



ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
November 5, 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. October 15, 2009 (attachment)
- 5. PRESENTATION**
 - a. Probability Research (attachment) – Ted Younglove
 - b. Matriculation Committee Update (attachment) – Patricia Márquez
- 6. REPORT (Limited to 5 minutes each)**

None
- 7. ACTION ITEMS**
 - a. Faculty Mentoring Pilot Program (attachment)
 - b. Senate Grant Funding Recommendation (attachment)
 - c. Equivalency Committee Chair Job Description (attachment)
 - d. Legislative Officer Job Description (attachment)
 - e. Faculty Professional Development Program Procedures (attachment)
 - f. Spanish Discipline Equivalency (attachment)
- 8. DISCUSSION ITEMS**
 - a. Library Funding Update/TTIP Funding Resolution (attachment)
 - b. Add Authorizations (Course Wait List) – LaDonna Trimble & Dr. Robert Harris
- 9. SENATE ADMINISTRATIVE BUSINESS**
 - a. Appointments
 - Senate Grant Committee
 - Dr. David Newby (3 year term)
 - b. Announcements
 - Statewide Senate Fall Plenary Session – November 12 – 14, 2009 (Ontario, CA)
 - Hayward Award Nominations – November 13, 2009
 - Dorothy Stanbeck-Stroud Diversity Award Nominations – November 24, 2009
 - 2010 Teaching Institute – February 19 – 20, 2010 (Anaheim, CA)
 - 2010 Vocational Education Institute – March 11 – 13, 2010 (Napa, CA)
 - 2010 Accreditation Institute – March 19 – 20, 2010 (Newport Beach, CA)
 - Statewide Senate Spring Plenary Session – April 15 – 17, 2010 (Millbrae, CA)
 - 2010 Leadership Institute – June 17 – 19, 2010 (San Diego, CA)
 - 2010 Curriculum Institute – July 8 – 10, 2010 (Santa Clara, CA)
- 10. ADJOURNMENT**

NON-DISCRIMINATION POLICY

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

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Mr. Christos Valiotis, 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
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3:00 p.m. – SSV-151**

ADDENDUM AGENDA

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

- 1. DISCUSSION ITEM**
 - a. Early Assessment Program (attachment)

NON-DISCRIMINATION POLICY

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**ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
November 5, 2009**

1. CALL TO ORDER AND ROLL CALL

Mr. Christos Valiotis, Senate President, called the meeting to order at 3:07 p.m.

A motion was made and seconded to approve amending the agenda to include the addendum agenda discussion item. Motion carried.

A motion was made and seconded to approve amending the agenda to allow Presentation item "b" to precede item "a", and Discussion item b to precede item "a" and "c." Motion carried.

2. OPEN COMMENTS FROM THE SENATE PRESIDENT

- Mr. Valiotis reported the Statewide Plenary Session is scheduled for November 12 – 14, 2009 in Ontario, California. There are some big issues being discussed and a full report of the outcome will be provided at the November 19, 2009 Senate Meeting.
- A resolution being voted on is the 50% law. There is a breakout session regarding this issue and then a vote will be taken on the matter on Saturday, November 14, 2009.
- The SPBC meeting update will be distributed via email in efforts to save time and allow time for agenda items.
- Dr. Lee Grishman has volunteered to complete the term for Mr. Sal Suarez for the Student Services/Counseling Division representative.
- The Discipline Faculty for the GED Program will be working with the office of Institutional Research to gather data in efforts to determine possible solutions to reinstate program courses.

3. OPEN COMMENTS FROM THE PUBLIC

- Mr. Harish Rao reported the Forensic Team was hosting a fundraiser at BJ's Restaurant in Palmdale to offset the costs for the team to compete in the National tournament in New Orleans. The next scheduled fundraising opportunity will occur in December at Numero Uno Pizza in Palmdale. Mr. Rao personally invited all Senate meeting attendees to attend one of the upcoming fundraising events and support the Forensic Team.

4. APPROVAL OF MINUTES

a. October 15, 2009 Senate Meeting (attachment)

A motion was made and seconded to approve the October 15, 2009 Academic Senate Meeting minutes. A minor language revision was requested to be made on page 2. Motion carried as amended.

5. PRESENTATION

a. Probability Research (attachment) – Ted Younglove

Mr. Aaron Voelker provided a brief overview of the Probability Research information. Mr. Voelker reviewed statistical data of English 099 student success rates for those who received Counseling services versus those who did not. In addition, he announced the creation of Counseling Cheat Sheets. The sheet provides statistical data of a student's pass probability if the student passes English 095 by rank order. The statistical form will assist Counselors in placing students in courses. Other community colleges are implementing something similar. The form will be used for Intersession 2009 and Spring 2009 enrollment periods. The sheet can assist in determining probability of success for students co-enrolled in Basic Skills courses. Mr. Voelcker presented data about the importance of counseling services. The students who received Counseling services were 94% more successful in choosing best course options. Counseling is currently tracking enrollment data and is looking at tracking students who follow their Education Plan. Ms. Susan Knapp wanted to make it clear that Counselors do not need cheat sheets to counsel students and have been performing the function of placing students in courses successfully for years without the assistance of these cheat sheets. The cheat sheets are being implemented to assist in utilizing data results.

