

PEER REVIEW TEAM REPORT

Antelope Valley College
3041 W Ave K
Lancaster, CA 93536

This report represents the findings of the Peer Review Team that conducted a focused site visit to Antelope Valley College from September 18, 2023 to September 19, 2023. The Commission acted on the accredited status of the institution during its January 2024 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Art Pimentel
Team Chair

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**Antelope Valley College
Peer Review Team Roster
TEAM ISER REVIEW**

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ACCJC STAFF LIAISON

Dr. Gohar Momjian
Vice President
ACCJC

**Antelope Valley College
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FOCUSED SITE VISIT**

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Summary of Focused Site Visit

INSTITUTION: Antelope Valley College

DATES OF VISIT: September 18 & 19, 2023

TEAM CHAIR: Dr. Art Pimentel

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In March 2023, the team conducted the Team ISER Review (formative component) to identify where the College meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team pursued to validate compliance, improvement, or areas of excellence. The Core Inquiries are attached to this report.

A five-member peer review team conducted a Focused Site Visit at Antelope Valley College (AVC) on September 18 & 19, 2023 for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair held a pre-Focused Site Visit meeting with the College President/Superintendent on September 12, 2023 to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with faculty, administrators, and classified professional staff in formal meetings, group interviews and individual interviews. The team held one open forum which provided the College community and others an opportunity to share their thoughts with members of the Focused Site Visit team. The team evaluated how well AVC is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

Commendations

Commendation 1:

The team commends the College for its outstanding Airframe Manufacturing Technology (AFMT) bachelor's degree program offering, which reflects the diversity of the community it serves and culminates in 92% completion rates. (I.A.3, II.A.1, II.A.6)

Recommendations

Recommendations to Meet Standards:

None

Recommendations to Improve Quality:

None

Introduction

Antelope Valley College (AVC) was founded in 1929, when it was called Antelope Valley Junior College. It was housed on a high school campus. The College had then (and still has today) a 1,945 square mile service area—it serves an area larger than the state of Rhode Island. On December 12, 1961, Antelope Valley voters authorized the College to become its own district. Trustees were elected in April 1962. In fall 2016, AVC began offering a bachelor’s program in Airframe Manufacturing Technology, specifically designed for the needs of local aerospace industry employees. The Palmdale Center opened in 2017.

The College Institutional Self-Evaluation Report (ISER) accurately portrays the mission, vision, and values of the institution. The team reviewed numerous materials supporting the self-evaluation report, which included documents and evidence supporting the Standards, Eligibility Requirements, Commission Policies, and USDE regulations. Evidence reviewed by the team included, but was not limited to, documents such as institutional plans, strategic planning documents, program review procedures and reports, student learning outcomes evidence, course syllabi, distance education classes, College policies and procedures, enrollment and student success information, committee minutes and materials, and governance structures.

During the focused site visit, team members conducted interviews and meetings, and observations involving College employees in their workspaces and serving students. An open forum provided the College community with opportunities to provide feedback, comments, and perspectives to the evaluation team. Words expressed throughout the campus visit that were often used to describe AVC included “student centered,” “open and honest communication,” and a commitment to “serve students and be kind.”

The team greatly appreciated the organization and hospitality the College showed during the visit. The team appreciated the support of the AVC President/Superintendent, and the assistance of key staff members, especially the accreditation liaison officer, faculty coordinator, and executive assistant to the president, who assisted the team with requests throughout the evaluation process.

The team recognizes the College’s Prison Education Program at California State Prison, Los Angeles County and the level of collaboration required to effectively teach in a maximum security level prison. The team congratulates AVC for the large number of students served through AVC’s active Foster Youth program, Guardian Scholars, which works collaboratively with local high schools and community partners to ensure that students have a seamless educational pipeline from graduating high school and entering community college. The team was equally impressed by the College’s commitment to prioritize the Student-Athlete Achievement Zone, which meets the academic and athletic needs of student-athletes and supports their success.

The team recognizes the work that the College is doing to increase the diversity of employees, particularly to ensure that the overall employee demographics match that of the students served at AVC. The team encourages the College to continue to make strides in achieving its diverse employment goals and retaining a diverse employee group.

AVC is a dynamic and changing institution. The team recognizes the growth of the College, particularly with new facilities. The spirit on campus was one of positivity and people in general exuded optimism about the future.

Eligibility Requirements

1. Authority

The team confirmed that Antelope Valley College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

In addition, the College operates under the authority of the State of California Education Code, which establishes the California Community College system under the leadership and direction of the Board of Governors (State of California Education Code 70900-70901).

The College meets the ER.

2. Operational Status

The team confirmed that Antelope Valley College is operational and provides educational services to 15,006 unduplicated student enrollments within degree applicable credit courses for the period of the 2021-2022 Academic Year. The College offers educational opportunities in academic and Career Technical Programs that prepare students for transfer to public or private institutions of higher learning and/or for entry into the workforce.

The College meets the ER.

3. Degree

The team confirmed that Antelope Valley College offers 70 certificates of achievement and 60 associate degrees, including 26 Associate Degrees of Transfer (ADT). In addition, the College has offered a Baccalaureate Degree in Airframe Manufacturing Technology since fall, 2016.

The College meets the ER.

4. Chief Executive Officer

The Superintendent/President of the College, Dr. Jennifer Zellet, serves as the chief executive officer with full-time responsibility to the College and District. Dr. Zellet was appointed Superintendent/President by the Antelope Valley Community College Board of Trustees on July 1st, 2022 and has the requisite authority to administer board policies. The Superintendent/President has oversight for all programs and support services implemented at the College.

The College meets the ER.

5. Financial Accountability

The team confirmed that Antelope Valley College undergoes regular/annual external audits by certified public accountants. Audit reports are certified, while findings and associated District/College responses are appropriately documented. The report is presented to the Board of Trustees with a monthly report that outlines a corrective action plan and progress towards resolving any audit exceptions.

The College meets the ER.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
X	The institution cooperates with the review team in any necessary follow-up related to the third party comment.
X	The institution demonstrates compliance with the Commission <i>Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College has provided opportunities for third-party comment in advance of the team visit. Antelope Valley College has published the process for third-party comment on its website. The Commission did not receive any third-party comments. Information on the 2023 Institutional Self-Evaluation Report (ISER) is available to the public through the accreditation webpage.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

Using evidence provided and internal meetings involving all stakeholders, Antelope Valley College has self-identified elements of student achievement performance across the institution as appropriate to its mission and has identified the metrics pertinent to each element.

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
X	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Antelope Valley College awards credit for courses, degrees, and certificates in a manner consistent with standard practices in higher education and in compliance with state and federal law. The College adheres to the minimum program length of 60 units of credit for an associate degree and meets the appropriate units of credit required for the bachelor's degree.

Enrollment fees (for state residents) and tuition (for non-residents and international students) at Antelope Valley College are consistent across all degree and certificate programs.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the <i>Commission Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

Transfer-of-credit policies are made available to AVC students upon entry to the College through the College’s Student Services, which includes new student orientation, counseling appointments, and the development of a student education plan for their major and intended transfer institutions. These policies are reviewed and updated regularly to assure currency and conformity with State guidelines and mandates.

The College accepts credits from regionally accredited Colleges and universities. AVC accepts non-traditional and test credit from military programs and experience, law enforcement training, registered nursing advanced placement, the CSU English Equivalency Exam, corporate training programs, courses from foreign colleges or universities (when evaluated by an

approved evaluation service and verified by an accompanying course syllabus), Advanced Placement Exams (AP), International Baccalaureate Exams (IB), and College-Level Examination Program (CLEP). Students may also challenge selected courses through the approved credit by examination process.

AVC develops articulation agreements by assessing transfer patterns to other institutions via the California Community Colleges Chancellor’s Office Data Mart (for general transfer information), institutional self-reporting of AVC transfers to private institutions regionally, through requests from AVC’s academic divisions, and by invitations to articulate from other institutions who have an interest in AVC students.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
X	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> .
X	The institution ensures, through the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> , regular interaction between a student and an instructor or instructors prior to the student’s completion of a course or competency.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
X	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the <i>Commission Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements.
	The College does not offer Distance Education or Correspondence Education.

Narrative:

The team reviewed randomly selected courses and found that the institution meets the Commission’s requirements for distance education. The team found evidence of regular and substantive interaction between students and instructor, as well as evidence that comparable learning support and student support services are available for distance education students. The team learned that the College offered correspondence education at the outset of the COVID-19 lockdowns in spring 2020 through the College’s Prison Education Program at California State Prison, Los Angeles County. The College continued to offer courses through correspondence mode through spring 2022 due to COVID-19 restrictions on face-to-face instruction inside the prison. The College no longer provides correspondence delivery of instruction in the prison, as there has been a shift in modality to face-to-face instruction beginning in spring 2023. The team reviewed the elements of correspondence education and has found the institution meets the Commission’s requirements. Overall, the team found that the institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be

	indicative of the institution's noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.13)
X	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are available to students in the College catalog and online. The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures. The team's review of a sample of student complaint files did not identify any issues that would be indicative of the institution's noncompliance with any Accreditation Standards. The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1). While the institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions, the team suggests the College make every effort to make the student complaint process more visible and accessible for students.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed
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	information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
X	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

Program descriptions and degree requirements, board policies, admissions policies, and center locations are all easily identifiable on the College website and College Catalog. The catalog details requirements for transfer, degrees, and certificates. Department pages list faculty, certificates/degrees offered, sequences for those certificates/degrees, and program completions.

