing challenge for the College.⁶ Designing terminal Associate Degrees and Certificates of Achievement that culminate in an industry recognized certification or prepare students for the examinations to earn those licenses and certifications will require considerable commitment and a willingness to change with the times.
 - a. Eighty-six percent of all projected nonfarm job growth opportunities (2012-2022) in Los Angeles County is concentrated in four industry sectors:

³ California Community Colleges. Chancellor's Office. *System Strategic Plan*. 2013

⁴ Hanover Research. *Planning for the Future in Community Colleges*. December 2013

⁵ California Community College Chancellor's Office. *Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy: Report and Recommendations*. November 2015

⁶ American College Testing. *Changing Lives, Building a Workforce*. 2015; Public Policy Institute of California. *California's Future: Higher Education*. 2016; California Community Colleges. Chancellor's Office. *System Strategic Plan*. 2013; California Community Colleges. Chancellor's Office. *Board of Governors Task Force on Workforce, Job Creating, and a Strong Economy*. 2015;

4-AVC Key Planning Assumptions 011716

- i. The private educational services, health care and social assistance industry is the fastest growing sector (35% of all new jobs);
 - ii. The professional and business services sector represent 19% of all new jobs;
 - iii. Trade, Transportation, Utilities as an industry will provide 18% of all new jobs; and
 - iv. Leisure and hospitality will contribute 15% of all new jobs.
 - b. Sixty-two percent of all projected nonfarm job growth opportunities (2012-2022) in the South Central Coast Counties is concentrated in four industry sectors:
 - i. Private education, health care, and social assistance (15% of all new jobs);
 - ii. The professional and business services industry will create 15% of new jobs;
 - iii. Trade, Transportation, Utilities will generate 15% of new jobs; and
 - iv. Leisure and hospitality as a sector also will provide 15% of new jobs.
11. The ability to measure and track data is necessary for identifying trends in student outcomes achievement. Robust data sets provide faculty and staff with timely feedback and information about student outcomes, which allows them to alter or enhance instructional programs and support services. Some have called this process a “culture of evidence.” It can be a challenge to know how to use this information well. That is, it is not enough to collect data, but the College must know how to analyze and use the data to make “informed decisions in the classroom, in student services, and in human resources.”⁷
12. The funding needs for capital projects throughout the California community college system are greater than the currently available state funds and there is reluctance to ask the public to consider additional general bond obligation debt for those purposes. Therefore, the College must more effectively and efficiently use existing facilities.
13. Whatever entity is the future accrediting body for the College, it will likely continue to insist upon adequate capacity to provide educational services and continuous quality improvement. In regard to effectiveness it will place emphasis on both student achievement and learning outcomes results.

⁷ Lorenzo, George (editor-in-chief of the SOURCE on Community College Issues, Trends, and Strategies). *Eight Important Questions for Eleven Community College Leaders: An Exploration of Community College Issues, Trends, and Strategies*. May 2011

Palmdale Center Goals in EMP 2013-16

1. Develop an organizational structure for the Palmdale Center aligned with the Educational Master Plan.
2. Increase access to support services with additional staff, expanded hours, and alternative delivery methods.
3. Provide students with an environment that supports learning and facilitates student success.
4. Enhance instructional and student support technology to meet the District's and Center's mission.
5. Maintain and enhance community partnerships.
6. Inform the Palmdale community about programs and services at the Center
7. Develop revenue enhancement initiatives.

Antelope Valley Community College District Educational Master Plan: 2013-16: Update on Progress as of July 2015

***Goal #1. The college as a community will provide students with an environment which supports learning and facilitates student success.**

Objective 1a. Increase number of degrees and certificates granted to exceed the standard of 1,033 set by the Student Success Committee.

Responsible for Implementation: Everyone (deans, department chairs, faculty, counseling, financial aid)

Responsible for Evaluation: Dean of Institutional Effectiveness, Research & Planning (DIERP), Student Success Committee

Date to be achieved: September (ongoing)

Status: The total number of degrees and certificates awarded to AVC students has consistently been above the set standard of 1,033 and has increased steadily: 1,103 in 2009-10; 1,224 in 2010-11; 1,279 in 2011-12; 1,516 in 2012-13; 1,847 in 2013-14; approx. 2,000 in 2014-15 (not final yet).