b. Matriculation Committee Update (attachment) – Patricia Márquez

Ms. Márquez provided a brief report of the recent activity she has been engaging in as the Matriculation Counselor. The Matriculation Counselor duties have been changed to include division and classroom presentations to provide campus awareness of Matriculation research. To date, she has presented to six hundred students reminding them of their matriculation responsibility and the importance of passing

classes. At the state level Matriculation requirements have been suspended until 2013 due to the state budget. The Chancellor's Office stance on this issue is for districts to use best practices measures until the budget situation is resolved. The Matriculation budget was cut 40%, although one time federal stimulus money has been awarded to backfill the monetary loss. Districts have the autonomy to use the federal stimulus money in manners they see fit. At the last SPBC meeting, the district decided to designate the federal stimulus money to backfill categorical programs. The big question is how to maintain services to students? Ms. Márquez has been working with Mr. Ted Younglove to obtain statistical data. Counseling is now providing counseling services online, are scheduling group Educational Plan opportunities, and would like for the campus community to collaborate ideas to better serve students. Ms. Márquez reminded the Senate with the suspension of Matriculation requirements Assessment is no longer mandated, yet all approved prerequisites must be maintained due to Title 5.

6. REPORTS (limited to 5 min. each)

None

7. ACTION ITEMS

a. Faculty Mentoring Pilot Program (attachment)

A motion was made and seconded to approve the Faculty Mentoring Pilot Program. Mr. Valiotis stated changes were made as requested by the Senate. Motion carried

b. Senate Grant Funding Recommendation (attachment)

A motion was made and seconded to approve the Senate Grant Funding Recommendation of \$2,000.00 for an Art Exhibition project proposed by Ms. Christine Mugnolo, and \$1,000.00 for a guest speaking engagement coordinated by Mr. Charles Hood. Motion carried.

c. Equivalency Committee Co-Chair Job Description (attachment)

A motion was made and seconded to approve the Equivalency Committee Co-Chair Job Description. Dr. Lee Grishman brought to the attention of the Senate that this position is in fact a Chair position and does not share responsibility with a co-chair and should be reflected accurately. Motion carried as amended.

d. Legislative Liaison Officer Job Description (attachment)

A motion was made and seconded to approve the Legislative Liaison Officer Job Description. Motion carried.

e. Faculty Professional Development Program Procedures (attachment)

A motion was made and seconded to approve the Faculty Professional Development Program Procedures. Mr. Valiotis reported the procedures were taken to the College Coordinating Council for feedback. Minor revisions were made to language but the procedure remained in tact. The procedure is needed to eliminate time wasted in trying to contact faculty to obtain delinquent plans or contracts. Motion carried.

f. Spanish Discipline Equivalency (attachment)

A motion was made and seconded to approve the Spanish Discipline Equivalency. Ms. Heidi Preschler expressed her concern about the lack of involvement of all foreign language discipline faculty in determining this equivalency. It was explained that the equivalency should be identified as Foreign Language with the specific language identified thereafter. It was suggested to fail the motion until corrections can be made to the equivalency and the Minimum Qualification can be reviewed for certainty. Motion failed.

8. DISCUSSION ITEMS

a. Library Funding Update/TTIP Funding Resolution (attachment) – Carolyn Burrell

This item was tabled to a future meeting due to the presenter not being present at the time of discussion.

b. Add Authorization (Course Wait List) – LaDonna Trimble and Dr. Robert Harris

Ms. LaDonna Trimble provided a brief report of two upcoming features that will be available to students and alleviate some of the registration backlog. Add authorization involves an opportunity for students to self serve after classes have started. Faculty provide an add authorization code for a student to enroll in a course online. Ultimately, faculty will maintain control of adding students and will determine how many codes are generated for each course. The add authorization process will work until the census date, which then the process would revert to students needing a Deans signature to add a course. Admission and Records are working with the software company to implement a small test group beginning Intersession 2010. Once the feature is switched on it cannot be turned off. A small group of

faculty participants will be needed to assist in testing the program capabilities. The wait list feature will also be tested beginning June 2010 to assist eliminate the registration process. This feature is in compliance with Title 5 regulations and would facilitate the opportunity for students to register on a wait list when a course is full. The list will be compiled prior to the start of a course and allow faculty to use the list of names of students wishing to enroll in courses according to their discretion. Some faculty may choose to convert the wait list to add authorizations or use the names in a lottery system, etc. Ms. Trimble stated there will be a need for faculty involvement in the test periods and would like to move forward with these two registration opportunities to eliminate the backlog of physically enrolling students into courses after the session has begun. The Senate was in agreement in implementing these registration features for testing and future implementation.

