ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
March 17, 2011
3:00 p.m. – SSV 151

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

1. **CALL TO ORDER AND ROLL CALL**

2. **OPENING COMMENTS FROM THE SENATE PRESIDENT**

3. **OPEN COMMENTS FROM THE PUBLIC**

4. **APPROVAL OF MINUTES**
   a. March 3, 2011 (attachment)

5. **REPORTS**
   a. SLO – Melanie Parker and Aaron Voelcker
   b. AP&P – Maria Clinton
   c. Honors – Karen Lubick

6. **ACTION ITEM**
   a. AP&P Recommended AA-T for Communication Studies (SB 1440 TMC)

7. **DISCUSSION ITEM**
   a. Wait List Update and Online Registration Deadline Date – LaDonna Trimble
   b. Paper Peer Input Process Input
   c. Budget Reduction Ideas - Update

8. **SENATE ADMINISTRATIVE BUSINESS**
   a. Announcements
      - 2011 Accreditation Institute – March 18-19, 2011 - Napa, CA
      - 2011 Spring Plenary Session – April 14-16, 2011 - San Francisco, CA
      - 2011 Faculty Leadership Institute – June 16-18, 2011 - Monterey, CA (TBC)
      - 2011 Student Learning Outcomes Institute – July 13, 2011 - San Diego, CA
      - 2011 Curriculum Institute – July 14-16, 2011 - San Diego, CA
   b. Appointments

9. **ADJOURNMENT**

ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
March 17, 2011
3:00 p.m. – SSV 151

1. **CALL TO ORDER AND ROLL CALL**
   Mr. Christos Valiotis, Academic Senate President, called the March 17, 2011 Academic Senate meeting to order at 3:04 p.m.

2. **OPENING COMMENTS FROM THE SENATE PRESIDENT**
   - The following seventeen faculty members were awarded Tenure: Stacey Adams, Dr. Paul Ahad, Leslie Baker, Dr. Richard Coffman, Dr. Jeffery Cooper, Robert Falb, Rosa Fuller, Perry Jehlicka, Prscilla Jenison, Ken Lee, Tina McDermott, Michael Rios, Rodney Schilling, Casey Scudmore, Ken Shafer, Mary Rose Toll, and Dr. Darcy Wiewall. Senators were encouraged to congratulate all newly tenured faculty members.

   - A couple of weeks ago the campus was provided with the sad news of the passing of Mr. Alexander Webster, Adjunct Faculty member. Mr. Webster's brother has been in contact with the district and would like to coordinate a reception on campus in efforts to make connections with anyone who knew Mr. Webster. Currently, a reception is being coordinated for Thursday, March 31st beginning at 2:00 p.m. An email announcement will be distributed in the upcoming weeks with specific details regarding the event.

   - Friday, March 18, 2011 is the deadline date to submit interest letters for the following Faculty Leadership Positions: Academic Senate President, Academic Policies & Procedures (AP&P) Co-Chair, Distance Education Committee Co-Chair, Honors Coordinator, Program Review Coordinator, Student Learning Outcomes Committee Co-Chair, and Tenure Coordinator. The Academic Senate Office has received some interest letters for the open call except for the positions of Academic Senate President, AP&P Co-Chair, Distance Education Committee Co-Chair, and Program Review Coordinator.

   - The State budget is still in a state of flux. No official news as to the outcome and in light of this Dr. Jackie Fisher, Superintendent/President, and Sharon A. Lowry, Vice President of Academic Affairs will take an opportunity to address the Senate and speak to how the district will address the imminent budget shortfall.

3. **OPEN COMMENTS FROM THE PUBLIC**
   - Ms. Carol Eastin reported she has coordinated a Community Emergency Response Training opportunity on campus the past two years and was informed by Captain Scott Polgar a disaster relief supplier is scheduled to bring supplies to the Antelope Valley. In light of the recent earthquake in Japan it is imperative the community is prepared for a natural disaster. The vendor will be selling various natural disaster relief supplies on Friday, March 25, 2011 at the Los Angeles County Fire Training Center located at 42110 6th Street West off of Avenue M from 1:00 p.m. to 9:30 p.m. Ms. Eastin distributed flyers announcing the local sale and encouraged faculty to make preparations to ensure they are adequately prepared for a natural disaster.

   - Ms. Sara Rothenberg, ASO Representative, requested faculty make efforts to communicate the two proposed student fees. She conveyed the importance of the proposed student fees and the need for faculty support by announcing the proposal within classes. All inquiries regarding the proposed student fees should be directed to the ASO Office. The two proposed fees are for Student Health and Student Activities. ASO has not solidified an amount for each fee and is currently researching other community college fee rates to determine the final fee increment. When the research is finalized and a fee amount has been agreed upon it is expected that all newly approved fees would be payable upon

enrollment. In addition, ASO is currently discussing the coordination of a student rally and will be seeking faculty support when arrangements are finalized.

4. **APPROVAL OF MINUTES**
    a. **March 3, 2011 (attachment)**
        A motion was made and seconded to approve the March 3, 2011 Academic Senate minutes. Motion carried.

5. **REPORTS**
    a. **SLO – Melanie Parker and Aaron Voelcker**
        Ms. Melanie Parker reported the SLO Committee is pushing hard to demonstrate SLO progress for Accreditation purposes. There are a few course SLOs still trickling in. Some of the submitted course SLOs forms have been returned due to needing more specific language. During the initial push it was encouraged to simply submit SLOs with generic language if necessary. The committee is beyond this phase of SLO submissions and is working with faculty to improve SLO and assessment quality. Ms. Parker introduced Mr. Aaron Voelcker who would be providing an overview of how to access the SLO public website and demonstrating WEAVE software features and capabilities. Mr. Voelcker provided a demonstration on using the public website in order to access course SLOs and other pertinent SLO forms or documents. Ms. Parker indicated she would distribute a campus email to faculty with directions on how to access pertinent SLO information. In addition, she emphasized the importance of faculty becoming familiar with WEAVE software features, which has many capabilities in tracking SLO data as well as a document repository where faculty can upload forms or documents to support SLO trends, discussions, or changes. All faculty have read only access and she recommended they take the time to familiarize themselves with the software so that they understand the capabilities of WEAVE software and become an integral part of the SLO process. A new form has been created to address course SLO revision. The sole purpose of this form is to address revisions on approved course SLOs. The directions are included on the form. Once the form is completed it should be sent electronically to Ms. Parker at mparker@avc.edu as well as uploaded to the document repository in WEAVE. In efforts to address the Accreditation recommendation for improvement, all supportive discussion documents should also be uploaded to the WEAVE document repository. Faculty need to be aware of the importance of documenting all discussion relating to SLOs and including this documented evidence in the document repository to demonstrate how SLO discussions are occurring at various places and times. Mr. Voelcker provided a demonstration of how to access WEAVE online to upload documents in the document repository for specific course sections and programs as evidence of SLO discussions. Ms. Parker reported all CORs are uploaded in the WEAVE document repository and various document formats can be uploaded (i.e. word, pdf, PowerPoint, Excel, etc.) Faculty using rubrics for course assessment were strongly encouraged to upload the document in the document repository for the course. Only non-confidential information should be included in the document repository as anything uploaded can be accessed anyone in the campus community, including students.