The Accreditation status of the College and its programs is appropriately represented on the College website. There is a direct link to the Antelope Valley College accreditation webpage on the footer on the College webpage. The accreditation webpage has a direct link to the ACCJC website, where anyone may file a complaint with ACCJC.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
X	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program

	requirements. (Standard III.D.15)
X	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
X	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College is in compliance with all Title IV requirements. An annual audit is performed by external auditors, and it includes a complete review of Title IV compliance.

Antelope Valley College follows the federal regulations that require first-time borrowers of direct loans to receive entrance counseling available at studentaid.gov. At Antelope Valley College, Title IV and State Student Eligibility Requirements and Policies are outlined on the College's Financial Aid website.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

AVC's mission is widely published, reviewed by representative constituent groups at least annually for necessary updates, and approved by the Board. The mission statement describes the institution's broad educational purposes; the types of degrees and credentials are published in the College catalogue and College website and published broadly; and both the mission statement and values statements reflect AVC's commitment to student learning, student success, and meeting the needs of a diverse community.

Findings and Evidence:

AVC's BP 1200 states the College's mission and delineates the degrees, certificates, and programs offered to meet the needs of a diverse population of student learners. These are broadly disseminated on the College website and College catalogue. The mission is reviewed on a regular basis, as indicated in meeting agendas and minutes from a broad array of constituent groups: Strategic Planning and Budget Joint Committee; Leadership and Planning; Equity Committee; Academic Senate; and Executive Council. The Team confirmed the bachelor's degree in Airframe Manufacturing Technology is included and aligns with the institutional mission. (I.A.1)

The Department of Institutional Effectiveness, Research, and Planning assists departments with data for Program Review, which is used to direct institutional priorities and the Educational Master Plan (EMP), which is now called the Educational Service Plan (ESP). The ESP spans from 2016-2026. The College is currently implementing Invoke Learning and data coaching, which should assist in improving how data are used to determine how effectively the College is achieving its mission and whether the mission directs institutional priorities as stated in AVC's Mission and Educational Service Plan. The Team confirmed that data for the bachelor's degree in Airframe Manufacturing Technology is reported and analyzed in program review. (I.A.2)

Programs and services are aligned to the College's mission. The mission guides decision-making, planning, and resource allocation, as indicated through comprehensive contingent of constituent groups. The Program Review Handbook indicates the aims of Program Review to be 1) Generating continuous and ongoing dialogue about how outcomes findings and student achievement can be enhanced through program and service improvements; 2) Evaluating their contribution to achieving the College mission, vision and Institutional Learning Outcome findings (ILOs); 3) Helping programs clarify goals and align them with the Educational Master Plan (EMP). The Team confirmed the bachelor's degree in Airframe Manufacturing Technology

supports and is aligned with the College's mission of service to its community through the development and provision of innovative programming like its AFMT BS program. Additionally, the BS program supports its institutional learning outcome that it "contribute to the economic well-being of the community." The College's strong partnerships with local companies, including Lockheed, Northrup, Boeing, SpaceX and General Atomic, are examples of the College's commitment to meeting local industry needs through its bachelor's degree program. (I.A.3)

The mission is published in print and online, reviewed and updated as necessary on a consistent basis, and approved after review by the board. (I.A.4)

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Antelope Valley College assures academic quality and institutional effectiveness through a robust College planning process and planning structure. All systems are in place for the College to access, disaggregate, disseminate, and assess student learning and achievement data. Policies and procedures are regularly reviewed and revised when needed, and major constituent groups have a voice in reviewing and revising the APs and BPs.

Findings and Evidence:

Sustained, collegial, and substantive dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement are achieved through various College meetings such as Program Review, Student Equity, and Strategic Planning. Program Review documents indicate assessment of both internal and external data and peer review of the data. The Academic Policies and Procedures committee is integral to assuring Academic Quality (I.B.1)

The Program Review Handbook and Processes describes how the College defines and assesses student learning outcomes for all instructional and student support programs. The College systematically and regularly reviews its instructional and student support services. E-Lumen is the current repository for this data, replacing WEAVE online in 2019. The Team confirmed through interviews and evidence provided that the SLOs for the bachelor's degree in Airframe Manufacturing Technology reflect the higher levels of depth and rigor generally accepted for upper division coursework and that these SLOs reflect higher levels of learning than lower division coursework in the same program. (I.B.2)

The College's institution-set standards for achievement are set and reported annually to ACCJC (2022 ACCJC Annual Report). Institution-set standards are appropriate to the College mission and help inform equity-minded practices. Institution-set standards are published on the Accreditation webpage and on Tableau. The team confirmed through interviews and evidence provided that the bachelor's degree in Airframe Manufacturing Technology meets this standard. (I.B.3)

Program review data, along with student equity data, inform the program review process, organizational improvement and resource allocation to support student learning and success. Relevant data are made available on the Institutional Effectiveness, Research & Planning webpage. Program Review reports, together with the joint resource allocation process of the Strategic Planning Committee and Budget Committee, inform resource allocation to support student learning and success. (I.B.4)

Program review forms ensure consistency across units and indicate that the College uses disaggregated quantitative data (available on its public Tableau site) and qualitative data to assess the accomplishment of its mission. The Program Review website displays the process whereby program review reports are peer reviewed. (I.B.5)

Disaggregated data are shared with College constituents, such as the Student Equity Committee, Strategic Planning Committee, Executive Council, via Tableau and Tableau Public to make data-informed decisions for planning; to allocate resources to mitigate student achievement gaps; and to use disaggregated data to inform resource allocation across a wide range of programs. The effectiveness of this activity is evaluated via the program review process. (I.B.6)

The College utilizes program review to review its practice in all instructional programs, student and learning support services, and resource management. The Team confirmed through interviews and a review of evidence that the bachelor's degree in Airframe Manufacturing Technology regularly completes program reviews and assesses its student learning outcomes. (I.B.7)

Assessment results are available on the College's website, through the Office of Institutional Effectiveness program review link, and results are also shared in a variety of constituent meetings across campus. A shared understanding of the College's strengths and weaknesses inform appropriate priorities setting as a result of the dissemination of this information (I.B.8)

The College engages in continuous, broad-based systemic evaluation and planning. Although the College indicates this is an area for improvement, the expectation is that eLumen will help to further the integration of program review, planning, and resource allocation. The College continues to address short and long range needs through the current process of the allocation of resources. (I.B.9)

Conclusions:

The College meets the Standard.

I.C. Institutional Integrity

General Observations:

AVC assures clarity and integrity of information on its website and catalog; the catalog meets all expectations and requirements. Policies and procedures are regularly reviewed, and the College's policies on Professionalism and Faculty Code of Ethics—as well as expectations for academic honesty and integrity for students—are clear, thorough, and promote honesty, responsibility, institutional and academic integrity, and academic freedom. The College complies with accreditation requirements regarding disclosure of public information and relationships with external agencies.

Findings and Evidence:

The College ensures clarity and integrity of information about the mission statement, learning outcomes, educational programs, and student support services on its website and catalog. SLOs and PLOs are broadly communicated via Program Review documents. (I.C.1)

The College catalog is available both in print and online and fulfills all catalog requirements, including currency, precision, accuracy. The College indicates that an area for improvement is to establish a catalog committee and an enhanced catalog review and revision process. The peer review team supports the intentionality toward improvement. (I.C.2)

The College communicates matters of academic quality to appropriate constituencies through the College website. The institution makes its data and analysis public to internal and external stakeholders. The Vision for Success goals and metrics are shared with the Board, Executive Council, and Strategic Planning Council. The Outreach staff informs the public and prospective students of College facts, demographic information, and degrees, certificates, and programs. The team confirmed that the assessment results of student learning and student achievement in the baccalaureate program is used in the communication of academic quality. (I.C.3)

Antelope Valley College provides detailed degree and certificate information in the College catalog and on their website. The information is clear, accessible, and includes degree or certificate requirements, program outcomes, and required courses. Learning outcomes are clearly stated. Certificate and degree descriptions—including for the baccalaureate program—are all clearly described in the College catalog. (I.C.4)

Antelope Valley College regularly reviews institutional policies, procedures, and publications. AP 2410 explains the process whereby the College Coordinating Council, Executive Council, Academic Senate, and other constituent groups regularly review institutional policies, procedures, and publications before forwarding them to the Board for approval. (I.C.5)

Through the College catalog, current and prospective students are informed of the total cost of education. This information is also available on the Admission and Records web pages. The AVC online bookstore provides textbook prices to students. (I.C.6)

AVC clearly states its commitment to academic freedom. The College also supports free speech. Board Policy 4030 is clear in its intentions of supporting free speech, and the policy is regularly updated. The AVC Faculty Handbook—in particular, the Faculty Rights and Professionalism Code of Ethics—and the AVC Collective Bargaining Agreement demonstrates the College’s commitment to and support of an atmosphere where intellectual freedom exists for all constituencies, including faculty and students. (I.C.7)

The College provides clear statements both in print and online requiring academic honesty, integrity, and appropriate conduct from students. All relevant board policies and administrative procedures clearly communicate expected standards of behavior and promote honesty, responsibility, and academic integrity. The policies and procedures are available on the College website. The College uses a single sign-on process for authenticating student identity in DE courses. (I.C.8)

Policies are in place to ensure that faculty distinguish between personal conviction and professionally accepted views in a discipline. The Faculty Professional Development (FPD) program and peer review process appear to mentor, assess, and ensure best practices. (I.C.9)

Not applicable to Antelope Valley College. (I.C.10.)