c. Early Assessment Program (attachment) – Christos Valiotis

Mr. Christos Valiotis reported an email from the Chancellor’s Office was received announcing the Early Assessment Program (EAP). The program would assess juniors in High School to determine remediation needs. Senators were requested to review the EAP test to determine if the standards are in line with the districts assessment test. The idea behind the EAP is if a student passes the test they would not be required to take the assessment test at colleges/universities. In reviewing the EAP test requirements for English requires a writing sample graded by professors. Local high school instructors are interested in the opportunity to get students ready for college level courses. The Math faculty at AVC have been working with high school math instructors to provide professional development opportunities. The Chancellor’s Office is looking for willing colleges to participate in the EAP. Colleges that choose to participate in the EAP will accept students who successfully passed the EAP test and place them in appropriate college level courses. Colleges that want become testing sites for the EAP would have to designate an EAP Coordinator to work with local high schools, CSUs, and UCs. At the Fall Statewide Plenary Session there are two resolutions up for a vote to approve participation in the EAP. The program is being instituted to reduce the remediation needs of incoming students to community colleges, CSUs, and UCs. The email link to review program and test information will be forwarded to Senators for distribution to division faculty. All feedback will be compiled at the next Senate meeting to determine future action.

9. SENATE ADMINISTRATIVE BUSINESS

a. Appointments

- **Senate Grant Committee**
 - Dr. David Newby

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

10. ADJOURNMENT

A motion was made and seconded to adjourn the November 5, 2009 Academic Senate meeting at 4:28 p.m. Motion carried.

<u>MEMBERS PRESENT</u>		
Dr. Paul Ahad	Sandra Hughes	Harish Rao
Carolyn Burrell	Dr. Matthew Jaffe (proxy)	Terry Rezek
Debra Feickert	Susan Knapp	Sandra Robinson
Dr. Claude Gratton	Candace Martin	Casey Scudmore
Dr. Lee Grishman	Kathy Moore	John Toth (proxy)
Glenn Haller	Sheronda Myers	Christos Valiotis
Jack Halliday	Dr. Berkeley Price	Alex Webster
MaryAnne Holcomb		
<u>MEMBERS ABSENT</u>		<u>GUEST PRESENT</u>
Dr. Robert Harris	Ken Shafer	Patricia Márquez
Dr. Susan Lowry	Justin Shores	Heidi Preschler
	John Taylor	LaDonna Trimble
		Aaron Voelker

Evaluation (Registration Behavior)

Spring 2009 – ENGL 099

ENGL 099

Group	Counseling 1	Counseling 0
Best (.70-1.0)	94%	57%
Middle (.50-.69)	5%	40%
Worst (<.50)	1%	3%

Group	Cheatsheet	No Cheetsheet
Best (.70-1.0)	94%	89%
Middle (.50-.69)	5%	11%
Worst (<.50)	1%	0%

Pass Probability if the student passes ENGL095 Rank Order

Rank	Course	Pass Probability	Rank	Course	Pass Probability
1	PE 220	98%	62	MATH 050	60%
2	PE 120	96%	63	BUS 101	59%
3	MUS 126	92%	64	ENGR 115	59%
4	PE 115	92%	65	HD 101	59%
5	PE 140	91%	66	MOA 101	59%
6	AJ 203	88%	67	MATH 050A	58%
7	PE 101	88%	68	MATH 060	58%
8	PE 175	87%	69	MUS 131	57%
9	ART 113	86%	70	BUS 105	56%
10	HIST 111	84%	71	BUS 201	56%
11	BUS 199	83%	72	THA 101	56%
12	PE 170	83%	73	COMM 101	55%
13	MATH 020	82%	74	HIST 102	54%
14	DFST 102	81%	75	NF 102	54%
15	MUS 121	81%	76	SOC 101	54%
16	PE 160	81%	77	BUS 212	53%
17	PE 135	80%	78	AJ 205	52%
18	PHOT 101L	80%	79	CT 050	52%
19	ART 110	79%	80	PHIL 105	52%
20	EOPS 060	79%	81	CHEM 101	50%
21	PE 150	79%	82	HIST 113	50%
22	CG 101	78%	83	MATH 115	49%
23	CHEM 101L	78%	84	PSY 101	49%
24	PE 103	78%	85	ASTR 101	48%
25	ASTR 101L	77%	86	CIS 101	48%
26	DA 103	77%	87	COMM 103	48%
27	HIST 110	76%	88	MUS 103	48%
28	PE 109	75%	89	MATH 070A	47%
29	PHOT 101	75%	90	POLS 101	47%
30	AJ 101	74%	91	ART 100	46%
31	CG 101L	74%	92	FTV 101	46%
32	HD 103	74%	93	MUS 104	46%
33	PE 155	74%	94	NF 100	46%
34	PE 191	74%	95	OT 101	46%
35	ID 100	72%	96	GEOG 101	45%
36	THA 110	72%	97	MATH 135	45%
37	DA 104	71%	98	PHIL 106	44%
38	DA 106	71%	99	PSY 055	44%
39	MATH 050C	71%	100	CFE 101	43%
40	CFE 102	70%	101	BIOL 101L	41%
41	ART 140	69%	102	ECON 102	41%
42	CA 103	68%	103	MATH 070	41%
43	MGT 101	68%	104	MATH 102	41%
44	AJ 102	67%	105	ART 102	39%
45	MKTG 101	67%	106	HIST 107	39%
46	PSY 212	67%	107	ECON 101	38%
47	AJ 103	66%	108	MATH 100	37%
48	ED 140	66%	109	BIOL 101	36%
49	HD 100	66%	110	HIST 108	36%
50	MATH 100A	66%	111	MATH 130	35%
51	PE 102	66%	112	AUTO 100	34%
52	READ 099	66%	113	HIST 104	34%
53	SPAN 101	66%	114	MATH 080	33%
54	FTEC 111	65%	115	RE 101	33%
55	HD 105	65%	116	BIOL 100	29%
56	READ 097	65%	117	GEOL 101	28%
57	DFST 101	64%	118	HIST 101	28%
58	ENGL 066	63%	119	MUS 101	27%
59	GEOG 105	62%	120	PSCI 101	22%
60	HE 101	61%	121	ART 101	18%
61	HE 201	61%	122	ANTH 101	15%