Objective 1b. Strengthen the link between SLO/PLO assessment and action plan development and evaluation.

Responsible for Implementation: SLO Committee; DIERP; deans; faculty

Responsible for Evaluation: DIERP

Date to be achieved: ongoing

Status: The Outcomes, Program Review, and AP&P Committees have been working with college wide personnel to ensure that SLOs are linked to PLOs as well as ILOs.

Objective 1c. Increase the student success rate to exceed the standard of 68% set by the Student Success Committee.

Responsible for Implementation: Everyone (deans, department chairs, faculty, counseling, financial aid)

Responsible for Evaluation: DIERP

Date to be achieved: September each year (ongoing)

Status: The student success rate is above the set standard of 68%: 68.9% in fall 2014; 69.1 in fall 2013; 70.5% in fall 2012; 68.1% in fall 2011; 67.5% in fall 2010; 65.6% in fall 2009.

Objective 1d. Develop relationship between classroom instructors and counselors and career advisors by embedding counseling in division areas.

Responsible for Implementation: department chairs, faculty, counseling, VPs of Academic Affairs & Student Services

Responsible for Evaluation: VPs of Academic Affairs & Student Services

Date to be achieved: 14-15 academic year (ongoing)

Status: Counseling is currently implementing the new cohort system to proactively reach out to students in each division and provide them with support in them in making informed decisions through educational goals and plans. The counseling division continues to provide support to Basic Skills students and instructors with classroom visits by education advisors and staff and will begin to provide the same support to ESL instructors and students in the fall 2015 semester. SOAR has a designated counselor, the AVC honors program has one and beginning in the fall 2015 semester we will have a designated counselor for the new Action/Equity program that works with faculty to identify and support students who are failing their courses early in the semester.

Objective 1f. Validate prerequisites for courses.
Responsible for Implementation: AP&P; Assessment Center; faculty
Responsible for Evaluation: DIERP & faculty
Date to be achieved: February each year (ongoing)
Status: Validation studies have been completed as needed. Two are in progress for ESL and Biology courses.
Objective 1g. Increase class offerings in high demand classes and disciplines.
Responsible for Implementation: Academic Affairs; DIERP; deans; department chairs
Responsible for Evaluation: VP and deans, Academic Affairs; DIERP
Date to be achieved: ongoing
Status: Examples of this include: English 095 where course offerings went from 8 in fall 2013 to 13 in fall 2014; History 108 went from 8 in fall 2013 to 11 in fall 2014; Math 070 went from 22 in fall 2013 to 36 in fall 2014; Math 102 went from 19 in fall 2013 to 23 in fall 2014; Math 130 went from 11 in fall 2013 to 13 in fall 2014; Philosophy 105 went from 13 in fall 2013 to 15 in fall 2014; Political Science 101 went from 19 in fall 2013 to 23 in fall 2014
Objective 1h. Combine classes and revise curriculum in areas in which the faculty identify needs.
Responsible for Implementation: AP&P, faculty
Responsible for Evaluation: AP&P
Date to be achieved: February each year (ongoing)
Status: Examples of this are Math 065, ESL courses
Goal #2. The college will increase the transfer rate to Cal States, UC, and private colleges.
Objective 2a. Increase the number of transfer students by developing TMCs to facilitate transfer to CSUs as the TMCs become available.
Responsible for Implementation: AP&P, faculty
Responsible for Evaluation: DIERP, AP&P
Date to be achieved: July 2014
Status: The number of AVC students transferring to the CSUs increased from 379 in 2012-13 to 493 in 2013-14, while the number of AVC students transferring to the UCs increased from 73 in 2012-13 to 88 in 2013-14. In addition, during 2012-13, 383 AVC students transferred to in-state-private or out-of-state schools compared with 386 during 2013-14. The total number of degrees for transfer (AST & AAT) were: 5 in 2011-12; 14 in 2012-13; 17 in 2013-14.