        PLO update – An entity for instructional programs has been included in WEAVE. You can identify programs with the designator "P: program name – AS or CERT." The process of entering PLO information is exactly the same as entering SLO information. Mr. Voelcker provided a thorough demonstration of the PLO forms to depict the similarities between the PLO and SLO forms. In addition, he reviewed the various tabs on the Excel forms including Aerospace and CFE examples for the Assessment Cycle form and Curriculum Mapping form. These examples will be posted in each program's document repository for faculty reference. Ms. Parker stated the PLO Assessment form must include the signature of respective Deans and be submitted in hard copy form to the SLO Committee mailbox. If the form is being submitted for an instructional program, a curriculum map and a proposed cycle of assessment, plus the PLO Assessment form should also be submitted to Ms. Parker electronically. Mr. Voelcker demonstrated how to access the different forms within the Excel PLO Example File. There are two examples created for faculty to reference, one for the Aerospace program and the other for the Child, Family, and Education program. Ms. Parker strongly

recommended that faculty developing PLOs pilot PLOs during the initial year of the expected three year assessment cycle. This will encourage revision where needed and will help ensure PLO language and assessment strategies are appropriate. Faculty could expect the distribution for the PLO template to be sent on or around March 21, 2011.

A motion was made and seconded to amend the agenda and move Discussion Items 7c and 7a up for discussion in efforts to permit Dr. Jackie Fisher, Superintendent/President, Ms. Sharon A. Lowry, Vice President of Academic Affairs, and Ms. LaDonna Trimble, Dean of Enrollment Services, to speak to the specific discussion items relating to the budget and enrollment services. Mr. Valiotis indicated given the time constraints for the Administrators it was important to allocate sufficient time for them to address the Senate regarding the identified discussion items before moving to the remaining agenda items. Motion carried.

b. AP&P – Maria Clinton

Ms. Maria Clinton reported AP&P has been working to establish the first SB 1440 required Transfer Degree (AA-T) in Communication Studies. AP&P Representatives have been working with the discipline faculty in Communication Studies to complete the necessary narrative, IGETC or CSU GE Breadth identification, C-ID Descriptors, course, and unit requirements needed to meet Chancellor's Office guidelines for Transfer Degree approval. All elements of the 60 unit Transfer Degree have been established and recently approved by AP&P. The committee is requesting the Academic Senate ratify the approved AA-T for Communication Studies so it can be forwarded to the Board and then submitted to the Chancellor's Office for review and final approval. The 60 unit AA-T for Communication Studies has been set as an action item for Senate ratification of the establishment of the first transfer degree as required by law. AP&P Division Representatives should be providing committee updates to constituent faculty regarding the progress of the establishment of Transfer Degrees. The SB 1440 law was passed during the fall semester and both the Academic Senate and AP&P were made aware of the necessity to begin working on the establishment of two Transfer Degrees by fall 2011. The Statewide Academic Senate, CSUs, and the Chancellor's Office have been working feverishly to coordinate this effort so that all parties involved are at the table and providing input on this process. There have been coordinated webinar training opportunities for all California Community Colleges in efforts to ensure all questions and concerns are addressed when establishing a Transfer Degree. Everyone is working tirelessly to ensure colleges have adequate time to establish and submit Transfer Degrees to the Chancellor's Office for review and final approval. The next Transfer Degree AP&P will be working to establish to meet the required mandate is for the discipline of Mathematics. The committee will bring this Transfer Degree to the Senate for ratification by the end of the spring semester.

c. Honors – Karen Lubick

Due to time constraints this report was postponed to a future Senate meeting date.

6. ACTION ITEM

a. AP&P Recommended AA-T for Communication Studies (SB 1440 TMC)

A motion was made and seconded to approve the AP&P Recommended AA-T for Communication Studies. Ms. Maria Clinton reported the first transfer degree has been established and is ready to submit to the Chancellor's Office for review and approval. The newly passed law requires all California Community Colleges to establish two transfer degrees by fall 2011. The Communication Studies Transfer Degree model has been approved by AP&P members and the committee is bringing it forward for Senate ratification prior to final Board approval. The second transfer degree will be created for the discipline of Mathematics. It will be forwarded to the Senate for approval ratification before the end of the spring semester. Motion carried with two abstentions.

7. DISCUSSION ITEM

a. Wait List – Online Registration Deadline Date – LaDonna Trimble

Ms. LaDonna Trimble, Dean of Enrollment Services, reported with the recent upgrade to SCT Banner a wait list feature has been made available and is undergoing some internal testing. The wait list feature in SCT Banner must be established with specific parameters to ensure the program features are

created to meet AVC's enrollment needs (i.e. eliminating the opportunity for students to put their name on a wait list for several of the same course sections, establish response time for enrolling in course if a seat becomes available, etc.) All wait list parameters must be established and tested. Ms. Trimble stated she would like to make the wait list available during the summer registration timeframe. In order for this to be established all elements pertaining to the parameters must be built and tested internally by April 18, 2011. Ms. Trimble reported she will not implement waitlist unless it has undergone a thorough testing phase. Currently, the testing is going well and she is hopeful that waitlist will be available for the summer registration period. An area of concern which needs to be addressed is how to implement the wait list on campus and if faculty should be required to use wait list after a course begins. The wait list feature will function prior to the commencement of a course and will only inform a student about a seat if one becomes available and will turn off when the add authorization feature is activated. Students must elect to be placed on the waitlist. The current wait list capacity will be set to five students because that seems to be the current best practice at other schools. Enrollment Services is well aware there are more than five students trying to crash courses at any given time. Faculty will find the wait list more manageable than initiating a lottery during the first class session or any other means used to award students vacant seats. The wait list can be used as a measure to create an equitable means to awarding students course seats. The wait list is currently being established to notify the student at the first position on the wait list via email when a seat in the course becomes available. The student will have a timeframe of 48 hours to add the course. If the student fails to add the course within this designated timeframe then the student in the second position on the wait list will be offered the opportunity to add the course within a 48 hour timeframe. Students wishing to be placed on a wait list for a course can only be placed on the course wait list when the wait list falls under the five student maximum. Ms. Trimble reported there was some discussion in Enrollment Services to establish a parameter to automatically add students from the wait list when a seat becomes available. After an in depth discussion Enrollment Services decided it is not appropriate to assume the responsibility of adding students to a course because it assumes the student is willing to pay fees and could easily create a scenario where the student is unaware of their enrollment into the course. The implementation of a wait list will provide faculty with an easy management system to course crashing. Admissions and Records will advise all students on the wait list to attend the first day of class and if a registered student fails to attend the first day of class their seat could be awarded to the first person on the wait list. The wait list offers a great opportunity to standardize the adding process for faculty. Faculty is not encouraged to opt out of participating in the wait list feature available to students because students are diligently watching every course movement. Faculty is strongly encouraged to use the existing wait list once classes begin.