Not applicable to Antelope Valley College. (I.C.11.)

Antelope Valley College complies with ACCJC requirements for reporting and accreditation. AVC communicates its accreditation activities and status to the College and the public. ACCJC accreditation related information are available on the College website. (I.C.12)

AVC coordinates with the ACCJC and other accrediting agencies forthrightly. Antelope Valley College communicates clearly with external agencies and is compliant. The team reviewed accreditation documents for Fire Technology, Nursing, Vocational Nursing Program, and Radiologic Technology. All are published in the catalog and made available on the College website. (I.C.13)

The College assures that its commitment to high quality education, student achievement, and learning are the prime objectives, as documented in the Educational Master Plan and the Mission, Vision, and Value statements. (I.C.14)

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Antelope Valley College offers 86 associate degrees, 70 certificates, and one baccalaureate program in a range of fields that are aligned with its mission and appropriate to higher education. The College offers these programs via face-to-face, distance education, and correspondence modalities. The College's curriculum is developed with input from faculty per the guidelines outlined in the *Academic Policies and Procedures Handbook*. Each course is based on Student Learning Outcomes and credit is awarded based on student attainment of these outcomes. Program review is conducted on an annual basis for the purpose of improving the College's delivery of programs and services.

Findings and Evidence:

Based on a review of the College's catalog, the team determined that Antelope Valley College offers a wide range of programs in fields of study consistent with the institution's mission and appropriate to higher education that culminate in student attainment of student learning outcomes and achievement of degrees, certificates, employment, and transfer to other higher education programs. The College offers both credit and non-credit programs via traditional face-to-face, distance education, and correspondence modalities. (II.A.1)

Of particular note, the team found the College's Airframe Manufacturing Technology (AFMT) bachelor's degree program noteworthy as an exceptional program that aligns well with and supports the college's mission, resulting in remarkable student outcomes. The team reviewed data that demonstrated the bachelor's degree program's student completion outcomes were consistently high with 92% completion rates. From its inception the program has consistently demonstrated strong student outcomes and student degree attainment. (II.A.1)

The process for the development of the College's curriculum is detailed in the *Academic Policies and Procedures Handbook*. The duties and responsibilities of the Curriculum Committee and Student Learning Outcomes Subcommittee, both comprised mostly of faculty representatives, are detailed in the handbook. The course revision cycle is two years for CTE courses and four years for academic courses. The program review process ensures regular review of data. (II.A.2)

Divisions are required to complete a program review for each program on an annual basis. The team reviewed the process and procedures for program review which are detailed in the

Program Review Handbook. The College provided evidence of annual program reviews completed by its instructional and student service programs which demonstrated the use and application of program data to assess student and service outcomes. In several examples reviewed for 2022, the team noted several programs, such as EOPS, had significantly high student retention and transfer rates. For fall 2021, the College's EOPS program significantly exceeded its target of 70% with a student retention rate of 89.5% and transfer rate of 95.8%.

Through a review of sample course outlines of record and course syllabi, the team determined that the College has identified student learning outcomes for courses offered. A document entitled, "Guidelines for Creating an Effective Syllabus" specifies that a course syllabus must have the Student Learning Outcomes listed on the course outlines and that Board Policy requires that the syllabus be given to students within the first two weeks of class. (II.A.3)

The College no longer offers pre-collegiate level curriculum. However, the team reviewed evidence of workshops that are provided to students in the areas of math, writing, and academics as well as non-credit ESL courses. (II.A.4)

The team reviewed representative samples of the College's programs and found them to be consistent with the requirements outlined in the *Program and Course Approval Handbook* published by the California Community Colleges Chancellor's Office and the College's *Academic Policies and Procedures Handbook*. A minimum of 60 credits is required for an AA or an AS degree and 122-126.5 credits are required for the Baccalaureate in Science in Airframe Manufacturing Technology. Processes for determining a program's appropriate length, breadth, depth, rigor, time to completion and synthesis of learning appear to be in place. Recommended Pathways to program completion are provided in the catalog. (II.A.5; II.A.6)

The college provided evidence of the AFMT BS program's retention and course success outcomes which have consistently ranged from 98.8%-100% and 93.8%-98.6% respectively, for the Hispanic/Latino students enrolled in the program, which demonstrates that the manner in which the college has designed the program that allows students to complete their degree program both effectively and efficiently. The College also highlighted that student enrollment and completion demographics for the AFMT BS degree reflect the diversity of the community served by AVC, with 42% of the students enrolled in the program mirroring AVC's large Hispanic/Latino community population. (II.A.6)

The team confirmed through a review of the fall 2022 and spring 2023 schedules and a review of representative course syllabi that the College uses delivery modes, teaching methodologies, and student support services that reflect the diverse and changing needs of its students. The College made special mention of the adjustments for remote learning made during the pandemic. Courses approved for distance education include an addendum attesting to the development of the course by the Distance Education and Technology Committee, a subcommittee of the Academic Senate. According to the College's "Guidelines for Distance Education: New and Revised," when developing a distance education course, faculty must

ensure that the instruction, assignments, and methods of evaluation are equivalent to what students experience in the traditional classroom setting. (II.A.7)

The team verified that some programs, such as the Respiratory Care and Nursing Programs, use externally accredited third-party examinations. Discussions with members of the English faculty confirmed that they use a departmental rubric to grade English 101 essays. The team also confirmed that standardized American Chemical Society tests are used to compare AVC students to national averages. The team reviewed the College's "Credit for Prior Learning" procedure included in the *Academic Policies and Procedures Handbook*. (II.A.8)

The College awards course credit, degrees and certificates based on student attainment of learning outcomes as confirmed by the team in a review of a representative sample of course syllabi, course outlines, and the *Academic Policies and Procedures Handbook*. (II.A.9)

The College makes available to its students clearly stated transfer-of-credit policies in the catalog and on its website. AP 4050 Articulation focuses on assisting students transfer to UC and CSU universities as well as other private Colleges. BP 5120 mandates that the College establish a Transfer Center. The College demonstrated that they acknowledge patterns of student enrollment between institutions and has provided evidence of many transfer agreements with other community colleges, CSUs, UCs, and other colleges and universities. (II.A.10)

The College has articulated Institutional Learning Outcomes (ILOs) in the areas of Communication; Creative, Critical, and Analytic Thinking (which include technology, quantitative and qualitative information, and mathematical concepts); Community Global Consciousness; and Career and Specialized Knowledge. Each area is clearly included through the College's general education program and corresponding general education and institutional SLOs. The team observed further evidence in a screenshot of work being done to map the ILOs to Program Learning Outcomes (PLOs). The College provided significant evidence of its use and application of SLOs in its BS degree program for Airframe Manufacturing and Technology. (II.A.11)

A review of the catalog provided evidence that the College requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees. General education requirements are organized into six key areas, articulated in AP 4025 "Philosophy and Criteria for Associate Degree and General Education," which include: Area A – Natural Sciences; Area B – Social & Behavioral Sciences; Area C – Humanities; Area D – Language & Rationality; Area E – Additional Breadth; and Area F – Diversity Studies. Two additional Proficiency Requirements include Writing (ENGL 101) and Mathematics (MATH 102 or higher). Faculty are responsible for assigning courses to the General Education pattern. The bachelor's degree requires completion of 122-126.5 units, with 69 units of upper division coursework required to complete the degree. (II.A.12)

The College offers 86 associate degrees and 70 certificates in a range of fields. A review of the catalog confirmed that the College follows the requirements set forth by the California Community College Chancellor's Office that all degree programs include 18 semester units in at least one area of inquiry or in an established interdisciplinary core. The College also offers a Baccalaureate in Science (BS) in Airframe Manufacturing Technology for which students must have a 2.8 minimum GPA in all core AFAB/AERO courses and a 2.5 minimum GPA in all College classes taken for credit. (II.A.13)

The team reviewed minutes of sample advisory committee meetings and selected tables showing pass rate and employment data which were provided by the College to demonstrate that graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. The College shared data on its student outcomes for the BS program. The team found the BS program's completion rate of 92% noteworthy, and its consistently high course success rates ranging from 92.7% in 22/23 to 91.5% in 18/19 exceptional. (II.A.14)

The team found that the College has in place AP 4021 Program Discontinuance which provides a rather detailed procedure for determining if a program should be discontinued. However, a provision for enrolled students to complete their education in a timely manner with a minimum of disruption should be included. Through an interview of administrative and faculty leadership of the Airframe Manufacturing BS program, the team confirmed that its AP 4021 Program Discontinuance policy applies to its BS program. (II.A.15)

The team determined that, on an annual basis, the College generates reports through the program review process which include data on student learning and achievement. The College maintains that its program review process is focused on continuous improvement of programs and services to help increase student success. The College provided evidence of clear and regular processes for evaluating quality and currency of programs. (II.A.16)

Conclusions:

The College meets the Standard.