Objective 2b. Bring an eclectic group of colleges, universities and other higher education options to campus for visits and recruiting.
Responsible for Implementation: Dir. Student Activities & Community Outreach; Dean of Student Development & Services; Career & Transfer Center
Responsible for Evaluation: VP of Student Services
Date to be achieved: ongoing
Status: AVC "Transfer Day" held
Objective 2c. Expose students to opportunities for higher education and the skills they need to achieve it.
Responsible for Implementation: Career & Transfer Center; Dean of Student Development & Services
Responsible for Evaluation: VP of Student Services; DIERP
Date to be achieved: ongoing
Status: Events & Presentations- City of Lancaster "Poppy Festival"; City of Palmdale "Thursday Nights on the Square"; Quartz Hill "Almond Blossom Festival" ; AV Union High School District "College Information Night"; AVC "Transfer Day"; Antelope Valley "Salute to Youth" ; Edwards AirForce Base Benefits Fair; Highland High School College Fair; Desert Christian Career Day; Opportunities for Learning College Fair; Tehachapi High School College; Desert HS – AVC Overview & Financial Aid Overview; Littlerock HS – General AVC Presentation; Rising Stars – Financial Aid Presentation; Palmdale HS seniors-Navigating myAVC; Student Success Kick Off 2015; Veterans Resource Center Student Orientation; New Student Success Workshop; Financial Aid Overview Presentations; KHS, QHHS, LnHS, HHS, LHS, AV Learning Academy, Opportunities for Learning, Desert Sand Charter School; Phoenix High School Presentation & Campus Tour; Los Angeles County Air Show; OURS: Shadow Hills School - AVC Campus Tour; OSD Incoming Students Orientation; AV Youth Build - AVC Campus Tour; Individual Student and small personal campus tours
Objective 2d. Increase the percentage of students who successfully achieve 12 transferrable units and transfer-level English and math courses up to five years after initial enrollment.
Responsible for Implementation: Everyone (deans, department chairs, faculty, counseling, financial aid)
Responsible for Evaluation: DIERP
Date to be achieved: ongoing
Status: Parameters and methodology for tracking this needs to be developed
*Goal #3. The college will expand and diversify Career Technical Education options for students.
Objective 3a. Recruit more non traditional students into CTE programs.
Responsible for Implementation: Dir. Student Activities & Community Outreach; Counseling; Career & Transfer Center; faculty; Dir., Public & Governmental Relations; deans; Dir, EOPS; Dir, Star/TRIO
Responsible for Evaluation: DIERP
Date to be achieved: September each year
Status: Disseminated a plan for recruitment through the Marketing Office. The plan will take effect in fall 2015.

Objective 3b. Increase employer outreach for participation on advisory committees in occupational work-experience and in job placement.
Responsible for Implementation: CTE discipline faculty
Responsible for Evaluation: VP, Academic Affairs; Academic Affairs deans
Date to be achieved: May each year
Status: Accomplishments include a new advisory committee for the Airframe Manufacturing Technology bachelor's degree program, expanded membership on the computer information systems, nursing, medical office assisting, and accounting advisory committees. President Knudson created a College Advisory Group in 2014 that he meets with twice a year to strengthen community partnerships, share information about AVC, and gather input from local employers regarding the college.
*Goal #4. The college will increase student success in Basic Skills and ESL courses.
Objective 4a. Promote student information competency and technology skills.
Responsible for Implementation: Librarians; Basic Skills Committee; Student Success Committee
Responsible for Evaluation: Librarians; ITS; DETC
Date to be achieved: ongoing
Status: Classes in information literacy, academic library research, internet research are regularly offered through the Library to promote student information competency and technology skills, in addition to the assistance provided by the reference librarians and classified staff.
Objective 4b. Enhance instructional support for basic skills and ESL courses.
Responsible for Implementation: Learning Center; Basic Skills Committee; deans of IRESLA and MSE; Student Success Committee
Responsible for Evaluation: VP, Academic Affairs; Basic Skills Committee
Date to be achieved: ongoing
Status: Development of an Academic Development Department with a Chair. This allows faculty to concentrate their skills and ingenuity on basic skills students and issues. Development of an ENG 101SI course to allow ESL students to take a transfer level ENG course with second language learner support. Move lower level ESL course to non credit to allow students to take it at no cost and as open entry-exit. Summer bridge for remedial math students.
Objective 4c. Create curriculum to increase the success rates of basic skills and ESL students.
Responsible for Implementation: AP&P; basic skills faculty; Student Success Committee; Basic Skills Committee
Responsible for Evaluation: AP&P
Date to be achieved: February each year (ongoing)
Status: Academic Development was created during 2014-15 to help address this. The retention rate for basic skills has increased from 84.6% in fall 2013 to 85.6% in fall 2014, while the success rate has increased from 57.7% in fall 2013 to 58.8% in fall 2014.