Mr. Christos Valiotis expressed his concern regarding the number of students allowed on the wait list given that numerous course sections are slated to be cut and more students are going to be trying to acquire seats. Ms. Trimble responded by stating five on a list is manageable but the list size can be increased if faculty believe it is necessary. Faculty must take into consideration how many students they tend to add at the beginning of the semester not how many want to add the course.

Dr. Susan Lowry emphasized the importance for faculty to stay diligent to the course maximum. These course maximums were established for pedagogical reasons and have a negative impact on the budget when course sections are over enrolled.

Mr. John Toth stated he would rather deal with a small number of students identified on a course wait list and contact them to attend the first day of class to see if a seat becomes available rather than deal with what currently exists. A course could easily have twenty students trying to crash at a given time. Five students on a wait list is adequate and manageable.

b. **Paper Peer Input Process Input**
Due to time constraints this discussion item was postponed to a future Senate meeting.

c. **Budget Reduction Ideas - Update**
Dr. Jackie Fisher expressed his gratitude in being invited to provide a Budget Update to the Senate, and the desire to attend future Senate meetings at least once a semester to discuss campus issues. In

addition, he extended his congratulatory sentiments to the seventeen newly tenured faculty and praised the work of all faculty. Dr. Fisher reported the budget situation does not look good and is progressively getting worse. Given the breakdown of current budget talks at the State level it is being anticipated the projected catastrophic scenario will end up being worse than originally expected. In addition, the anticipated growth funds being discussed will most likely be eliminated. The district is looking at mitigating anywhere between $5 to $11 million dollars, which does not include potential property tax shortfalls. The Governor has communicated his commitment to eliminating the $26 million dollar budget shortfall and there are still several unknown factors in trying to determine the ultimate outcome of the potential budget deficit. In preparing for the worst case scenario of an estimated $5 to $11 million dollar budget reduction the district would need to reduce approximately 1100 to 1800 FTES annually. Dr. Fisher announced he authorized the reduction of the summer 2011 session by 300 to 400 FTES. This decision was made to begin mitigating the budget and begin to address the imminent budget reduction. Ms. Sharon A. Lowry, Vice President of Academic Affairs, will provide a thorough update on the reductions to the summer session as well as anticipated 2012 Intersession course reductions. Faculty should start seeing budget reduction efforts occurring on campus which are non-contractual. Dr. Fisher stated all constituencies were requested to forward budget mitigation suggestions for consideration. Reduction suggestions that are non-negotiable items will be identified to mitigate budget reductions. All identified reductions will be implemented beginning July 1, 2011. In addition, at the March Board of Trustees meetings a modified summer work schedule was approved in efforts to begin mitigating budget shortfalls. The district will move to working a 4/10 work week to allow for campus shut down and reduce the energy costs incurred during summer months. The district is still looking at other means to address the budget issue, but campus constituencies need to know this issue is not simply an AVC issue or a problem the district has created. Education is a large part of the State budget and the district is one of many victims across the State. In 1989 Proposition 98 funding was approved to guarantee funding for the K – 14 educational systems. This funding has been suspended in years past and there is a high likelihood this will be done in the foreseeable future due to the current budget crisis. Tough decisions will have to be made, but in the end the district can make it through this difficult time. Dr. Fisher provided an overview of the projections to the district budget impact and detailed the loss of FTES, students, and course sections in each scenario. In light of the current events occurring in Sacramento, the outcome does not look positive and the district must make efforts to prepare as best as possible. The district was the only educational system in the local area that did not layoff employees during the last few years. The district is in a much better position than other educational systems across California. Many have implemented layoffs, pay cuts, furlough days, and eliminated summer and/or Intersession to mitigate expected budget shortfalls. We knew this situation would come and have been planning accordingly. The time has arrived when the plans need to be implemented for the upcoming fiscal years as it is projected the budget situation will not turn around until 2015. In regards to the budget reserve, the district is required to maintain a 5% reserve for accreditation purposes. Currently, the reserve has been increased so that when potential budget deferrals are announced the district has ensured there are sufficient funds available to cushion any budget deferrals without dipping below the 5% requirement. The average reserve amount across California Community Colleges is 14% and the district has to be very cautious in only maintaining a 5% reserve in these fiscally uncertain times.

Ms. Sharon A. Lowry, Vice President of Academic Affairs, provided an overview of the decisions made to the summer schedule in anticipation of the budget shortfall. She announced Division Deans met twice in one week to discuss the schedule reduction and come to a consensus of necessary course offerings. Ms. Lowry indicated the Enrollment Management Committee decided to reduce course offerings during the summer and Intersession in efforts to preserve course offerings during the fall and spring semesters. Originally, the summer session was slated to include 650 FTES but it has been reduced to approximately 315 FTES, which is about a 50% reduction. Academic Deans were requested to look at core courses needed and have conceded to offer only courses which are absolutely necessary, i.e. career technical, intercollegiate sports programs, Basic Skills courses, and core transfer courses. The majority of summer courses will be offered at the Palmdale Center with the exception of

a few wet labs, intercollegiate sports courses, and career technical courses. This decision was made to ensure the 1000 FTES requirement for the Palmdale Center is maintained in the upcoming academic year and utilize this opportunity to initiate cost savings to the district. Several of the Lancaster campus buildings will be shut down to save energy costs. The major energy consumers on the main campus are the Business Education, Technical Education, and Applied Arts buildings. It is expected that since the majority of the summer course offerings will be offered at the Palmdale Center a shift to campus services will be established accordingly to the Palmdale Center as well. The final determination of what and how services will be offered is still being discussed and personnel will be notified of the necessary shifting accordingly. Ms. Lowry emphasized the importance of maintaining a 1000 FTES at the Palmdale Center in a given academic year which is one of the main reasons course offerings will be scheduled predominantly at the center. In addition, the district leases the building and does not incur any utility expenses. The district can utilize the building to the maximum and make efforts to further mitigate budget expenses by closing some of the main campus buildings. Ms. Lowry reported that the uncertain budget projections make course offerings during Intersession very tenuous. If the second budget scenario comes to fruition Intersession would need to be eliminated, as well as an additional 280 FTES reduction to the fall and spring schedules. Eliminating the Intersession is not what the district would like to see occur but depending on the outcome of the State budget the district must preserve the fall and spring schedules. These next few years are going to be very difficult for students as so many course sections will be cut across California Community Colleges. Ms. Lowry indicated a California Community Colleges survey was performed and the district is in line with what other colleges are doing to mitigate budget shortfalls. The majority of colleges are cutting summer and/or Intersession schedules. Several colleges have completely eliminated summer and/or Intersession course offerings. The budget situation is so tenuous the district is trying to anticipate the outcome by making preparations for a shortfall of between $5 - $11 million dollars. Course reductions must be made prior to the publication of the course schedule because once a schedule is published courses cannot be removed. Courses can always be added to schedules. If the budget outcome is better than anticipated adjustments can be made to add course sections to the fall or spring schedule accordingly.