Intervention

Counseling 'Cheat Sheets'

- **122 concurrent courses had sufficient data for estimates for ENGL 095, 097, and 099**
- **108 concurrent courses had sufficient data for estimates for MATH 050, 060, and 070**
- **20 concurrent courses had sufficient data for estimates for READ 097, and 099**

Intervention

Counseling 'Cheat Sheets'

- **'Cheat Sheets' were produced to help counselors and students in selecting courses to improve success in the other courses,**
- **It is hoped that by improving selection of concurrent courses success will improve in ENGL as well,**
- **The project has been implemented since the Intersession 2009 and Spring 2009 registration period and is being used widely this registration period.**

AVC Mentoring Program

Goals:

- **Retain new faculty by helping them to become more familiar with the college culture, to become engaged with the college processes and structures quickly, and to become aware of college resources.**
- **Foster a cooperative network by helping new faculty meet and network with other faculty and staff.**
- **Increase the flow of accurate and timely information through the college. Contribute to new faculty morale, motivation and sense of community.**

Procedures

- **Mentor and mentee will meet regularly, at least 3 times a semester.**
Suggested activities:
Observe another faculty member during class.
Observe a committee meeting.
Discuss campus business and organizations.
Attend a meeting of the Board.
Tour the Learning Center, Library, and IMC
- **Mentor and mentee will identify two Faculty Academy activities to attend together.**
- **Mentor and mentee may claim three hours of Faculty Academy credit each for participating in the Mentor Program. They may also claim X number of Professional Development hours each for keeping a log and/or diary of the mentoring experience. (This will help the Mentor Program committee assess the effectiveness of the pilot program.)**
- **The Mentor Committee will involve the Union and Tenure and Evaluation Coordinator in an ongoing dialogue about the mentoring process.**

Academic Senate Grant Proposal Recommendation

November 3rd, 2009

To: Academic Senate

From: Senate Grant Committee: Dr. Liette Bohler, Dr. David Newby, and Dr. Cynthia Lehman

Re: Senate Grant Funding Recommendations

Christine Mugnolo – Invite John Cobb for art exhibit and painting demos

Abstract:

The Art Gallery wishes to invite the nationally acclaimed artist John Cobb to Antelope Valley College. John Cobb's works consist of highly rendered tempera paintings depicting portraits and larger figurative compositions. While his models are close friends, these intensive contemporary likenesses are combined with gold leaf backgrounds and symbolic gestures, reminiscent of holy icons. To display his works, John Cobb erects a temporary wooden 'chapel' that creates a profoundly reverant space to contemplate his pieces. As a whole, this work combines a historic medium and traditional ideas of religious art with the contemporary themes of installation, transience, and uncertainty. It both pays homage to art history and makes contemporary ideas in art accessible.

Funding amount requested: \$2,000.00

Recommended funding amount: \$2,000.00

Charles Hood – Invite writer/poet Kay Ryan to AVC

background: Kay Ryan is an AVC graduate and a wonderful writer; she also happens to be Poet Laureate. Her work has been compared to Emily Dickinson and Robert Frost and her poems and essays have appeared in *The New Yorker*, *The Atlantic*, *Poetry*, *The Yale Review*, *Paris Review*, and *The American Scholar*. She was named to the "It List" by *Entertainment Weekly* and one of her poems has been permanently installed at New York's Central Park Zoo. Her work has been selected four times for *The Best American Poetry* and was included in *The Best of the Best American Poetry 1988-1997*. And yet she came not from privilege or a prep school background, but from here—AVC—and as such, serves as a role model for all of our students, youngest to oldest. She also has served her academic career not as a tenured professor but as an adjunct, and her experience speaks as well to issues of gender and sexuality. In all, she is an accessible and always astounding writer.