Objective 4d. Establish a plan for providing professional development opportunities related to basic skills for basic skills staff, basic skills faculty and anyone who might want to be involved in basic skills.
Responsible for Implementation: Academic Senate; Faculty Professional Development Committee; Basic Skills Committee
Responsible for Evaluation: Academic Senate; Basic Skills Committee
Date to be achieved: April each year
Status: Academic Development was created during 2014-15 to help address this.
Goal #5. The college will utilize campus resources efficiently and effectively.
Objective 5a. Integrate fragmented and redundant District processes and enterprise-wide business process revision.
Responsible for Implementation: VP, Administrative Services; Business Office; SPBC
Responsible for Evaluation: SPBC; VP, Administrative Services
Date to be achieved: June 1, 2014
Status: Numerous processes have been revised and Banner Finance has been implemented.
Objective 5b. Rely on discipline faculty to identify program equipment and facility needs.
Responsible for Implementation: Discipline faculty; SPBC; Facilities Services; ITS
Responsible for Evaluation: Faculty; division deans; SPBC
Date to be achieved: June each year (ongoing)
Status: Accomplished via program reviews
Objective 5c. Develop creative funding sources for equipment and facilities.
Responsible for Implementation: Advisory Committees; Exec. Dir. Of Institutional Advancement; Dir. Of Public & Governmental Relations; faculty; administrators
Responsible for Evaluation: SPBC; VP, Administrative Services; Exec. Dir. Of Institutional Advancement
Date to be achieved: June 1, 2014
Status:
Objective 5d. Increase and enhance professional development for faculty, administrators, and classified staff.
Responsible for Implementation: Academic Senate; Faculty Professional Development Committee; Office of Human Resources & Employee Relations; ITS
Responsible for Evaluation: Academic Senate; VP, Human Resources & Employee Relations
Date to be achieved: June 30, 2014
Status: Accomplished through the Faculty Professional Development Committee