Ms. Sara Rothenberg, Associated Student Organization (ASO) Representative, inquired if there were alternate ideas other than writing letters to local legislative representative detailing the negative impact the budget is having on students. It was suggested that students continue to write local legislative representatives letters.

Dr. Lee Grishman inquired if auxiliary services (i.e. Cafeteria, Bookstore, etc.) would be shut down during the summer months to further increase the cost savings to the district due to course offerings being shifted to the Palmdale Center. Ms. Lowry indicated this issue is currently being discussed and some adjustments will be made to personnel as needed.

Dr. Susan Lowry stated anything over a 10% reserve will more than likely be used to backfill the shortfall if needed to cover budget deferrals. The discussions occurring regarding how to mitigate the budget issues are very difficult but all efforts being made will assist the district. Dr. Lowry requested clarification as to the rationale to eliminate online courses when they do not require the use of a facility. Ms. Lowry reported online courses were eliminated from the summer schedule to remove as many course offerings from the summer schedule as possible and allow the majority of courses to be offered during the fall and spring semesters.

Mr. Christos Valiotis reported he received a few emails regarding how the budget situation is contributing to the lowering of morale. In light of the severity of the situation, he stated he is not in agreement with the statement of morale being adversely impacted. He does however feel the campus is feeling anxious given the uncertainty of the budget. The constituency being most significantly impacted is adjunct faculty. Full-time faculty are loosing their overload but this is not an AVC specific problem. All colleges are facing cuts, most are more severe than what is currently being discussed and many of the cuts have been implemented for the past two to three years. The district has been fortunate to have gone these past few years without having to make these difficult decisions, but

it was always anticipated the budget situation would eventually adversely impact the district. Mr. Valiotis emphasized the last time he remembered morale being low it was an AVC problem, not a statewide problem.

8. **SENATE ADMINISTRATIVE BUSINESS**
   a. **Announcements**
      - 2011 Accreditation Institute – March 18-19, 2011 - Napa, CA
      - 2011 Spring Plenary Session – April 14-16, 2011 - San Francisco, CA
      - 2011 Faculty Leadership Institute – June 16-18, 2011 - Monterey, CA (TBC)
      - 2011 Student Learning Outcomes Institute – July 13, 2011 - San Diego, CA
      - 2011 Curriculum Institute – July 14-16, 2011 - San Diego, CA

   b. **Appointments**

9. **ADJOURNMENT**
   A motion was made and seconded to adjourn the March 17, 2011 Academic Senate Meeting at 4:53 p.m. Motion carried.

MEMBERS PRESENT			
Paul Ahad	Glenn Haller	Van Rider	John Toth
Ron Chapman	Jack Halliday	Sara Rothenberg (proxy)	Christos Valiotis
Mark Covert	Kathy Moore	Alex Schroer	Larry Veres
Bonnie Curry (proxy)	Mike Pesses	Casey Scudmore	
Carol Eatin (proxy)	Berkeley Price	Ken Shafer	
Lee Grishman (proxy)	Terry Rezek	Sandra Robinson	

MEMBERS ABSENT		GUEST PRESENT	
Enrique Camacho	Harish Rao	Wendy Carter	Susan Lowry
Luis Echeverria	Justin Shores	Maria Clinton	Melanie Parker
Mike Hancock	Elizabeth Sundberg	Dr. Jackie Fisher	LaDonna Trimble
Susan Knapp		Sharon A. Lowry	Aaron Voelcker
		Karen Lubick	

Approved: April 28, 2011 Senate Meeting

SLO Committee Senate Report/March 17, 2011

Since the end of the Fall 2010 semester the SLO Committee has:

Planned to provide further support and training:
- Presented "Got Data-Now What?" at Spring Welcome Back Day. The event was well-attended and there was active audience participation.
- Submitted proposals for 2010-2011 Faculty Professional Development Events: *SLO Basic Training, WEAVE Refresher, From Data to Action Plans, and Learning Outcomes Update.*
- In association with the Office of Research and Planning, conducted a technical review/ random sampling of SLO compliance from the 2009-2010 Academic Cycle in order to ascertain divisions/areas that need further support and assistance. Areas identified as needing most assistance are VAPA and PE.

Provided connections to current campus practices:
- Established program level entity in WEAVE where all new PLO data will be entered.
- Updated the "Easy 4 Step Guide to WEAVE Entry" document to "Easy 5 Step Guide to WEAVE Entry" in order to emphasize Action Plan development.
- Distributed updated forms and documents via faculty email.
- Developed a comprehensive Excel file that will document PLOs and assessment strategies, program level curriculum maps, and proposed cycles of program level assessment.
- Developed a specific form and process for revision of SLOs.
- Established a policy regarding SLOs for umbrella courses. By unanimous committee approval it was determined one set of SLOs for all courses under the umbrella will be required. Faculty teaching individual courses/seminars under the umbrella are free to develop specific SLOs if they choose but are not required to do so.
- Worked with faculty from 7 program areas on development of PLOs and assessment strategies. PLO development work is ongoing.
- In conjunction with Counseling, approved a preliminary set of GE PLOs tied to ILOs. Office of Research and Planning is working on a process for assessment.
- Technically reviewed SLOs for 21 courses; 8 were approved. The remainder were sent back to faculty for further work.

Ensure that SLOs are connected to ILOs:
- Ongoing technical review of new and revised SLOs, PLOs, and OOs
- Developed "ILO/SLO Crosswalk" process. The committee will document this correlation through an Excel file completed as each set of PLOs is submitted. The committee will post the completed file in each program's Document Repository.

General Information:

This informational file must be completed and submitted when PLOs for your program are developed. **See examples posted in the PLO Sample File for additional guidance when completing your program information.**

Once completed, post the entire file in the WEAVE Document Repository for your program and submit a signed hard copy of the PLO and Assessment page to the SLO Committee mailbox. When the SLO Committee has reviewed the completed file and verified appropriate completion of each page, email acknowledgement will be sent to the area dean. At this point, PLOs and assessments should be entered in WEAVEonline under the appropriate program degree and/or certificate entity.

Please contact Melanie Parker, SLO Committee Faculty Co-Chair, at mparker@avc.edu should you need assistance.