II.B. Library and Learning Support Services

General Observations:

Antelope Valley College offers library and learning support services aligned with its mission. The Library and Learning Center provide access to print materials, electronic collections, and databases, as well as computer labs, Supplemental Instruction, and tutoring services. Librarians coordinate with faculty to develop appropriate collections to support student learning. The College evaluates these services through program review and

surveys. Program review incorporates usage data, learning outcomes assessment findings, and survey results, which are used to identify areas for improvement. The College contracts with on-line service providers to ensure access to learning resources and services, particularly through remote delivery.

Findings and Evidence:

AVC offers library courses, workshops, tutoring services, Supplemental Instruction (SI), and computer labs to support student learning. The Library Studies program offers four courses covering topics such as academic library research, information literacy, and internet research. The Library also provides Research Methods Workshops, which can be arranged with instructors for specific courses or offered directly to students via drop-in. The website, brochures, and tours are provided to inform students and faculty of the services available. Services are provided in person and virtually. The College conducts student surveys to help evaluate sufficiency and effectiveness of library resources. The team confirmed that all students attending AVC, regardless of location or means of delivery, have access to library services. Based program administrative and faculty leadership interviews, the team found that learning support services provided for the baccalaureate degree program are sufficient and meet the expectations for rigor, currency, and depth required of that program. (II.B.1)

AVC has a defined Library Collection Development process which engages librarians and discipline faculty. The College relies on the expertise of its faculty, including librarians, to maintain and continuously improve materials to support student learning and achievement. Each department/instructional area is assigned to a specific “collection development librarian.” The librarians reach out to discipline faculty regularly to inquire about needs and document requests. Needs identified by faculty are prioritized – to ensure that materials are ordered, cataloged, acquired, and made available to students as soon as possible. (II.B.2)

AVC regularly evaluates library and learning support services through program review and student and faculty surveys. The evidence includes recent program review reports for the Library and the Learning Center, along with surveys and survey results. Program review includes reflection on recent findings from student learning outcomes assessment and achievement of established targets, as well as an analysis of strengths, weaknesses, opportunities, and threats (SWOT analysis). (II.B.3)

AVC has agreements in place locally and through the Foundation for California Community Colleges to provide students with access to online tutoring, the Canvas Learning Management System (LMS), databases, and materials held by other libraries (via inter-library loan). The College monitors usage of databases and other library and learning resources, and usage data is incorporated into the program review process for the Library and the Learning Center. The College evaluates the effectiveness of learning supports via local analyses. For example, an analysis of course success rates among Smarthinking users demonstrates the effectiveness of online tutoring provided via that platform. (II.B.4)

Conclusions:

The College meets the Standard.

II.C. Student Support Services

General Observations:

Antelope Valley College evaluates the quality of various student support services to demonstrate that they support student learning and enhance the accomplishment of the institution's mission. The College uses its Program Review process to review student services offerings to ensure quality and meet student needs. The College offers comprehensive student services. The College has an annual program review of student service programs and administers the Community College Survey of Student Engagement (CCSSE) every 2-3 years, as well as a Revealing Institutional Strengths surveys in spring 2021 and 2022 to obtain student feedback on access to services. The College also conducted a campus climate survey (NACCC) in spring 2021. The College demonstrates that it offers a variety of student services that support academic success and promote the well-being of students and that such services are regularly evaluated through the annual program review process and student surveys. Through a review of evidence provided, as well as campus tours, the team confirmed that the College provides equitable access for all students regardless of location or delivery method, including services offered to students attending the Lancaster, Palmdale, and Fox Field sites. The team was impressed with the College's Prison Education Program at California State Prison, Los Angeles County and the number of students served and the collaboration required to effectively teach in a maximum security level prison. The team was equally impressed with the large number of students served through AVC's active Foster Youth program, Guardian Scholars, which works collaboratively with local high schools and community partners to ensure that students have a seamless educational pipeline from graduating high school and entering community college.

Findings and Evidence:

Student support services evaluate the effectiveness of their programs, services, and delivery methods. The College utilizes the program review process and student satisfaction surveys to gain an understanding of student needs and trends. The College provided evidence of the annual cycle of program review for its student service programs, such as Financial Aid, Veterans, First Year Experience, and its Job Placement Center. The team verified through the evidence of program review plans that the College links its student services to its Institutional Learning Outcomes, with each program indicating how it supports the district/College's overall mission. Data from the annual program review process is also reflected in the program plans shared, with detailed goals and steps to improve service delivery noted by each program. The College demonstrated evidence of providing equitable delivery of student support services regardless of location or modality by providing on-site in person counseling to students enrolled

in courses at the College's Prison Education Program at California State Prison, Los Angeles County. In addition, the team reviewed evidence provided by the College that shows it provides online orientation in both English and Spanish and online counseling services through Cranium Café. (II.C.1, II.C.2, II.C.3)

The College maintains co-curricular and athletics programs which are suited to the College's mission. The College supports and promotes an active student government which encourages participation and dialog amongst its members to support the College's efforts to provide a complete College experience. The team was impressed by the College's commitment to prioritize the Antelope Valley College Student-Athlete Achievement Zone, which meets the academic and athletic needs of student-athletes and supports their success. (II.C.4)

The College provides counseling and advising services through its counseling department and also has embedded counselors in programs targeted to specific student populations, such as UMOJA, STEM, Athletics, and EOPS. The team reviewed evidence submitted by the College regarding its New Student Success Workshops, educational planning, and support for students on academic probation or facing dismissal, through its Reflect. Improve. Succeed. Excel. (RISE) program. The College noted that its counseling division meets weekly for training and provided evidence through meeting agendas and other materials examples of training topics covered, including transcript evaluation and transfer requirements. Additionally, the College provided sufficient evidence through samples of student education plans and its "Transfer Information Series" (a workshop series targeted to students) that demonstrates how it is ensuring that students receive "timely, useful, and accurate information" related to graduation and transfer policies. (II.C.5)

The College provided evidence of its board and administrative policies and procedures related to admissions (BP and AP 5010). The team also reviewed evidence provided by the College that demonstrates its efforts to advise "students on clear pathways to complete degrees, certificate and transfer goals" through its work to implement Guided Pathways, which includes the implementation of 6 core Areas of Study, and its use of EduNav as a course planning tool. The College also shared its work to support students through its First Year Experience and Second Year Experience programs. (II.C.6)

The College provided screenshots of its Assessment and Placement services webpage and indicated it has adopted the State of California's multiple measures recommendations, using students' self-reported high school information for placement into math and English, and placing all students into transfer-level. The College also provided evidence of its research and evaluation of student placement outcomes by course, disaggregated by race and ethnicity.(II.C.7)

The College provided evidence through its Board Policies and Administrative Procedures that it maintains a process for maintaining student records in a secure and confidential manner. The

College also has a clear process for the release of student directory information and release of any student information in general that complies with FERPA. (II.C.8)

Conclusions:

The College meets the Standard.

Standard III

Resources

III.A. Human Resources

General Observations:

Antelope Valley College has well developed processes and procedures related to Human Resources. Hiring procedures for all employee types is clear. Each of the Board Policies and Administrative Procedures are available to the public on the website. All open positions are posted on the website with links to both the applications and corresponding job descriptions. Job descriptions provide the details related to the position duties, responsibilities, minimum qualifications, and/or preferred qualifications, if there are any. For full-time faculty, qualifications and hiring processes include knowledge of the discipline and the requisite skills to perform the position adequately.

Findings and Evidence:

AVC demonstrated that they assure the integrity of its programs and services by employing qualified administrators, faculty, and staff through position-specific hiring procedures. The Office of Human Resources and Employee Relations aims to ensure the district hires qualified administrators, faculty, and staff as one of the top priorities for the College. AVC job announcements clearly communicate criteria and qualifications for hiring. Job announcements and job descriptions provide an overview of representative duties and responsibilities and, where appropriate, describe the authority of the position. The team suggest the College consider ways to more clearly link job descriptions to institutional mission and goals. (III.A.1)

In a review of the College's Airframe Manufacturing Technology (AFMT) bachelor's degree program, the team found the College assures the integrity and quality of its BS program by employing full-time and part-time faculty who meet established minimum qualifications and industry standards for the field. (III.A.1, III.A.2)

AVC demonstrated that its faculty hiring procedures include verification that faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. The College demonstrated that factors of faculty qualifications include appropriate degrees, professional experience, and expertise. As stated in the procedures, faculty and administration work together to develop and approve position announcements, including minimum qualifications and that they use the Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook. Faculty job descriptions include development of curriculum as well as assessment of learning.