Goal #6. The college will maintain and enhance community partnerships.
Objective 6a. Link campus needs with community resources through the AVC Foundation.
Responsible for Implementation: Advancement Office & AVC Foundation; advisory committees; President
Responsible for Evaluation: Executive Council; Executive Director of Institutional Advancement
Date to be achieved: December each year
Status: 1) CTE- Over \$10,000 in composites materials donated annually by area aerospace manufacturers for classroom use; Advisory Board assisting on Airframe Manufacturing Technology Baccalaureate pilot includes government, education and business representatives. 2) Math & Sciences- Numerous corporate grants for outreach programs in STEM, such as Science Olympiad, Math Field Day and transfer scholarships; Bond-funded construction has resulted in lucrative naming opportunities in these spaces. 3) Social & Behavioral Sciences and Language Arts/Academic Development- Numerous Foundation grants awarded to the division supporting classroom needs as expressed by faculty, funded through Foundation AVC Fund. 4) Kinesiology, Athletics and Dance- Annual golf tournament for basketball engages over 100 donors; tailgate party and touchdown club for football engages support; Bond-funded construction has resulted in lucrative naming opportunities in theatre spaces. 5) Student Life- Job Placement Center: Partners with over 300 local employers annually for campus job fairs; Transfer Center: Partners with 40 colleges and universities at annual transfer fair, as well as many others for tours and advising; Veterans Center: Partners with 2 major corporations for nearly \$20,000 in annual grant support; Student Health: Partners with Kaiser Permanente on \$20,000 grant funding mental health program.
Objective 6b. Promote seamless transfer of high school students
Responsible for Implementation: Counseling; AP&P; discipline faculty; dean, student development & services; dean, enrollment services; financial aid office; Dir, EOPS; Dir, Star/Trio
Responsible for Evaluation: VP, Student Services; DIERP
Date to be achieved: ongoing
Status: The one-year efforts of Language Arts faculty and dean have culminated with a 12-week English 97 class and 4-week HD class for the local YouthBuild Charter School, a school for nontraditional high school students. The effort increases access and supports the success of "at-risk" students. The classes are scheduled for the fall semester at the Palmdale Center. Summer Bridge Program, Orientation, Student Success Kick-Off, Welcome Center, Books HELP, Foundation Scholarships, FAFSA and Dream Act applications, ASO and Student Clubs, EOPS & CARE, STAR, CalWORKS SOAR, High School; Also see 2c.
Objective 6c. Develop programs to reach out to middle schools
Responsible for Implementation: Dir, Student Activities & Community Outreach Office; grant writer
Responsible for Evaluation: VP, Student Services
Date to be achieved: ongoing
Status: Recruitment at local community events, Billboards and campus banners, Local media features; Also See 2c.
Goal #7. The college will increase resources to enhance technology's support of the college mission and processes.

Objective 7a. Increase support for classroom, counseling, student services offices, and instructional technology.

Responsible for Implementation: ITS; DETC; Information Technology Committee

Responsible for Evaluation: Academic Senate; VP, Administrative Services

Date to be achieved: June 30, 2014

Status: Classroom and Instructional Technology Support-In October of 2014, ITS added an Instructional Support Services Manager with the charge of increased attention and support for instructional services and classroom support. The addition of this position was the last recommendation needing action from the Strata Report. Help Desk Services are available M-Th from 7:30 a-8 p and from Fri 7:30a-11:30a as the first point of contact for classroom support, and is charged with dispatching services for both ITS and IMC. With one time/refresh funding during the 2014-15 year, projectors were replaced/upgraded in 15 rooms, and a number of check out carts were updated and are available for check out via IMC. BE 132 & 118's teleconferencing/distance ed capacity was refreshed as well. Student Services & Counseling have benefited greatly from 3SP money, and multiple new services and improvements have been implemented. Open terminals in the SSV lobby have been added for walk up / just-in-time needs. New services are being explored including – web based text chat and video conferencing to support out distance ed students and expand support capacity to students who have difficulties reaching campus for services. Planning is underway to implement and/or upgrade document management services in Student Services, A&R, Financial Aid, & Counseling to enhance submission and management of records. Obtained pilot campus status for the state Online Education Initiative (OEI) which affords specific classes: 1) instructional design support 2) online tutoring and 3) a student readiness component.

Objective 7b. Develop effective orientation for online and hybrid courses.

Responsible for Implementation: ITS technical trainer; DETC

Responsible for Evaluation: Academic Senate; Director of ITS

Date to be achieved: June 30, 2014

Status: Development of orientation for online and hybrid course has been the responsibility of the Distance Education and Technology Committee. Over the past couple of years its time has been focused on two objectives; developing and getting approval for a clear policy on Effective Contact, this was completed in the 2014-15 year, and the State's OEI (Open Educational Initiative). AVC is a pilot for the 'Readiness' Component of this project. There is some expectation that the Readiness component of the OEI will fulfill a good portion of the need for an effective orientation and assessment. Also see 7a. The readiness component may be used by other students as well. Plans are underway to include first year experience students in this component.