Instructions:

PLOs and Assessment:

Use this page to document the PLOs and assessment strategies developed for your program. Once the file is complete, submit a hard copy with the area dean's signature to the SLO Committee mailbox. **See Sample PLO and Assessment page if you need additional guidance.**

Program Assessment Cycle:

Document the expected assessment cycle for your program. **See Assessment Cycle Samples #1 and 2 if you need additional guidance.**

Curriculum Map:

List each course that is part of your program. Indicate which courses are required. Use I, D, and M designations to indicate the level at which each PLO is addressed and assessed in each course. **See Curriculum Map Samples #1 and 2 if you need additional guidance.**

Faculty/Staff Member (Please Print):   Date Submitted:

PROGRAM LEARNING OUTCOMES

ANTELOPE VALLEY COLLEGE

Program:

<table>
<tr><td colspan="2">Institutional Learning Outcomes</td></tr>
<tr><td colspan="2">1. Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.</td></tr>
<tr><td colspan="2">2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.</td></tr>
<tr><td colspan="2">3. Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.</td></tr>
<tr><td colspan="2">4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and variety of technologies.</td></tr>
<tr><td colspan="2">5. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.</td></tr>
<tr><td colspan="2">6. Identify career opprotunities that contribute to the economic well being of the community.</td></tr>
</table>

Indicate, by number, the Institutional Learning Outcome(s) each Program Learning Outcome will support.

Submit a signed copy of this form to the SLO committee mailbox.

Specifically describe the assessment method(s) used to measure each outcome and specify the achievement target that will determine successful completion of the outcome.
If this is an instructional program, a curriculum map must be completed. All programs must attach a proposed cycle of assessment.

ILO	PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS

Area Dean Approval: _____ Date: _____ SLO Committee Approval:_____ Date: _____

PROGRAM LEARNING OUTCOMES

ANTELOPE VALLEY COLLEGE

Program: Aerospace

Institutional Learning Outcomes
1. Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
3. Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.
4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and variety of technologies.
5. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
6. Identify career opprotunities that contribute to the economic well being of the community.

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Specifically describe the assessment method(s) used to measure each outcome and specify the achievement target that will determine successful completion of the outcome.
If this is an instructional program, a curriculum map must be completed. All programs must attach a proposed cycle of assessment.

ILO	PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
6	Analyze and evaluate critical aspects of the aerospace industry related to safe work practices, standards and tolerances, standard shop practices, proper use of tools, power equipment, and personal protective equipment.	Grading of final project in AERO 231 or AERO 241. A grade of 70% or higher will be considered as meeting the PLO. The achievement target is that 80% of all students assessed will have met the PLO.
6	Analyze, evaluate, troubleshoot, and repair structural, propulsion, electrical, and guidance systems to meet air worthy standards.	Grading of final project in AERO 231 or AERO 241. A grade of 70% or higher will be considered as meeting the PLO. The achievement target is that 80% of all students assessed will have met the PLO.
6	Evaluate and apply Federal Aviation Regulations, technical maintenance data, and acceptable industry standards pertinent to proper maintenance and safety standards.	Standardized questions embedded into the final exams of AERO 231 and AERO 241. A grade of 70% or higher will be considered as meeting the PLO. The achievement target is that 80% of all students assessed will have met the PLO.
6	Assure that actionsl and decisions are based on ethical work practices and human factors directly related to system or proficiency level degradation in the work environment.	Standardized questions embedded into the final exams of AERO 231 and AERO 241. A grade of 70% or higher will be considered as meeting the PLO. The achievement target is that 80% of all students assessed will have met the PLO.

Area Dean Approval: _____ Date: _____ SLO Committee Approval:_____ Date: _____

Program Assessment Cycle

Program Name: Aerospace

Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
		Pilot PLO #1		Pilot PLO #3		Assess PLO #1	Evaluate and Revise	Begin New Cycle
		Pilot PLO #2		Pilot PLO #4		Assess PLO #2		
				Assess PLO #1		Assess PLO #3		
				Assess PLO #1		Assess PLO #4		

PROGRAM NAME		Aerospace				
DIVISION		Technical Education				
DEPARTMENT						
DATE APPROVED						
DEGREE		☑				
CERTIFICATE		☑				
REQUIRED FOR PROGRAM	COURSE NAME (Ex: AERO 120)	: I = Introduced D = Developed M = Mastery				
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
☑	AERO 120	I	I	I	I	
☑	AERO 121	I	I	I	I	
☑	AERO 230	D	D	D	D	
☑	AERO 231	M	M	M	M	
☑	AERO 240	D	D	D	D	
☑	AERO 241	M	M	M	M	
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SAMPLE

Program Learning Outcomes Cycle of Assessment: Child and Family Education

Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
Pilot PLO #1	Pilot PLO #2	Pilot PLO #3	Pilot PLO #4	Pilot PLO #5	Assess PLO #1	Evaluate & Revise	Begin New Cycle	
	Assess PLO #1	Assess PLO #1	Assess PLO #1	Assess PLO #1	Assess PLO #2			
	Enter Data	Assess PLO #2	Assess PLO #2	Assess PLO #2	Assess PLO #3			
		Enter Data	Assess PLO #3	Assess PLO #3	Assess PLO #4			
			Enter Data	Assess PLO #4	Assess PLO #5			
				Enter Data	Enter Data			

PROGRAM NAME		Child and Family Education				
DIVISION		Health Sciences				
DEPARTMENT		Child and Family Education				
DATE APPROVED		Fall 2009				
DEGREE		☑				
CERTIFICATE		☑				
REQUIRED FOR PROGRAM	COURSE NAME (Ex: AERO 120)	: I = Introduced D = Developed M = Mastery				
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
☑	CFE 101	I	I	I	I	I
☑	CFE 102	I,D	I,D	I	I	
☑	CFE 103	D	D	D	D	D
☑	CFE 104	D	D	D	D	
☑	CFE 105	D	D	D	D	D
☑	CFE 106	I,D	I,D	I,D	I,D	
☐	CFE 107	D	D	D	D	D
☐	CFE 109	D	D	D	D	D
☐	CFE 110	D	D	D	D	D
☐	CFE 111	M	D	D	M	M
☐	CFE 113	D	D	D	D	D
☐	CFE 114	I,D	I,D	I,D	I,D	
☐	CFE 115	D	D	D	D	D
☐	CFE 116	D	D	D	D	D
☐	CFE 120	I,D	I,D	I,D	I,D	I,D
☐	CFE 122	I,D	I,D	I,D	I,D	I,D
☐	CFE 150	I,D	I	I,D	I,D	
☐	CFE 151	I,D	I	I,D	I,D	
☐	CFE 152	I,D	I	I,D	I,D	
☐	CFE 155	I,D	I	I,D	I,D	
☐	CFE 156	I,D	I	I,D	I,D	
☐	CFE 157	I,D	I	I,D	I,D	
☐	CFE 168	I		I	I	I
☐	CFE 169	I		I	I	I
☐	CFE 177			I	I	
☐	CFE 199	D				D
☑	CFE 201	D,M	D,M	D,M	D,M	D,M
☑	CFE 202	D,M	D,M	D,M	D,M	D,M
☑	CFE 211	D	D	D	D	D
☐	CFE 212	D	D	D	D	D
☐	CFE 213	D	D	D	D	D
☑	NF 102	D			D	
☐						

ILO to SLO Crosswalk Chart

List each course. Then indicate which ILOs are associated with course SLOs.