To ensure that administrators and other employees responsible for educational programs at AVC possess the necessary qualifications to sustain institutional effectiveness and academic quality, AVC has a hiring process that involves review of applicants and their submission materials at every step by a hiring committee in conjunction with HR, EEO officers and College administrators. (III.A.3)

AVC demonstrated that required degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies and that degrees from non-U.S. institutions are recognized only when equivalence has been established. The College provided evidence that their job announcements include information about equivalency and verification of degrees from outside the U.S. The College provided evidence about their transcript verification process and related considerations. (III.A.4)

AVC states, through Board Policies and Administrative Procedures and Collective Bargaining Agreements, that the College evaluates all personnel systematically and at stated intervals. College practices are in place to ensure that evaluations are completed systematically, such as the Administrative Evaluation Tracker spreadsheet and Faculty Evaluation Tracker spreadsheet. In addition, three separate entities monitor completion of faculty evaluations: Academic Affairs, Area Deans, and Tenure Review Coordinator. Administrative Procedures and Collective Bargaining Agreements outline the requirement that all employees go through regular evaluation as well as evidence of regular cycles of evaluation for faculty, administrators, classified staff, and the president. The College acknowledged that, while the evaluation procedure for full and part time faculty is rigorous, there was growing concern that it had become overly burdensome and was in need of some revisions. The College has established written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise delineated in AP 7150 Evaluation & evaluation process for faculty, staff, and administrators. Instructions and forms are available on AVC's website. (III.A.5)

AVC demonstrated they maintain a sufficient number of faculty as evidenced by their recent reporting on the faculty obligation number (FON) which the College currently exceeds. The College has a clear process in place for requesting new faculty positions which is informed by Program Review and the budget request process. The Prioritization Processes allow for all positions to be approved and evaluated to the critical need and its effectiveness in supporting the mission and goals, and Educational Service Plan of AVC. The team encourages the College to obtain additional data to inform that the institution maintains a sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (III.A.7)

Through interviews and a review of evidence provided for the College's AFMT bachelor's degree program, the team found the College maintains a sufficient number of qualified full-time and part-time faculty to support the provision of a quality educational program for its students. (III.A.7)

AVC provided multiple pieces of evidence to demonstrate that they have policies and procedures to provide part-time faculty orientation, oversight, evaluation, and professional development. The faculty contract includes a contractual obligation for part-time faculty to participate in faculty orientation. The part-time faculty evaluation process is clear and well documented through the College's Collective Bargaining Agreement. Part-time faculty are encouraged to participate in College-wide professional development opportunities. (III.A.8)

AVC's Human Resources (HR) identified the need for more data to assist in making decisions in prioritization of staffing needs. Through the implementation of new technology platforms, such as Banner as the HR Information System, staffing and hiring trends can be tracked. Additionally, position control is being established to assist in further decision-making processes. Many divisions and areas who are in need of additional staffing, use the prioritization process for staffing requests. Following the pandemic, the College is demonstrating a slight increase in employees. (III.A.9)

AVC demonstrated that they have a sufficient number of qualified administrators to effectively operate the College. Administrative positions are reviewed annually through a prioritization process that accounts for current staffing and determines if additional staffing should be considered. An HR subcommittee applies a rubric to new position requests to ensure alignment with applicable planning documents, such as the Educational Service Plan, Program Review, Facilities Service Plan, or IT Plan, to determine which new positions will be recommended to the Budget Committee for approval. AVC completed a campus-wide reorganization that increased the duties and responsibilities of some administrators and managers, thus eliminating unfilled positions. (III.A.10)

AVC provided evidence to demonstrate that they publish and adhere to written personnel policies which are updated by the Policy & Procedure Service through the Community College League of California. This service keeps the College updated on new legislation, regulations and legal opinions for policies and procedures. (III.A.11)

AVC monitors demographic data for analysis to ensure that selection and hiring practices provide all applicants and employees with equal access to employment opportunities. AVC affirms equity and diversity for employees through Board Policies (BPs) and Administrative Procedures (APs). The Superintendent/President has developed an Equal Employment Opportunity (EEO) Plan. The plan was updated in 2023.

The team recognizes the work that the College is doing to increase the diversity of employees, particularly to ensure that the overall employee demographics match that of the students served at AVC. The team encourages the College to continue to make strides in achieving its diverse employment goals and retaining a diverse employee group. (III.A.12)

AVC demonstrated that they uphold a written code of professional ethics for all personnel through their Board Policy 2715, Code of Ethics/Standards of Practice which outlines the Code

of Ethics for Trustees. Administrative Procedure (AP) 3050 Institutional Code of Ethics reaffirms that the employees of Antelope Valley Community College District are committed to providing a high quality learning environment to help our students successfully achieve their educational goals and objectives. (III.A.13)

AVC demonstrated that they provide all personnel with appropriate and continued opportunities for professional development. The College's Staff Development Committee has been established to further provide opportunities for all constituency groups to access professional development opportunities. In addition to the funds provided for this purpose, both the classified and the Confidential/Management/Supervisory (CMSA) groups are provided an annual stipend to support professional development opportunities. CMSA distributes a Training Needs Assessment Survey to all CMSA members in order to gather data necessary to formulate training schedules and content for future professional development activities. Professional development opportunities are provided to faculty and the community at large through the Faculty Professional Development Program, a governance committee under the Academic Senate. The College outlined many types and formats of professional development that systematically evaluate professional development and use the results of evaluation for improvement. The team reviewed multiple instances in which data from faculty and staff was collected from participants through surveys for continual improvement of professional activities. The team suggests that the data be shared and considered more broadly beyond the Faculty Professional Development (FCD) Committee and the President/Superintendent. (III.A.14)

AVC demonstrated that they maintain security and confidentiality for personnel records by establishing official District personnel files which, AP 7145, Personnel Files contains information regarding AVC's provisions for the security and confidentiality of personnel records. (II.A.15)

Conclusions:

The College meets the Standard.

III.B. Physical Resources

General Observations:

AVC uses the 2016 Educational Master Plan, 2016 Facilities Master Plan (FMP), and the Program Review process to ensure that the needs of programs and services are aligned with the institutional mission. Long-range capital projects are linked to institutional goals through the FMP, Program Review process, and the Five-Year Capital Outlay Plan. The institution utilizes a work order system to identify and report issues related to safety or equipment repair.

Findings and Evidence:

AVC has an annual property and liability inspection, conducted by Keenan and Associates, to review playground and athletic equipment, industrial arts, science and art labs, etc. The College uses a work order system to track preventative maintenance projects, report unsafe conditions, and identify issues for repair and service requests. AVC contracts with the Los Angeles County Sheriff's Office in order to assure campus safety. (III.B.1)

AVC uses the 2016 Educational Master Plan and 2016 Facilities Master Plan (FMP) to ensure that the needs of programs and services are aligned with the institutional mission. The FMP demonstrates the College has done appropriate planning to maintain or recommend modernization or new construction of its physical resources to support its programs and services and achieve its mission. The College utilizes the state FUSION system to maintain and update its five-year scheduled maintenance plan, and report and assess the condition of its facilities. The Vice President of Administrative Services and President/Superintendent annually review scheduled maintenance projects to ensure alignment with the College's needs. AVC uses the Program Review process to understand the effectiveness of its facilities in supporting its programs, services, and equipment needs. (III.B.2)

The institution uses the Program Review process to support the needs of the Facilities department and maintains a project status report for various funded projects. In addition to using a work order system for preventative maintenance and inspections, the College conducts a weekly walk-through of campus to assess the status of the grounds. AVC also uses third parties to conduct property and liability inspections as well as building assessments to assist with planning and budgeting needs. The team confirmed the College also meets this standard for its AFMT bachelor's degree program. (III.B.3)

Long-range capital projects are linked to institutional goals through the FMP and the Program Review process. AVC utilizes Facilities Planning and Consulting Services to develop the annual Five Year Capital Outlay Plan, Initial Project Proposals and Final Project Proposals. In addition, the prioritization of AVC's Capital Outlay Plan is informed by the phasing sequencing reflected in the FMP. Long-range capital projects that were funded through the Measure AV bond are overseen by a Citizen's Bond Oversight Committee. Considerations for total cost of ownership are addressed via annual budgetary requests and the Facilities program review process. The team suggests that the College consider creating a total cost of ownership template to capture the projected long-term costs for new facilities and equipment. (III.B.4)

Conclusions:

The College meets the Standard.

III.C. Technology Resources

General Observations:

The College ensures that effective technology resources are provided to support the mission of the institution. AVC identifies technology needs through Unit Planning, Program Review, and the Technology Master Plan (TMP). The Information Technology Committee (ITC), as a participatory governance committee, and the Distance Education Technology Committee (DETC), as a sub-committee of the Faculty Senate, provide guidance regarding the delivery of services and prioritization of resources. TMP is currently being revised for the 2022-2025 academic years. In 2022, a reorganization plan established an Administrative Services division. This reorganization recreated the Vice President of Administrative Services. Information Technology Services (ITS) is now a part of Administrative Services. In the summer of 2022 AVC began implementing Self-Service Banner (SSB) 9, including General, Finance, Employee, Financial Aid, and Registration. The institution ensures technology supports the mission and vision of the district. Resources, both human and financial, have been allocated to enhance the technology resources that students, staff, and faculty require.

Findings and Evidence:

The College provides appropriate, dependable, safe, and secure access to critical software, hardware, and systems. Technology resources are utilized throughout the College to enhance teaching, learning, and student support. The College has a comprehensive suite of technology operations and platforms that support the institution's management and operational functions. Through interviews of program leadership and tours of facilities and labs, the team found the college is meeting this standard for the AFMT bachelor's degree program. (III.C.1)

The College strives to enhance processes and services to encourage engagement from multiple constituencies in both the participatory governance structures and wider program review and budgetary request cycles where institutional and instructional technology are impacted. To ensure effective integration of technology within larger enterprise planning, ITS and the Information Technology Committee (ITC) have regular input into the priorities and application of available funding, with the director, staff members, and/or committee members serving on both committees. The development of a revised 2022 – 2025 Technology Master Plan is currently in process. (III.C.2).