Funding amount requested: \$1,000.00

Recommended funding amount: \$1,000.00

**EQUIVALENCY COMMITTEE CO-CHAIR
JOB DESCRIPTION**

The duties of the Equivalency Committee Co-Chair shall include, but not limited to, the following activities:

1. Schedule meetings as needed
2. Reviews and sets agenda
3. Reviews Equivalency Procedure annually with committee
4. Researches and reviews current Statewide established minimum qualifications
5. Informs faculty about new or revised statewide minimum qualifications for each discipline
6. Resource person regarding Equivalency Procedure and general questions on equivalency development
7. Reviews with committee Equivalency Procedure for possible recommendations for revision to Academic Senate
8. Reports to the Academic Senate at least twice a semester
9. Provide to the Academic Senate an end of the year Annual Accomplishment Report

Two year term (no reassign time available)

DRAFT

**LEGISLATIVE LIAISON OFFICER
JOB DESCRIPTION**

The Legislative Liaison Officer is appointed by the Academic Senate President (per Senate Constitution).

The duties of the Liaison Officer shall include, but not limited to, the following activities:

1. Serve on the Legislative Committee.
2. Inform the Senate at least twice a semester or in a timely manner on matters before the state legislative as identified by the Legislative Committee and/or statewide Academic Senate. Solicit feedback from the Academic Senate to present to the Legislative Committee when applicable.
3. Attend conferences on state legislative and statewide Academic Senate as needed.

(Two-year term)

DRAFT

10/29/09

Full Time Faculty Timeline

Fall Semester –

Week -1: The Friday one week prior to the beginning of the semester(s) an all faculty notice will be distributed in hardcopy form followed by an email explaining FPD Program Procedures. **(First Notice)**

Week +2: The Friday of the second week of the semester(s) faculty will receive an email reminder notification of the plan/contract deadline dates. **(Second Notice)**

Week +3: The Friday of the third week of the semester(s) faculty will receive an email reminder notification of plans due on the following Monday. **(Third Notice)**

Week +4: The Monday of the 4th week of the semester all plans due.

Week +4: The Tuesday of the 4th week of the semester(s) a list of all faculty failing to meet plan deadline date will be forwarded to the VPs of Academic Affairs and Student Services. The VPs will notify the deans and tenure committee chairs when pertinent. Notifications will indicate that faculty who are delinquent can face disciplinary actions from the district.

January/February 2010: Upon receipt of load sheets full-time faculty will be provided a mid-year summary report of documented hours completed and fall/spring overload obligations.

Spring Semester –

Week +12: The Monday of the 12th week of the semester faculty will receive a two week reminder notification of deadline date.

Week +14: The Monday of the 14th week of the semester(s) contracts due.

Week +14: The Tuesday of the 14th week of the semester(s) a list of all faculty failing to meet contract deadline date will be forwarded to the VPs of Academic Affairs and Student Services. Possible disciplinary actions include but are not limited to: verbal warning (for first offense), written warning placed on employee's file (second offense), and docking of pay for failure to provide proof of completing PFD responsibilities. According to federal and state law the docking of pay will be reversed upon proof of completion.

10/29/09

Adjunct Faculty Timeline -

Fall/Spring Semesters

Week -1: The Friday one week prior to the beginning of the semester(s) an all faculty notice will be distributed in hardcopy form followed by an email explaining FPD Program Procedures. Adjunct faculty will receive FPD Program Agreement Form to sign w/ employment contract stipulating pertinent program information. **(First Notice)**

Week +2: The Friday of the second week of the semester(s) faculty will receive an email reminder notification of the plan/contract deadline dates. **(Second Notice)**

Week +3: The Friday of the third week of the semester(s) faculty will receive an email reminder notification of plans due on the following Monday. **(Third Notice)**

Week +4: The Monday of the 4th week of the semester all plans due.

Week +4: The Tuesday of the 4th week of the semester(s) a list of all faculty failing to meet plan deadline date will be forwarded to the VPs of Academic Affairs and Student Services. The VPs will notify the deans and tenure committee chairs when pertinent. Notifications will indicate that delinquent faculty members can face disciplinary actions from the district.

Week +14: The Monday of the 14th week of the semester(s) contracts are due: Adjunct faculty are required to submit a plan and contract for both fall and spring semesters.

Week +14: The Tuesday of the 14th week of the semester(s) a list of all faculty failing to meet contract deadline date will be forwarded to the VPs of Academic Affairs and Student Services. Possible disciplinary actions include but are not limited to: verbal warning (for first offense), written warning placed on employee's file (second offense), and docking of pay for failure to provide proof of completing PFD responsibilities. According to federal and state law the docking of pay will be reversed upon proof of completion.

ANTELOPE VALLEY COLLEGE
Academic Senate

MQ and Equivalency Review Form

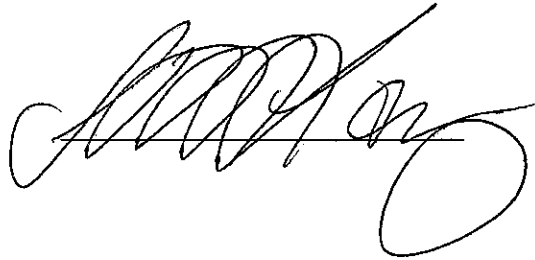
The discipline faculty in the Spanish division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following discipline: Spanish.