Program Name:							

REQUIRED FOR PROGRAM	COURSE NAME	ILOs					
		1	2	3	4	5	6
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ANTELOPE VALLEY COLLEGE
Academic Affairs Office

Memorandum

To: Christos Valiotis, Senate President

From: Maria Clinton, Co-chair Academic Policies and Procedures Committee

Date: March 16, 2011

Re: AP&P Report of Approved TMC – AA-T in Communication Studies

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The following item has been reviewed and approved by the Academic Policies and Procedures Committee and is being recommended for approval by the Senate:

AA-T in Communication Studies

Attached is the packet that the Academic Policies and Procedures Committee feels will meet the requirements set forth by the California Community Colleges Chancellor's Office. The intent is to include the attached degree in the 2011-2012 Antelope Valley College Catalog.

APPLICATION FOR APPROVAL – NEW CREDIT PROGRAM
Communication Studies – AA-T

DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION

Criteria A. Appropriateness to Mission

1. Statement of Program Goals and Objectives

The goal of the Communication Studies program is to provide students with foundational knowledge of the study of human communication, to enhance their overall communication skills in a variety of contexts, and to prepare them for transfer to a university as a Communication Studies major. Additionally, the degree can prepare students for success in related fields such as journalism, film and television, law, education, philosophy, sociology, and English.

Objectives include the following:

a. Become an ethical communicator by understanding the impact of communication and language in all communication contexts. Ethics is the cornerstone of all effective communication, both written and oral. Students will examine the ethical dimensions of rhetoric, media, and relational communication in themselves and others and learn to make ethical decisions in their communication practices.
b. Demonstrate intercultural competence and sensitivity in communicating with people of diverse backgrounds. Working and living in a multicultural world, students will develop effective ways of communicating with many kinds of people by studying the theories and practices of intercultural communication and applying them in a variety of settings.
c. Develop competent oral skills to deliver effective presentations to diverse audiences. Students will develop the ability to skillfully deliver a well prepared oral presentation and present themselves verbally and nonverbally in a confident and professional manner.
d. Display critical thinking skills in the ability to construct logical arguments supported by valid evidence and research. Students will develop information literacy skills using the internet and college library resources, and apply them to well-reasoned arguments.

2. Catalogue Description

The Communication Studies Associate Arts Transfer (AA-T) degree offers students a comprehensive course of study of the many facets of human communication. Public speaking and performance, interpersonal and group communication, argumentation, and mass media are some of the contexts studied. Students will enhance their own communication practices in professional and personal settings, as well as study theories and concepts that examine the impact of communication on relationships and society at large.

The Communication Studies degree meets the requirements of SB 1440 for Associate Degrees for Transfer (AA-T). These degrees are intended to make it easier for students to transfer to a California State University campus. Specifically, if a student completes an "associate degree for transfer":

1. The CSU shall guarantee admission with junior status.
2. Admission to the CSU does not guarantee admission for specific majors or campuses.
3. The CSU shall grant a student priority admission to his or her local CSU campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the CSU campus to which the student is admitted.

While the AA-T degree is specifically designed for ease of transfer to a CSU, it should be noted that it does not exclude admittance to other colleges and universities.

3. Program Requirements

To earn an AA-T degree in Communication Studies a student must complete 60 semester units that are eligible for transfer to the CSU system including:

    1. IGETC or CSU GE Breadth
    2. At least 18 units as defined in the chart below.
    3. A minimum grade point average (GPA) of 2.0 is required.

Title (units)	Course #	C-ID Descriptor	CSU-GE	IGETC
REQUIRED (3)				
Intro to Public Speaking (3)	COMM 101	COMM 110	A1	1C
LIST A – Any 2 (6 units)				
Argumentation & Debate (3)	COMM 115	COMM 120	A3	
Interpersonal Comm. (3)	COMM 107	COMM 130	E	
Small Group (3)	COMM 109	COMM 140		
LIST B – Any 2 (6 units)				
Any List A course not used above				
Forensics (3)	COMM 116	COMM 160B		
Intro to Intercultural Comm.(3)	COMM 219	COMM 150	E	
Process of Communication (3)	COMM 103	COMM 180	A1, C1, E	1C
Intro to Mass Communication (3)	COMM 105			
Oral Interpretation (3)	COMM 112	COMM 170	C1, C2	
Any course that has articulation as lower division major preparation for the communication studies major at a CSU (3)				
LIST C – Any 1 (3 units)				
Any List A or List B not used above				
Cultural Anthropology (3)	ANTH 102		D1	4
Intro to Psychology (3)	PSYCH 101		D9	4
Intro to Sociology (3)	SOC 101		D10	4
Critical Thinking in Literature (3)	ENGL 102		A3	1B
Intro to Journalism (3)	JOUR 121			
Any courses not selected above, any CSU transferable communication studies courses, and/or other courses that are lower division preparation for the communication studies major at CSU (3)				

4. Background and Rationale

In response to SB 1440, Antelope Valley College (AVC) is submitting this application for Communication Studies AA-T. This degree complies with the core for Communication Studies that was developed by the intersegmental faculty (CCC and CSU, primarily). This degree is meant to both prepare a student for transfer and stands on its own as an AA degree.

According to numerous studies, communication and interpersonal abilities are the most highly valued skills sought by employers in all professional fields. The faculty at AVC regularly serves students who are interested in Communication as a major. Communication Studies (formerly Communication Arts) had a Speech and Communication Associate Degree (1993/1994 College Catalog) in the past but it has since lapsed. Since that time, there has been a desire to reinstate the degree among the current full-time faculty members and the Communication Studies AA-T affords AVC that opportunity. To that end, the Communication Studies faculty reviewed the course offerings and found that compared to many other community colleges, AVC's Communication Studies department offers a robust variety of communication courses. The Communication Studies faculty decided to add a course in Small Group Communication to fully round out our program in preparation for the A.A. degree, as Small Group Communication is usually part of the core required courses for any A.A. In addition to creating the new course, the Communication Studies faculty has reviewed and updated all of our Course Outlines of Record and has recently done so in alignment with the new C-ID system.

The program exposes students to a wide variety of aspects of the study of human communication. The core required courses in the program are designed for two objectives. One is to introduce students to the different contexts of study in communication on an academic level. The second is to improve students' actual communication skills in the areas of public speaking, relational communication, and critical thinking. The remaining options offer students the choice of either continuing a broad spectrum of study or focusing on a specific interest. Either path will prepare students for a bachelor's degree, and give them valuable skills in their academic, professional, and personal lives. For example, public speaking, debate, and oral interpretation of literature improve students' oral delivery and presentation. They learn to communicate effectively with a diverse audience, become a dynamic and personable speaker, and gain insights from speeches and works of literature. If students are interested in the media, courses in mass media, public relations, and journalism will enhance their knowledge and provide them with opportunities to apply their skills to mass media messages. Students interested in the interpersonal aspects of communication can take courses in interpersonal, small group, intercultural, and gender communication. Argumentation and Debate, as well as the Forensics courses underscore critical thinking and logical reasoning in both oral and written forms. All courses emphasize ethical communication in a diverse world, and prepare students to be effective communicators in academic, professional, and personal contexts.