Objective 7c. Provide advanced faculty professional development for instructors of distance education courses.

Responsible for Implementation: ITS technical trainer; DETC; Academic Senate; Faculty Professional Development Cmte

Responsible for Evaluation: Academic Senate; Faculty Professional Development Committee

Date to be achieved: June 30, 2014

Status: Training for faculty has been a priority for ITS for many years and stats on training, for distance education as well as other technology needs are available on the Technical Training page (<http://www.avc.edu/information/techtraining/>). Five faculty attended the Online Teachers Conference (OTC) in June funded by Academic Senate and Basic Skills.

Objective 7d. Advocate for increased resources for District-wide systems and services.

Responsible for Implementation: President & Vice Presidents; Dir. Of Public & Governmental Relations; Exec. Dir. Of Institutional Advancement; grant writer

Responsible for Evaluation: Executive Council; SPBC

Date to be achieved: July 1 each year

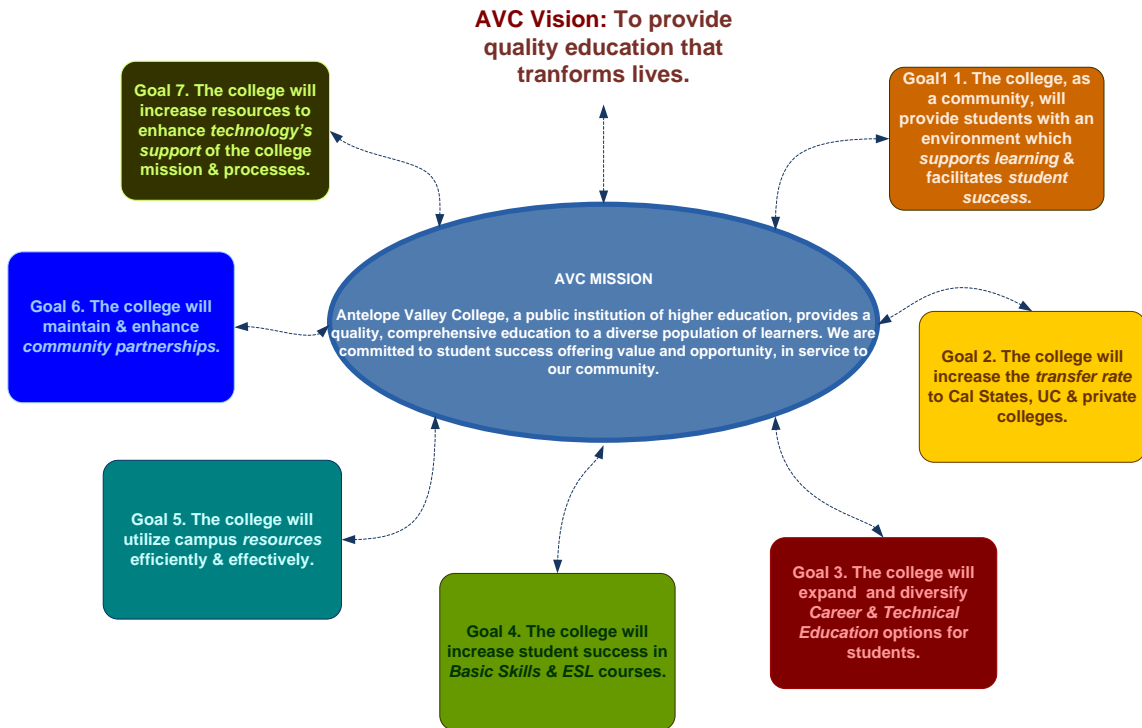
Status: ITS and IMC have been successful in gaining increases in one-time and ongoing funding increases. In the past year the college experienced its first 'refresh' from a standing refresh line item in institutional memory. It is expected that this line item will not only continue be be augmented to expand efforts to replace aging equipment. In addition one time funding has been allocated: to implement wireless networking across the campus; to put battery backups in network closets to correct a safety issue with the phone system; a grant has been procured to assist the the captioning of instructional videos and podcasts in the IMC inventory; complete the implementation of the college's ERP (Banner) for Finance and HR/Payroll; initiate a document management system for the campus; and begin implementation of security cameras on campus.