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: 10/05/09

HAROLD PUE
Academic Senate Representatives



Discipline Faculty:

Rosa A. Lopez
Angela Shaheen
Luisa Flores

Equivalency Committee Approval:	
Equivalency Committee Chair	Date

The State of the Library Periodical and Book Holdings: A Report to the Academic Senate

Carolyn Burrell, M.L.S.
Reference/Electronic Resources Librarian

"What a school thinks about its library is a measure of what it thinks about education." --Harold Howe, former U.S. Commissioner of Education

Electronic Resources

In 1998 the Council of Chief Librarians, the California State University System and the Community College League established the Community College Library Consortium. This Consortium was created to bring the California Community Colleges together as a group with enhanced purchasing power--specifically in the area of electronic databases.

The Consortium passed a resolution in 1998 recommending four core database products as a minimum standard for all Community College libraries. (This core was later expanded to five with the advent of electronic books.) These are:

1. An online encyclopedia resource with web links to related resources
2. An online, full text national and regional newspaper database
3. An academic journal database in full-text
4. A bibliographic resource (e.g. Books in Print)
5. A collection of eBooks

In 1996 the State of California began the Technology and Telecommunications Infrastructure program, commonly known as TTIP funding. California community colleges began using this funding to purchase electronic databases from various vendors through the newly established Consortium.

For more than a decade California community college libraries have utilized TTIP funds to purchase databases through the Consortium. These databases provide libraries with thousands of periodicals at bargain prices—far lower than the cost of buying the same subscriptions in print or microfiche format. For many colleges, including AVC, TTIP has been virtually the only funding available for electronic resources. More and more college libraries began dropping print subscriptions in favor of more cost effective online subscriptions. (This trend is not limited to community college libraries; four year colleges and universities have also elected to go this route.) With the loss of in-house print subscriptions, community colleges have become dependent on electronic resources. These are essentially “rented” materials. If the subscription stops, the library loses access not only to current periodicals, but also to the entire back-file. This is not a desirable situation, but it is the reality for academic libraries faced with shrinking library budgets. The recent

elimination of the library portion of TTIP monies has left many colleges without the means to purchase databases. Most are actively seeking alternative funding.

The Antelope Valley College Library has relied on TTIP funds for a decade. The loss of these funds has forced the Library to seek funding from other sources. The databases purchased through the Consortium represent virtually the entire periodical collection available to students and faculty. Thus, the loss of these products would have a severely negative impact on all library users. The importance of appropriate academic support services to students and faculty have been formally recognized by accreditation agencies. ACCJC Accreditation Standard IIC incorporates wording which emphasizes the importance of library materials to student success. Funding such materials with categorical funds is unwise, as the funds can and do become unstable or disappear altogether.

Therefore, the Library faculty recommend that electronic databases be funded with district money, not “soft” money from categorical funds or grants. It is time for the district to make a financial commitment to the Library that will guarantee the availability of materials critical to student success.

Electronic Resource--Costs

- EBSCOhost California Premier Package--\$21,455
 - CINAHL Plus with Full Text--\$3,406 (with California Premier package)
 - Literary Reference Center--\$4408 (with Cal Premier package)
 - Medline with Full Text—\$2,221 (with Cal Premier package)

Total: **\$31,490**

- LibGuides--**\$1,000**
- CQ Researcher/Global Researcher--**\$1780**
- World Book Complete Suite--**\$1,620.14**
- Britannica Online --**\$1,447.39**
- Books In Print--**\$1,705**
- Annual Horizon Software Maintenance Fee--**\$15,466.39**

Total: **\$54,508.92**

Library Book Collection

The Library print book collection is now at 48,000 volumes. Recently some 6,000 of electronic books were added to the collection. Fifty-nine percent of print titles are 20 years old or older. This situation reflects a decade of sporadic funding. The book budget in 1995 was approximately \$32,000 (\$45,000 in today's dollars per the CPI). Due to the economic downturn of the early 1990s, the book budget was cut to \$15,000. When better economic times returned, the budget was never restored to its original level. The average library book budget for community colleges in our size range is roughly \$45,000. The average number of books for a college our size is 67,000.

The book collection is heavily used. Over 13,000 circulation transactions took place in FY 2007-2008. Students are expected to do research papers for many of their classes, and many, many areas of the collection are too old to support such papers. Large numbers of books need to be weeded from the collection due to damage or outdated content. In order to improve the Library book collection, the Library needs to receive at least \$45,000 a year. Even with an increased budget it will take years to repair the damage done by a decade of inadequate funding.

In addition, beginning in the mid 1990s the Library lost control of its fine and replacement book money. Fine money goes to the general fund, as well as money paid by borrowers for lost books. If a book is lost or damaged beyond repair, the replacement fee assessed to the student is not available to purchase a new volume. These monies should remain in the Library budget.

Conclusions

To give the Library the financial support necessary to serve students properly the institution needs to provide approximately \$55,000 yearly for electronic resources and \$45,000 yearly for print format books.