Criteria B. Need

6. Place of Program in Curriculum/Similar Programs

The program is unique in its course offerings and meets the TMC requirements. Communication Studies is often considered a part of both the social sciences and the humanities, drawing heavily on fields such as sociology, psychology, anthropology, political science, and economics as well as rhetoric, literary studies, linguistics, and semiotics. The field can interact with the work of other disciplines as well, including business, law, engineering, architecture, mathematics, computer science, and gender studies.

There are no related programs at the college, and this program fulfills the needs of students looking for direct transfer to Communication Studies degree programs offered by the institutions to which we feed.

This program shares many courses in common with general education requirements and the Liberal Arts and Sciences degree; however, in no case does our program reproduce or effectively substitute for these other programs. The Communication Studies degree provides an alternative to the Liberal Arts and Sciences degree for those wishing to explore the vast breadth and interdisciplinary nature of communication with a major in Communication Studies.

This program makes productive use of existing resources, courses, faculty, and facilities to create a more directed program of study in the area of Communication Studies. Many of our students currently identify themselves as Communication Studies majors even though at present there is no currently defined program.

Criteria C. Curriculum Standards

COMMUNICATION STUDIES – Transfer Model Curriculum
Antelope Valley College, Division of Language Arts
Department of Communication Studies – Proposed AAT degree

Title (units)	Course #	C-ID Descriptor	CSU-GE	IGETC
REQUIRED (3)				
Intro to Public Speaking (3)	COMM 101	COMM 110	A1	1C
LIST A – Any 2 (6 units)				
Argumentation & Debate (3)	COMM 115	COMM 120	A3	
Interpersonal Comm (3)	COMM 107	COMM 130	E	
Small Group (3)	COMM 109	COMM 140		
LIST B – Any 2 (6 units)				
Any List A course not used above				
Forensics (3)	COMM 116	COMM 160B		
Intro to Intercultural Comm (3)	COMM 219	COMM 150	E	
Process of Communication (3)	COMM 103	COMM 180	A1, C1, E	1C
Intro to Mass Communication (3)	COMM 105			
Oral Interpretation (3)	COMM 112	COMM 170	C1, C2	
Any course that has articulation as lower division major preparation for the communication studies major at a CSU (3)				
LIST C – Any 1 (3 units)				
Any List A or List B not used above				
Cultural Anthropology (3)	ANTH 102		D1	4
Intro to Psychology (3)	PSYCH 101		D9	4
Intro to Sociology (3)	SOC 101		D10	4
Critical Thinking in Literature (3)	ENGL 102		A3	1B
Intro to Journalism (3)	JOUR 121			
Any courses not selected above, any CSU transferable communication studies courses, and/or other courses that are lower division preparation for the communication studies major at CSU (3)				

Criteria D. Adequate Resources

15. Library and/or Learning Resources Plan

Because there will be no new courses required to implement this program, and the library and learning resources assets support our current course offerings, no new library or learning resources will be required at this time.

16. Facilities and Equipment Plan

Since there will be no new courses developed to implement this program, no new facilities or equipment will be required at this time.

When funds allow, the faculty is interested in obtaining additional classroom technology. One such example is the Vid-Oral system for installation in classrooms dedicated to teaching public speaking. The system would enhance the ability for student self evaluation and teacher feedback by allowing for the video and audio recording of student speeches.

17. Financial Support Plan

For the most part, personnel, equipment, supplies, and facilities for this program already exist within the college at a basic level. The Communication Studies faculty anticipates an increase in course offerings to fulfill the requirement to offer the core classes of the program more regularly to meet student needs and demands once the program is established. This shift in resources and personnel will require future consideration to staffing shortfalls (currently two frozen positions) in the Communication Studies department.

18. Faculty Qualifications and Availability

Our minimum requirements for Communication Studies faculty are defined in the following description (as established and approved by the Statewide Academic Senate):

Must have Master's in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication OR Bachelor's in any of the above AND Master's in drama/theater arts, mass communication, or English OR the equivalent.

"Equivalency" is defined as:

Any combination of a bachelor's degree in the following: film, drama/theater arts, linguistics, rhetoric, mass communication, communications, journalism, broadcasting, television, film, media studies, English, literature, composition, marketing, public relations, business, telecommunication(s), and a master's degree in one of the listed fields to include 24 semester units of Communication Studies courses, 18 semester units of which may be upper division level courses (as approved by AVC's Academic Senate).

Antelope Valley College currently employs four (4) full-time Communication Studies faculty and thirteen (13) adjunct Communication Studies faculty. Sufficient faculty who meet or exceed minimum qualifications are currently employed by Antelope Valley College. However, with more frequent core course offerings and the administrative needs of the program, there will be a need for two (2) additional full-time faculty members, when the budget permits.

District Budget Impact

Update: P1 Data now included as well as more accurate district projections.

District projections:

Antelope Valley ▼

Antelope Valley

Underlying Assumptions

The reduction simulations assume a dollar reduction in each of credit, noncredit and CDCP FTES in a proportional manner across the district's offerings. Because noncredit and CDCP are funded at a lower rate, the percentage of FTES reduced is greater. Similar to 2009-10, each district would likely be able to decide the exact blend of its reductions. Headcount is simply a multiplier of 2.1 of the district's lost FTES, based on statewide ratios from 2009-10.

2011-12 Base revenue (before reductions)	$57,375,262
Share of state apportionment (excluding ELPT)	1.01%
Number and percent credit FTES	11,347 (99.86%)
Number and percent noncredit FTES	16 (0.14%)
Number and percent CDCP FTES	0 (0.00%)

Notes: ELPT = excess local property tax districts

Quick Comparison	Governor's Balanced Approach	All-Cuts, Prop. 98 Protected	All Cuts, Prop. 98 Suspended
Net apportionment cut	-$-2,955,000 (-5.2%)	-$-5,197,000 (-9.1%)	-$-8,203,000 (-14.3%)
Lost FTES	-648	-1,139	-1,799
Lost headcount	-1,348	-2,370	-3,741
Lost sections	-216	-380	-600

Detailed Scenarios

Assuming June Tax Package is Approved

$290 million net reduction to apportionment

Apportionment reduction:	-$-2,955,000 (-5.2%)
Lost credit FTES:	-646
Lost noncredit FTES:	-1
Lost CDCP FTES:	0
Total lost FTES:	**-648**
Lost headcount students:	**-1,348**
Lost course sections:	**-216**

If June Tax Package Fails and Prop. 98 is Fully Funded

$510 million net reduction to apportionment

Apportionment reduction:	-$-5,197,000 (-9.1%)
Lost credit FTES:	-1,137
Lost noncredit FTES:	-3
Lost CDCP FTES:	0
Total lost FTES:	**-1,139**
Lost headcount students:	**-2,370**
Lost course sections:	**-380**

If June Tax Package Fails and Prop. 98 is Suspended (LAO Options)

$805 million net reduction to apportionment

Apportionment reduction:	-$-8,203,000 (-14.3%)
Lost credit FTES:	-1,794
Lost noncredit FTES:	-4
Lost CDCP FTES:	0
Total lost FTES:	**-1,799**
Lost headcount students:	**-3,741**
Lost course sections:	**-600**

Notes and Assumptions

- Each district's impact is calculated using Recalculation information from 2009-10. **Final impact will change based on policy decisions, 2010-11 enrollment growth, and accounting adjustments by the Chancellor's Office.**
- For the scenario "Assuming Governor's Budget is Approved," the projected cut is the district's proportionate share of a $400 million reduction,

with a net reduction calculated based on the district's proportionate share of $110 million in statewide fee revenue.