Through BP 3720 - Computer Use, and AP 3720-22 - Computer, Network, Acceptable Use, AVC ensures that its technology resources are reliable, safe, and secure. The College recently produced new Operational Standards, which also include Two-Factor Authentication, and annual requirements for Cyber Security Training. Disaster recovery and business resumption needs are evaluated regularly. The responsibilities for implementation and maintenance of technology resources are coordinated by the ITS department. (III.C.3).

In concert with the College ITS office, AVC provides students, faculty, staff, and administrators with support and instruction in the effective use of technology. ITS employs a technical trainer that delivers one-on-one and workshop-based training. These offerings are available via the Technical Training Page. Faculty received technical training on Hyflex technologies and

strategies for teaching Hyflex synchronously. Students often receive technology training through the Technical Training course offered through Canvas. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations. (III.C.4)

AVC has appropriate policies and procedures in place to guide the appropriate use of technology, such as AP 3720. Relevant Board Policy and Administrative Procedure documents are posted on the District website. AVC also posts Computer Use Guidelines for students on its website. The College has established policies and procedures guiding the appropriate use of technology in the teaching and learning processes. These policies and procedures are accessible on the College website. (III.C.5)

Conclusions:

The College meets the Standard.

III.D. Financial Resources

General Observations:

The team found that AVC has appropriate Board policies and procedures on budget development that ensure the mission and goals of the College drive the budget development process. Institutional finances are sufficient and effectively managed to support and sustain learning programs and services. AVC's integrated planning processes and participatory governance structure provide for effective short-term and long-term financial planning and resource allocation. Higher than required reserve levels are in place to maintain fiscal stability, meet long-term liabilities, and address unforeseen issues. The College undergoes an annual audit to ensure compliance with rules and regulations. Sufficient internal controls are in place and are tested annually through the audit process.

Findings and Evidence:

The College has sufficient financial resources to support its mission and institutional effectiveness. Ending fund balance has consistently exceeded 20% for the prior three years, and revenues have been sufficient to support educational improvement and innovation. AVC's distribution of resources supports programs and services throughout the district by ensuring that stakeholders from all areas are included in the key decision-making process through participatory governance. Through interviews and evidence reviewed, the College demonstrated its commitment of resources to support and sustain its AFMT bachelor's degree program. An example of evidence the college provided was a recent investment of more than \$2 million to purchase two airplanes for students in the AFMT BS program to use in the program's labs. (III.D.1)

AVC's Educational Master/Service Plan is the cornerstone of its planning process, and the institution uses Program Review to link outcomes to resource requests. The College presents an outline of the Resource Allocation Process and utilizes budget plans and outcomes in developing the criteria for resource allocation and evaluation. The College disseminates financial information through regular governance meetings and in budget updates. AVC's policies and procedures provide guidance for sound fiscal management practices and fiscal stability. (III.D.2)

The budget development process is guided by policies and procedures, the budget calendar, as well as defined assumptions included in the budget narrative and presentations. Constituency groups participate in the budget development process through Budget Committee and the Resource Allocation Process. Financial planning and budget development planning begins with a Budget memo and originates from the Budget Committee. (III.D.3)

The College emphasizes communication throughout the budget development process by using the participatory governance structure to hold joint meetings with members of the Strategic Planning Committee and Budget Committee. Through use of industry-accepted information sources, AVC ensures budget development is based on realistic assumptions and current information to project spending and estimated revenue. Fiscal staff meet with departments to ensure expenditure requirements are budgeted and met each fiscal year. (III.D.4)

The College's favorable external audits support the College's position that internal controls are adequate and functioning as intended. AVC's internal auditor develops an annual audit plan based on areas of concern and identified risks. Budget managers have input into the budget development process. Appropriation increases are submitted to the Board monthly along with quarterly reports. AVC has appropriate internal control mechanisms and adequate separation of duties. Financial documents are accurate as evidenced by the annual independent financial audits. (III.D.5)

External audits demonstrate the integrity of financial management practices. Budgets and assumptions are presented to the Budget Committee and Board of Trustees with unanimous approval, reflecting the budget's credibility with constituents. (III.D.6)

Audit findings are remedied in a timely manner through the use of formal Corrective Action Plans (CAP), which are prepared and implemented by the College to resolve any audit findings. The College's internal auditor provides a monthly CAP progress report and periodically communicates the status to the Board. (III.D.7)

The audit report and related exit meetings with the external auditors demonstrate the integrity of financial management practices, while providing a comprehensive review of the institution's

internal control systems. The CAP template also captures improvement areas through the Los Angeles County Office of Education's fiscal monitoring review process, which provides a routine review of the College's internal controls. The internal auditor issues audit reports and advisements when weaknesses are identified outside of a scheduled engagement. This process has provided AVC an opportunity to improve upon and streamline its internal control processes, specifically related to asset inventory, positive attendance, and cash handling. (III.D.8)

College cash flows and reserves are sufficient to maintain operational integrity and effective risk management. Current Board Policies and Administrative Procedures require a minimum unrestricted reserve of 12%, with a goal of 15% of budgeted expenditures or two months of cash on hand, whichever is greater. These existing policies and procedures ensure that sufficient reserves are available to maintain stability during financial emergencies or unforeseen occurrences. The College's stable financial position has allowed it to invest up to \$35 million with the county treasury to generate interest revenue to be used for small capital repair projects and information technology needs. The College's risk management program ensures that insurance coverage is sufficient to cover its needs. (III.D.9)

AVC has established several Board Policies and Administrative Procedures for effective fiscal management and oversight of all externally funded programs, contractual relationships, auxiliary organizations, and institutional investments and assets. The College prepares an Organizational Report which outlines approval authority and signatories for College bank accounts, contracts, investments, purchase orders, reporting, and warrants. Financial aid disbursements are managed by the Financial Aid Office, with guidance provided by established policies and procedures and the Federal Student Aid Blue Book. In addition, the federal financial aid program is audited annually, undergoing a comprehensive exam to ensure compliance with federal rules and regulations. The AVC Foundation, an auxiliary organization, is audited annually and has a primary purpose of serving as a fundraising entity to provide grants and scholarships to students. (III.D.10)

As part of its budget development process, AVC uses financial planning information from the Chancellor's Office and School Services of California to assist in developing credible budget assumptions. These budget assumptions provide a reasonable expectation of both short-term and long-term financial solvency. The institution plans for and allocates resources for payment of liabilities and future obligations as part of its budget development process. The external financial audit report includes short-term and long-term financial commitments including liabilities related to Other Post-Employment Benefits (OPEB), pension costs, and compensated absences. (III.D.11)

The District established the Retirement Board of Authority and approved the establishment of an irrevocable trust. AVC has a plan to fully fund its long-term obligations including OPEB and pension liabilities. In an effort to address long-term liabilities, the Board revised BP 6250 to

require that unrestricted funds in excess of the Board approved reserve goals to be transferred to a pension stabilization trust fund. The team also reviewed the actuarial plan provided as evidence. (III.D.12)

In November 2022, the District issued Certificates of Participation (COP) in the amount of \$9,920,000. The debt repayment obligations associated with the COP will be used in the annual budget development cycle and included in future year projections. (III.D.13)

AVC maintains multiple internal control systems to ensure that all funds are used with integrity and in a manner consistent with its intended purpose, including annual and financial compliance audits, annual bond financial and performance audits, AVC Foundation audits, the College's Internal Audit Office, and the Citizen's Bond Oversight Committee (CBOC). The CBOC meets quarterly to review applicable bond expenditures and ensure that they are consistent with regulatory and legal restrictions. (III.D.14)

In addition to the Financial Aid Department, the College contracts with a third-party default management organization to monitor student loan default rates and ensure they remain within federal guidelines. The most recently calculated default rate is 5.1 percent (2019), well below the maximum allowable of 30 percent. AVC requires additional financial literacy and budget counseling for those students with a loan balance exceeding \$30,000. (III.D.15)

Contractual agreements entered by the College are consistent with institutional mission and goals and have appropriate safeguards. Board policies establish the criteria for when a contract is enforceable and who may contractually execute a contract. (III.D.16)

Conclusions:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Antelope Valley College demonstrates that it is committed to processes and procedures, outlined in Board Policy and Administrative Procedures, that enable shared governance bodies, administrators, and campus constituencies to lead the College. Through these policies and procedures, the College engages with those who have expertise in ways to develop curriculum that responds to mandates, create new programs that respond to the needs of the community, and to adopt best practices to address student equity concerns.

Findings and Evidence:

The College provided evidence that supports its commitment to encouraging innovation that leads to institutional excellence. The College focused on three areas: its Leadership Academy, Read to Succeed program, and Improvements to Tenure and Evaluation Process. The Leadership Academy is open to a wide variety of the campus community, including student leaders. The College's Leadership Academy shows great promise in fostering its next set of leaders and encourages a proactive way of getting faculty, staff, and students on the same page and working together on leading the College in attaining its mission and goals. The Read to Succeed (RtS) initiative allows students to engage in planning RtS events, facilitating panels, and participating in discussions with guest speakers. As part of the pilot program to launch Improvements to Tenure and Evaluation Processes electronic student surveys were administered as part of the tenured or probationary processes for faculty members. (IV.A.1).