*These goals were prioritized higher by the college during 2014-15 for planning, program review and resource allocation purposes.

Some Outcomes from the July 31st, 2015 Administrative Council Planning Retreat:

Recommendations for 2015-16 EMP Priorities are to keep Goals #3 & #4 and add goals #5 & #7 as priorities based on EMP progress to date, the attention needed for the new Palmdale Center, Facilities, and Technology plans, and the Board's priorities. Since good progress is being made and the initiatives under goal #1 have additional support from 3SP and Equity Plan funding currently, although work on this goal as well as all of the rest of the goals of the EMP will continue, goal #1 will not be one of the top goals for prioritization in program reviews and budget allocation during 2015-16.

Antelope Valley Community College District 2013-16 Educational Master Plan Overview



GENERAL OUTLINE FOR EDUCATIONAL MASTER PLAN

- I. *Message from the President of the College (college prepares)*
- II. Introduction
- III. *Overview of the College (from college web pages, etc.)*
 - A. *History*
 - B. *Current-Day Perspective*
- IV. *Mission, Vision, Values (from college web pages, etc.)*
ACCJC Standard I.A.1
- V. Environmental Scans/Considerations
 - A. External Scan
 1. State and Regional Conditions That Could Impact the College in the Future (examples)
 - a. The Economy and Employment by Industry
 - b. Higher Educational Policy and Impacts for Community Colleges
 - c. Cities of Residence, Effective Service Area- Demographic Considerations

What are the educational needs of the service area and contextual considerations in which the college operates?

- B. Internal Scan
 1. The Institution from Within (examples)
 - a. Unduplicated Student Headcount (for last five fall semesters only)
 - b. FTES or WSCH Trends (for last five fall semesters only)
 - c. Profile of Student Characteristics/Demographics, Goals, Attendance Patterns, etc.
 - d. Program of Instruction (degrees & certificates authorized to confer)
 - e. Curriculum Distribution (WSCH by divisions)
 - f. FTES by Modalities of Instruction
 - g. Non-Instructional Resources That Support the College
 - i. Support Services
 - ii. Library and Learning Resources
 - iii. Human Resources And College-Wide Staffing Pattern
 - iv. Budget
 - v. Technology

How has the college responded to the external and internal environment?

ACCJC Standards I.A.3, II.A.1, II.B.1 & 2, II.C.3

Italics indicate content coming from existing college web pages or documents.

Bold indicates topics that the college will need to think about and help articulate with CWP.

Regular font indicates topics that CWP will research and author.

VI. Key Planning Assumptions

A. Key Planning Assumptions

B. Goals

Note: After the EMP and FMP are completed the College Strategic Planning Committee will develop a Three-Year Strategic Plan

VII. Opportunities for the Future (examples)

A. Future Labor Markets, by Occupation

B. Planning for Potential New Programs

a. Chancellor's Office Evaluation Criteria

b. What is Already in Place Around the "Neighborhood"

C. Faculty Vision for Curriculum

a. Future Curriculum Visions (agenda for the Curriculum Committee)

b. New Curriculum Visions with Facilities/Space Implications

c. Perceived Problematic Current Facilities

D. Planning Considerations for Potential New Programs

E. Opportunities for New Initiatives

What are the faculty visions for new programs and what additional space might be needed?

What are the opportunities suggested by the labor market, legislation, etc.?

ACCJC Standard IV.A.4

VIII. Projections for Future Growth

A. Future Capacity for the Growth (fall 2014 then in 5-year increments, 2020, 2025, 2030)

1. Unduplicated Student Headcount (fall term only)

2. WSCH (fall term only)

B. WSCH Growth as Applied to the Future Program of Instruction

1. By Discipline/Program

2. By Instructional Division

Acknowledgements

Appendices

Italics indicate content coming from existing college web pages or documents.

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Regular font indicates topics that CWP will research and author.