- For the scenario "If June Tax Package Fails–Prop. 98 Funded at Minimum," the projected cut is the district's proportionate share of a $620 million reduction,

with a net reduction calculated based on the district's proportionate share of $110 million in statewide fee revenue. The $620 million assumes Calfiornia Community Colleges Receive 11% of a Proposition 98 funding level $2 billion below ($47.3b) the governor's January 10 budget ($49.3b).

- For the scenario "If June Tax Package–Prop. 98 Suspended," the projected cut is the district's proportionate share of a $1.085 billion reduction, which was identified as community college savings in the February 11 options list,

with a net reduction calculated based on the district's proportionate share of $110 million in statewide fee revenue.

- In all cases, the student enrollment reduction assumes each college's share of the net funding cut on the funding rate of credit FTES, converted to annual headcount on a 2.37 multiplier (the 2009-10 statewide average).

Faculty Ideas

Supplies ideas:

- Stop printing memos, most syllabi, and as much other class material as we can.
- Stop printing out meeting agendas and materials
- Convert the requisition process that the classified now hand write to an automated process. The County of San Bernardino schools use a program called Finn 2000 to do a paperless requisition/PO system. This will save on forms that need to be printed.
- Ask people to pay for supplies like paper, print cartridges, pens, and so forth
  - This is tax deductible for those of us who teach
  - We would definitely want to put a time limit on this

Facilities ideas:

- Limit garbage collection and landscaping to every other day or something like that
- Don't water the grass
- Xeriscape (This was suggested a bunch)
- Reduce facilities cost by moving more classes online. We can them close a few buildings and consolidate on campus courses n one building. Explore the possibility of converting summer and intersession 100% online.
- Look for volunteer faculty members to empty their own garbage.
- We can certainly clean our own offices. Just tell me where to empty the trash (etc—a bunch)
- Once the new buildings are up, do we need the trailers? Can we get rid of them and then not have to pay to keep them maintained?
- Once Health Science moves, maybe Language Arts can go to APL, and older buildings (whose air conditioners/heaters don't work and need constant maintenance) can be locked up and the newer facilities used. (This was suggested a bunch.)
- Maybe Voc. Ed. students can do some of the small electrical/grounds/maintenance/refrigeration service as part of the laboratory components of their courses.
- Maybe a moratorium on all office refrigerators and microwave ovens (again, just until we recover financially).
- Maybe putting lights on timers would help energy costs. We should be encouraged to turn off our computers, lights, small appliances, etc.
- Paint the roofs of all buildings white.
- Have we analyzed R-factors on insulation for heating/air for each classroom? Does leakage exist where we can have facilities install cost effective measures to cut the overall utility costs?

Personnel Ideas

- Increase technology use for functions that can be automated, reducing thus the need of hourly staff or replacement of outgoing staff members.

Other ideas

- Apply for a Title IV waiver that will eliminate the Federal Work Study matching fund obligation (25%). We qualify for the waiver because we are designated as a minority institution (Hispanic Serving).

Revenue increasing ideas:

- Increase efforts to obtain external grants; federal, state, private foundations.
  - Develop a grant writing team (hire a grant writer) funded through a grant
  - Areas of possible savings
    - Faculty/staff salaries and benefits

- Supplies
- Renovation costs
- Technology upgrades
- Rent and contract costs
- Travel and professional development costs
- Library costs
- Reduce election costs for board members. Can they be aligned with the general state elections to avoid off-cycle elections? Can we have one election every four years instead of two?
- Raise student parking fees and actually enforce parking.
- Charge faculty and staff for parking (not popular, I'm sure, but it's done at other schools)
- When the building is empty, rent out the classrooms and office space to other schools in the community for them to hold classes in, private organizations meeting use, etc. Undercut what the community is charging for the same space in the private marketplace. This might make it attractive to those needing space without the need to commit to a long term lease.
- The vending machines on campus are privately owned and that they must pay a fee to operate on our campus. Increase that fee.
- Rent out the board room when not in use. Call the fee a donation.
- Rent out the new theater.
- Rent out space to private kiosk vendors around campus (like they do in the mall)
- Allow paid advertisements to be posted around campus (as long as they are not for items like cigarettes or alcohol
- Allow paid advertisements on MyAVC
- Ask vendors who are already on campus (printers, vendor machines, etc.) to redo contracts with profit sharing agreements.
- Have we sold that land yet?
- What about renting out the college or portions for locations in commercials, film, etc? That could bring in some revenue. Maybe finding out legalities about that and connecting with Pauline East Liaison for Antelope Valley Film Commission.

Enrollment Management idea depending on the level of workload reduction
- Reduce the number of sections offered at the lowest level of basic skill courses (ENGL 95, READ 95, MATH 50) at a larger proportion than higher level courses

An excellent idea that is outside of the rest of these categories:
- Many of our full time faculty do not know about the "reduced workload" option in our contract. Faculty can request to work at lower than 100% time.

Commentary: Several people expressed a concern about cutting classes as opposed to salary reduction or furlough. These people are concerned with the differential impact on different faculty. People appealed to the problem of morale in a place where the pain is not shared as equally as possible. Nobody suggested cutting classes.
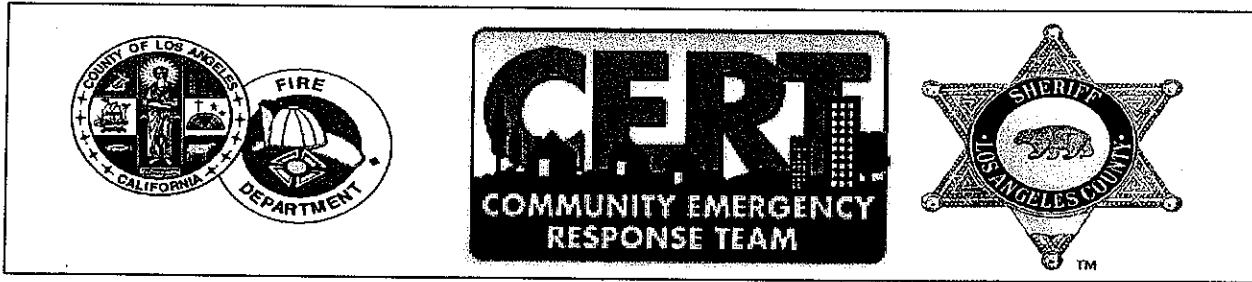
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