The College has Board Policies, Administrative Procedures, and Election Procedures that demonstrate how administrators, faculty, staff, and students are included in the College decision-making process. The College's Calendar Committee provides opportunities for student involvement in campus-wide decision-making processes. Additionally, the College recognizes the value and importance of a well-rounded committee roster and that it should develop strategies to attract a broader range of campus participants (IV.A.2).

The College provided evidence that demonstrates there are policies and procedures that define the roles of administrators and faculty in institutional governance and voice in policies, planning, and budget, as evidenced by the following activities: Change in the Academic Calendar, Program Review Process Improvements, Budget Committee, and College-Wide Planning Retreats. The College has identified an opportunity for improvement in developing strategy for increased participation in College-wide retreats and shared governance groups and

to rebuild effective working relationships across campus and is encouraged to continue these plans (IV.A.3).

The team reviewed evidence provided to demonstrate how faculty and administrators have responsibility for recommendations about curriculum, and student learning programs and services. An example given by the College as evidence was the development of an Alcohol and Other Drug Studies Certificate. That process included analyzing relevant data in the region, including the role of local nonprofit organizations. This evidence was used to contextualize a call to action from the Social and Behavioral Sciences division at AVC. Data showed students with this certificate are enabled to secure an entry-level position as an Alcohol and/or Drug Abuse Counselor. Documentation of approval of the coursework and development of the certificate from the Academic Policies and Procedures Committee, Academic Senate, the Board of Trustees are provided, showing shared governance participation in getting the program started and approved. In addition, the team reviewed evidence of the structures the College has in place to ensure the AFMT bachelor's degree program's curriculum and design maintains currency and is responsive to industry needs for students who graduate from its program. (IV.A.4).

The College provided evidence, including relevant and recent examples, to demonstrate that its Board and institutional governance processes ensures appropriate consideration of relevant perspectives. These processes allow for all campus constituencies to be involved in the decision-making process. The College has institutional structures that allow all groups, including students, classified professionals, faculty, and administrators to participate in campus decision-making. Constituent involvement is defined in BPs 2345 & 2350 (IV.A.5).

BP 2510, which "affirms the District's commitment to participatory governance by faculty, students, staff, administration, and the Board of Trustees," is relevant evidence of this standard. The College Coordinating Council (CCC) serves as a body that coordinates governance issues of the College. The College maintains a step-by-step chart outlining the procedure for reviewing and approving Board Policies and Administrative Procedures. These steps include opportunities for feedback and College-wide communications of updates to policies and procedures (IV.A.6).

Antelope Valley College has regular and systematic policies and procedures for evaluating leadership roles, governance and decisions making processes designed to assure integrity and effectiveness. As an example, policies and procedures informing the Policy Review and Committee Review processes were provided. Board Policy 2410 and Administrative Procedure 2410 outline the process for reviewing and recommending changes to policy, which includes regular correspondence with various constituencies to review policy changes and provide feedback. It is noted that, due to the pandemic, review of all the Committees webpages has not been done in a regular cycle but there the committee webpages and public-facing information are updated and accessible. (IV.A.7).

Conclusions:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

The College has policies and procedures in place that delegate responsibility to the President/Superintendent for resource allocation, planning, institutional effectiveness and ensuring the institution meets all accreditation standards and requirements. The College President/Superintendent is continuously working to improve institutional shared governance processes aligned with statute, regulation and accreditation standards. The College has demonstrated a commitment to the ongoing improvement of processes and practices that support institutional effectiveness. The President/Superintendent has engaged campus constituents in improving the campus climate and communication.

Findings and Evidence:

The College President/Superintendent has the primary responsibility for the quality of the institution. The team recognizes the President/Superintendent is actively engaged with College constituencies to ensure clear and consistent communication related to planning, organizing, budgeting, selecting and developing personnel. The College has policies and procedures in place that delegates primary responsibilities to the President/Superintendent. The team evaluated evidence of meeting minutes and other artifacts that demonstrate the active participation of the College President/Superintendent and constituent groups in shared governance processes, decision making, and developing the leadership team. The President/Superintendent actively engages with College governance committees to lead and support planning processes and development of a new campus culture. The College recognizes the opportunity for advancing governance processes under current leadership. (IV.B.1)

The College has a policy that delegate the planning, oversight and evaluation of organizational structures to the President/Superintendent. For example, changes in organizational structure are vetted with the Strategic Planning Committee and Coordinating Council, and shared via memo with the campus community. (IV.B.2)

The College has policies and procedures that delegates the responsibility to the President/Superintendent for guiding institutional improvement of teaching and learning. The President/Superintendent engages the campus community in the development of the Educational Service Plan, review of the mission and vision, and development of planning goals. The College progress in meeting its goals is shared and reviewed with various planning committees. The College uses the SENSE, CCSSE, and RISC surveys to gather information related to student satisfaction and to identify areas for improvement. The College Strategic

Planning Committee and Budget Committee work together to ensure an integrated approach to planning and resource allocation. Under the leadership of the President/Superintendent, the College is participating in Achieving the Dream. (IV.B.3)

The College has policies that delegate the primary responsibility to the President/Superintendent for ensuring the institution meets the Eligibility Requirements, Accreditation Standards, and Commission Policies. In addition, the College has established procedures to ensure College leadership, including administrators, faculty, and staff, have responsibility for leading accreditation work, assuring compliance and provide regular communication to the campus about accreditation progress and status. The Academic Senate Bylaws include the job description for the Faculty Accreditation Coordinator (FAC). The President/Superintendent, Accreditation Liaison Officer and the FAC lead the work of accreditation by setting goals, timelines and monitoring progress. (IV.B.4)

The College has policies, procedures, and shared governance processes to ensure College policies and procedures are up to date with statutes and regulations. The President/Superintendent is responsible for ensuring implementation of these statutes and college policies. College policies and procedures assure constituents have an opportunity to provide input to revisions of policies and procedures. (IV.B.5)

The President/Superintendent communicates with the communities served by the institution. The current President/Superintendent engages with the external community via various media outlets and meeting with community leaders to solicit input on the College performance and presence in the community. The President/Superintendent provides the campus and Board of Trustees with regular updates on the state of the College, enrollment, accreditation and established regular opportunities for the campus community to engage with her. The President/Superintendent uses Virtual Townhalls and Coffee Chats to ensure all members of the campus community have direct access to the President/Superintendent. (IV.B.6)

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations:

Antelope Valley College has a governing board that has authority over and responsibilities for policies ensuring the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Board of Trustees (BOT) carries out governance functions in accordance with Board Policies. The BOT is guided by board

policies, orientation materials provided during orientation, and the CCLC Trustee Handbook, Code of Ethics BP, and engages in ongoing professional development and training.

There are opportunities for the Board of Trustees to seek additional training and counsel to improve board operations and trustee education. Additionally, the Board has an opportunity to review their self-evaluation process and to share its findings and observations of itself as a collective body.

Findings and Evidence:

The responsibilities of the Board of Trustees are outlined in BP 2200, Board Duties and Responsibilities, stating its commitment to “establish policies that define institutional mission and set prudent, ethical, and legal standards for College operations”, “monitor institutional performance and educational quality”, and “assure fiscal health and stability.” Through adherence to Board Policies and the corresponding Administrative Procedures, the Board of Trustees directs the President/Superintendent and the campus community to accomplish the District’s work in student learning programs, academic and student services, and fiscal stability. (IV.C.1)

There are policies and procedures that help define and guide how the Board acts as a collective entity. BP 2330 outlines actions that require a 2/3 majority vote as well as actions that require a unanimous vote. The team reviewed Governing Board meeting minutes that showed trustees were mostly unanimous with many of their votes and assessed if they act as a collective. (IV.C.2)

The Governing Board has policies for selecting and evaluating the President/Superintendent. BP and AP 2431 Superintendent/President Selection delineates the steps involved in hiring the Superintendent/President. BP and AP 2435 Evaluation of Superintendent/President details the process for evaluating College presidents. The Board has also employed a survey, Board Evaluation of President/Superintendent Survey Tool, to gather wider perspective and insights from the campus community. (IV.C.3)

The Governing Board is an independent, policy-making body that reflects the public interest in the quality of the institution’s educational programs and services. Trustees are elected by geographic regions representing the interests of the county residents. The Governing Board advocates for and defends the District and protects it from undue influence or political pressure. (IV.C.4)

The Governing Board has developed, implemented, and followed policies consistent with the District’s mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. BP 2200 Board Duties and Responsibilities describes the major BOT responsibilities. Evidence is reflected in a host of specific Governing Board policies. These policies relate to such processes as curriculum approval, review of institutional effectiveness, and policies ensuring adequate budget capacity

to serve its student population. (IV.C.5)

The Governing Board publishes bylaws and policies specifying its size, duties, responsibilities, structure, and operating procedures in Chapter 2 of their Board Policies available on their website. These policies describe the size and composition of the Governing Board, how members are elected, how meetings are conducted, the duties and responsibilities of governing board members, and the code of ethics/decorum members are expected to follow. (IV.C.6)

There are several Board and Administrative policies that keep the Board of Trustees from operating outside of what is deemed to be proper conduct and in a manner consistent with its own policies and bylaws. (IV.C.7)

The team reviewed evidence that demonstrates the Board's focus on ensuring student success, by reviewing key indicators of student learning and achievement and institutional plans for improving academic quality. (IV.C.8)

The Governing Board has training for their own education and development that includes an orientation of new board members and ongoing training for improvement in the performance of all board members. Continuing Board members are able to access professional development opportunities through conference attendance and other training to provide Board members with current information necessary to fulfill their responsibilities. Additional training and assessment also occur annually per BP 2745, Board-Self-evaluation. This allows the board to discuss "strengths and weaknesses of board operation" and most importantly, "formulate ways from improving board operation." There are opportunities for the Board of Trustees to seek additional training and counsel to improve board operations and trustee education. (IV.C.9)

The Governing Board evaluates itself consistently with the process identified in Governing Board Policy 2745 on an annual basis. The Board has the opportunity here to review their self-evaluation process to make it both meaningful and transparent, perhaps by finding a way to incorporate input from the institution's constituent groups. The Board has the opportunity to share its findings and observations of itself as a collective body. (IV.C.10).