09/23/09

**Library Resources
Electronic**

Subscriptions/Vendor	Amount	Amount Due in 2009/Month	Amount Due in 2010/Month	Paid Amount 2009	Funding (Paid By)
Community College Library Consortium (CCLC)					
EBSCOhost California Premier Package	\$21,670.00	\$21,167.00 (Aug)	\$21,167.00 (April)		
EBSCOhost CINAHL Plus w/Full Text w/Calif. Premier Pkg	\$3,491.00	\$3,491 (Aug)	\$3,491 (April)		
EBSCOhost Literary Reference Center w/order of Calif. Pkg	\$4,519.00	\$4,519 (Aug)	\$4,519 (April)		
EBSCOhost Medline with full text (w/pkg)	\$2,276.00	\$2,276 (Aug)	\$2,276 (April)		
Oxford Reference on-line Premium	\$1,537.00		\$1,537 (April)	\$1,537.00	Prop 20
Vocational Studies Complete	\$9,423.00		\$9,423 (April)	\$9,423.00	Perkins IV
CQ Researcher and CQ Global Researcher	\$1,780.00		\$1,780.00 (April)	\$1,780.00	TTIP
R.R. Bowker - Books in Print (BIP) w/reviews	\$1,738.00	\$1,738.00 (Nov)			
Springshare - LibGuides	\$800.00	\$800.00 (Nov)			
Springshare - Add on Module	\$199.00	\$199.99 (Nov)			
World Book Complete Suite	\$1,736.45	\$1,736.45 (Nov)			
Britannica Online	\$1,751.04	\$1,751.04 (Oct)			
Direct from Vendor					
SirsiDynix-Annual Horizon Software Maintenance Fee	\$16,015.09	\$16,015.09 (Oct)			
One-Time Purchase (CCLC)					
NetLibrary-ebooks Collection - 9th	\$4,100.00	\$4,100.00 (Dec)			
Total:	\$71,035.58	\$60,075.58	\$44,696.00	\$12,740.00	

Christos Valiotis

From: Academic Senate Presidents [ASP-ALL@LISTSERV.CCCCO.EDU] on behalf of Scott, Jack [jscott@CCCCO.EDU]
Sent: Friday, October 23, 2009 1:45 PM
To: ASP-ALL@LISTSERV.CCCCO.EDU
Subject: Sent on behalf of Chancellor Jack Scott RE: Early Assessment Program (EAP) Implementation
Attachments: image003.jpg; EAP Fact Sheet.doc; EAP SB 946 Highlights.doc

STATE OF CALIFORNIA

JACK SCOTT, CHANCELLOR

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

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October 23, 2009

TO: Chief Executive Officers
Chief Student Services Officers
Chief Instructional Officers

Cc: Academic Senate Presidents
Matriculation Coordinators

FROM: Jack Scott, Chancellor

SUBJECT: Senate Bill 946 and California Community College Implementation of the Early Assessment Program

Last fall, Governor Schwarzenegger signed Senate Bill (SB) 946 to enable California's community college system to implement the foundation for an Early Assessment Program (EAP) as one strategy for community colleges to work more closely with high schools to improve college readiness. As the author of SB 946, I would like to share with you the importance that this legislation has for state and local efforts to prepare California's high school students for college and encourage you to consider how you will participate in our implementation efforts.

As you are aware, each year the California Community Colleges (CCC) and California State University (CSU) report that increasing numbers of recent high school graduates begin their postsecondary studies unprepared for college-level work. Data reveal that more than 70 percent of first-time community college students require basic skills instruction. At CSU, an estimated 50 percent of first-time freshmen are assessed as needing remedial math or English. The EAP assesses a student's readiness for college as part of the standardized testing process in the 11th grade and provides students an opportunity to use their senior year of high school productively to prepare for college.

Implementation Status and Actions for Colleges to Consider

We have received a groundswell of support and enthusiasm from many CSU campuses and K-12 districts eager to partner with community colleges in this effort. A statewide EAP Advisory Committee has been convened and my staff is working with the CSU Office of the Chancellor, the State Department of Education, Educational Testing Service and

other partners to expand the existing CSU EAP program to include community college-bound students for the Spring 2010 testing cycle.

There are two levels of EAP participation for you to consider.

1. All districts should consider whether they will use student EAP results for placement of those students who demonstrate college-readiness in English and/or math on the EAP. Districts can choose to use student EAP results now; there is no application process for this level of participation. We are currently reviewing the results of a recent content analysis of the EAP as a measure of college readiness in math and English and will share that analysis with your Matriculation and assessment staff for consideration in making this decision.

In a time when community college budgets are stretched to provide the wide array of instruction and student services our students need, the use of EAP results as a waiver to some local college assessments for students demonstrating college readiness presents an opportunity for districts to focus assessment resources on students who test below college ready. Already, several community colleges have opted to use EAP test results this way. In response to parent, student, and high school counselor inquiries, we will soon survey colleges to identify those that are accepting student EAP results (for those demonstrating college readiness) and will post a list on the Chancellor's Office website.

2. Colleges that are prepared to identify an EAP coordinator to work with local high school and CSU representatives may apply for designation as a first-year EAP Program Site. Information on what this entails, including additional criteria and benefits, such as access to high school student EAP data and availability of this information to support outreach efforts, will soon be sent to all colleges.