Governing Board Policy 2715, Code of Ethics/Standards of Practice outlines the commitment of the Board to operating with ethical standards following the principles of service, cooperation, respect, integrity, confidentiality, and openness. Governing Board policy 2710, Conflict of Interest outlines the commitment to avoiding conflicts of interest by the Governing Board members. None of the current board members has employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed through annual filing of the Economic Interest Form (Form 700) under California law. (IV.C.11)

BP 2430 Delegation to the Superintendent/President states the BOT clearly delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The Board holds the Superintendent/President accountable for the operations of the College and all other

sites and locations where AVC operates. (IV.C.12)

BP 3200, Accreditation, provides clear expectations and requirements of the Superintendent/President to ensure district compliance with process and standards of the ACCJC, inform the Board of Trustees of the status, summary, and any “actions taken in response to recommendations in an accreditation report.” The Governing Board maintains a focus on accreditation by being informed about Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College’s accredited status through regular and special Board meeting and study sessions. (IV.C.13)

Conclusions:

The College meets the Standard.

Quality Focus Essay

The ACCJC's Guide to Institutional Self-Evaluation states the function of the Quality Focus Essay (QFE) as "the opportunity for member institutions to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement at the institutional level." Colleges are asked to "identify two or three areas of need or areas of interest that arise out of the institutional self-evaluation and that focus on student learning and student achievement." The Team reviewed the QFE identified in the College's ISER. The Team acknowledges the collaborative process to develop the QFE and highlight QFE projects that are designed to improve institutional effectiveness in assessing student learning and student achievement. The College identified two projects for improvement of institutional effectiveness and enhancement of academic quality.

#1. Maximizing on the Potential of eLumen

The institution recognized the need to update the learning outcomes platform to ensure data disaggregation and analysis tools are accessible at the student, course, program, and institutional level. Moreover, the institution recognizes and has developed plans to connect learning outcomes to program review and resource allocation; hence; implementing an integrated planning approach. Most significant, is the challenge of working with an outside vendor to support the use of their new software, eLumen; and the lack of consistent faculty leadership with institutional knowledge and strong mastery of learning outcomes. The institution has demonstrated a commitment to meet the ACCJC standards related to integrated planning and learning outcomes.

#2 Empowering a Culture of Service

The institution has embarked on a new approach to change the culture of the culture of service in support a collegial environment and student success. It was noted by the team that the work to improve the campus culture is a multi-pronged approach to remove silos across the campus, improve communication, with an ultimate goal of improving the student experience.

The College goals and plans addressed in the QFE are aligned with ACCJC standards. Work has already started in restructuring committees to support integrated planning approach and efficient use of the eLumen platform. The institution has demonstrated a commitment to ensuring a positive culture among its constituencies in support of student success. Outcomes of the "Empowering a Culture of Service" include leadership training for personnel, community building, trust building, silo busting, and student success measures.

Appendix A: Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

<p>Core Inquiry 1: <i>AVC's Bachelor of Science (BS) Program</i>-The team noted that across several standards that evidence is unclear or missing, that demonstrates how the College's Bachelor of Science program in Airframe Manufacturing Technology meets the standards.</p>
<p>Standards or Policies:</p> <p>I.A.3 I.B.2, 3, 7 I.C.1, 3, 4 II.A.1, 3, 5, 6, 10, 11, 12, 13, 14, 15 II.B.1 II.C.6 III.A.1, 2, 7 III.B.3 III.C.1 III.D.1 IV.A.4</p>
<p>Description:</p> <p>While the College provided evidence that addressed how its overall academic and student service programs met the ACCJC standards, it did not indicate in its ISER narrative or through the evidence provided, how the BS program meets the standards. As required by the ACCJC, institutions are required to provide specific references to the baccalaureate program in institutional and team reports (per ACCJC's Guide to Institutional Self-Evaluation, Improvement, and Peer Review). In addition, the College needs to provide evidence that demonstrates how the unique aspects and requirements of the BS program are being met in relation to learning and student support services and resource allocation. The College needs to provide clear evidence that its BS program is meeting each of the standards listed above.</p>
<p>Topics of discussion during interviews:</p> <p>Publication of the BS program outside of program review regarding student achievement and outcomes. How are student achievement data shared with the public? The team found it difficult to find clear and easily accessible information highlighting its BS program as part of its institutional mission and offerings. In general, the team would like to discuss how the College is meeting the highlighted standards for its BS program. (How the BS program meets the standards is not called out specifically in the ISER narrative)</p>
<p>Request for Additional Information/Evidence:</p> <p>For each standard, very brief narratives (and applicable evidence) on how the BS program is meeting the explicit standards.</p>

Request for Observations/Interviews:

Vice President of Instruction
Vice President of Student Services
Dean/administrator responsible for library services
Others engaged with managing and implementing the B.S. program

Core Inquiry 2: The team is interested in learning more about the College’s correspondence education programs.

Standards or Policies: ACCJC Policy on Distance Education and Correspondence Education: <https://accjc.org/wp-content/uploads/Policy-on-Distance-and-on-Correspondence-Education.pdf> & Standards II.B.1, II.C.1

Topics of discussion during interviews:

How the institution demonstrates comparable learning support services and student support services for correspondence education students.
How the institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.

Request for Additional Information/Evidence:

How the institution demonstrates comparable learning support services and student support.

Request for Observations/Interviews:

The College’s curriculum committee members
IT staff who help support correspondence education programs.
Other staff who support distance and correspondence education

Core Inquiry 3: The team is interested in learning what programs, practices, and services the College implements to support its diverse personnel.

Standards or Policies: III.A.12

Description:

The team reviewed Board Policies and the College’s 2017 EEO Plan and understands the College is working to update that plan; the team would like to know more. Clarification is needed as to how the College supports the diversity of its personnel. How does the College assess equity and diversity in employment?

Topics of discussion during interviews:

Methods to determine the kinds of support its diverse personnel needs, and regular evaluation of the effectiveness of these supports (programs and services).
Recruitment of diverse personnel in accordance with its mission.

Tracking and evaluating diversity and equity in employment within the College.
<p>Request for Additional Information/Evidence: Documentation of how the College assesses and meets the needs of its diverse faculty/staff/administrators. Updates to the EEO plan and/or other documentation that demonstrates support of a diverse workforce.</p>
<p>Request for Observations/Interviews: Staff Development Committee Members Faculty Professional Development Committee Members EEO Advisory Committee Members Other staff that engages with EEO policies and practices</p>

<p>Core Inquiry 4: The team is interested in learning how long-range capital plans reflect projections of the total cost of ownership of new facilities and equipment.</p>
<p>Standards or Policies: III.B.4</p>
<p>Description: The institution provided copies of the current Educational Master Plan and Facilities Master Plan, as well as a list of current capital outlay projects. Additional evidence provided included a construction update that was recently presented to the Board of Trustees. However, none of the evidence provided indicates how long-range capital plans reflect projections of the total cost of ownership of new facilities and equipment.</p>
<p>Topics of discussion during interviews: Has there been any discussion related to the future total cost of ownership, and the capacity of the institution to support ongoing costs? How do you project or account for future operational costs of new facilities and equipment? a. What components are included when calculating cost estimates for potential construction of new facilities or purchase of new equipment?</p>
<p>Request for Additional Information/Evidence: Long-range capital plans that include project budgets which incorporate components that reflect total cost of ownership (utility, maintenance, and operational costs)</p>

Request for Observations/Interviews:

Staff that can speak to total cost of ownership components and calculation, such as VP of Administrative Services or Executive Director of Facilities

Core Inquiry 5: The team seeks confirmation that personnel are evaluated systematically and at stated intervals to assess effectiveness of personnel and encourage improvement.

Standards or Policies: III.A.5

Description:

The College has provided collective bargaining agreements and written criteria for evaluating all personnel for faculty, staff and administrators. However, the team did not find evidence of the implementation and completion of these processes as described in the CBAs and BPs/APs.

Topics of discussion during interviews:

How does the College ensure that evaluations are completed systematically.

Request for Additional Information/Evidence:

Templates or forms used for performance evaluations of staff, faculty, and administrators, including opportunities for encouraging improvement.

Timeline of scheduled performance evaluations

Records of completed performance evaluations (e.g., summary spreadsheet)

Request for Observations/Interviews:

Parties involved in evaluating personnel (faculty/staff/administrators)

HR personnel