In early November, Vice Chancellor Linda Michalowski will release an application to identify colleges interested in becoming a CCC EAP Program Site. Successful applicants will be notified in January 2010. We are seeking grant funding to support CCC EAP implementation efforts; if successful, the colleges identified as EAP Program Sites will be candidates for this funding.

By building upon the EAP foundation established by the CSU system, we believe SB 946 is a very positive step forward for California's community colleges to work collaboratively with the CSU and K-12 segments to improve the academic preparedness of high school students for college-level work.

For additional information, please refer to the attached *EAP Fact Sheet* and *SB 946 Highlights*, or click [here](#) to access the full text of SB 946. You can also find information about the CSU EAP at <http://calstate.edu/eap>. If you have any questions regarding EAP implementation, please feel free to contact the Chancellor's Office EAP Coordinator, Sonia Ortiz-Mercado at (916) 322-6817 or via email at sortiz@cccco.edu.

Thank you for helping to make this important program a success so that more students can begin arriving at our doors ready to do college-level work.



What is the Early Assessment Program?

Background

The California State University, in collaboration with the California Department of Education and California Board of Education, implemented the Early Assessment Program in 2004 to assist college-bound high school students in determining their readiness for college-level English and math courses. As a signal of college readiness, the EAP provides high school students with an opportunity to make the most effective use of their senior year to prepare for college if a student's EAP test result indicates that they are not ready for college-level courses. Beginning in 2nd grade through the 11th grade, California's public school students take the California Standards Test (CST). In the Spring of their 11th grade year, students are given an opportunity to take an augmented CST, called the EAP, to assess their level of readiness for college. The augmented CST consists of 15 additional questions in English and math and a writing essay. Scores are compiled from 45 selected test items from the CST in English and math, plus the additional questions and essay.

As an incentive to students to take the EAP test and to do their best, students who demonstrate college readiness on the EAP are exempt from taking CSU placement tests when they enroll at a CSU campus. These students will be able to enroll in college-level English and math courses at CSU. For math, a second category of readiness exists: conditional. If a student is determined as conditional, he or she will need to take the appropriate math or science course in their senior year, earning a C or better in the course, or successfully complete an online course, in order to enroll at a CSU campus without having to take the placement exam.

2009 Student EAP Test Results

In 2009, an estimated 82% of California's 11th grade public high school students (366,925 out of 447,742 students) who took the CST, opted to take the English portion of the EAP. Of the students who took the English EAP test, only 16% demonstrated readiness for college, while 83% did not. Because only those 11th grade students who have completed or are enrolled in Algebra II qualify to take the EAP math test, fewer students take this assessment. Of the 169,473 out of 220,305 eligible students who opted to take the EAP math test, 13% scored ready for college-level math, 44% scored conditional, and 43% did not demonstrate readiness for college-level math.

The Role of California Community Colleges in EAP

Senate Bill 946 provides the Chancellor's Office with the authority to access data on 11th grade students who take the EAP. Given State budget constraints and that no new funding was appropriated to implement a CCC EAP, participation by community colleges is voluntary. There are two levels of community college EAP participation. The first level is the local community college decision to use EAP test results. As of January 1, 2009, for students demonstrating readiness for college-level coursework on the EAP, SB 946 allows community colleges to use EAP results as a waiver to assessment and for placement into college-level English and math courses.

The second level of participation is programmatic. Community colleges identified for participation as EAP sites will be able to request high school student data from the Chancellor's Office (for their specific district boundary) to support outreach efforts. Using existing resources, participating community colleges must identify an EAP coordinator to work with CSU and local high school districts. The Chancellor's Office is applying for grant funds to support the program-level of implementation at local community colleges.



Senate Bill 946 Early Assessment Program Highlights

1. Authorizes all community colleges to use student Early Assessment Program (EAP) results for placement purposes if a student demonstrates college readiness on the EAP. Use of EAP results for placement is at the discretion of each local community college district.
 - As of January 1, 2009, colleges can use EAP student results.

2. Establishes the initial framework to implement the EAP in the California community college system:
 - Goes into effect in the 2009-2010 academic year;
 - Beginning focus is on 11th graders who take the EAP during 2009-10 (Spring 2010). They will be able to receive information and guidance from participating community colleges once the results are released in August/September 2010;
 - Provides the Chancellor's Office with the authority to access data on 11th grade students who take the EAP;
 - Participation by community colleges is voluntary;
 - Once data sharing agreements with the California Department of Education have been finalized, community colleges that choose to participate will be able to request student data from the Chancellor's Office (for their specific district boundary);
 - In order to participate, community colleges must agree to:
 - Identify an EAP coordinator to work with CSU campuses and local school districts;
 - Use existing EAP infrastructure of academic opportunities to help students prepare for college-level work;
 - Use EAP test result data for outreach and placement of students demonstrating college readiness;
 - Requires the Chancellor's Office to coordinate community college participation, which includes:
 - Identifying participating community college EAP sites
 - Monitoring progress of program
 - Providing technical assistance
 - Identifying reporting requirements and program criteria
 - Developing a report to the Legislature and Governor on or before February 15, 2015 on the implementation and results of the EAP for community college students
 - Provide participating community colleges with EAP data