ANTELOPE VALLEY COLLEGE

"INTEGRATED PLANNING IS A SUSTAINABLE APPROACH TO PLANNING THAT BUILDS RELATIONSHIPS, ALIGNS THE ORGANIZATION, AND EMPHASIZES PREPAREDNESS FOR CHANGE." (SCUP, 2018)

PURPOSE

The Strategic Planning Committee (SPC) is a participatory governance committee, which provides oversight and monitoring of the various planning documents within the institution in order to accomplish the mission and goals of the district. SPC utilizes the Educational Master Plan, which is the district's strategic plan, to review the mission, vision, values, and practices of the institution and to monitor and modify the Strategic Goals and the Institutional Learning Outcomes.

Strategic Planning Committee Agenda	Wednesday, February 6, 2019 SSV-151 2:30pm – 4:00pm

Type of Meeting: Regular
Note Taker: Jerene Kelly
Please Review/Bring: Agenda, Minutes and Supporting Documents

Committee Members:

Co-Chair: Van Rider (AS: President)
Co-Chair: Meeta Goel (Dean, IERP/Library)
Joe Baumann (Director, IERP)
Nate Dillon (Faculty Union)
Rodney Schilling (AS: Transfer Faculty)
Wendy Dumas (CMS)
Kim Fite (Classified Union)
Rosa Fuller (AS: Student Services Faculty)
Doug Jensen (Exec. Director, Facilities)
Angela Koritsoglou (Enrollment Mgmt)
Dean LoNigro (ITS)
Rashitta Brown-Elize (Director, EOPS)
Ammy Martinez (Student-ASO)

Laureano Flores (Dean: Academic Affairs)
Nate Dillon (Faculty Union)
Connie Martinez (ASO)
Suzanne Olson (Classified: Academic Affairs)
Jenell Paul (Classified, Student Services)
LaDonna Trimble (Dean, Student Services)
James Nasipak (Exec. Director or Designee BUS)
Ex-Officios:
Ed Knudson (Superintendent/President)
Mark Bryant (EVP, Human Res.)
Erin Vines (EVP, Student Services)
Elizabeth Diachun (Exec. Dir. MKTG)

Items	Person	Issues Discussed/Action
I. Approval of Minutes: (December 5, 2018)	All	
II. Opening comments from the Co-Chairs	Meeta & Van	
III. ILO Review	Joe	
IV. Local goals that are aligned with system-wide goals in the vision for success (continued from 12/5 meeting) *(Handouts)*	Meeta	
V. Board 2019-22 Initiatives *(Handout)*	Meeta	
VI. SPC goal setting	Meeta	
NEXT MEETING DATE:		March 6, 2019

SPC MEETING Dates (July 5, 2018 – June 5, 2019) SSV-151 @ 2:30 – 4:00pm 2017– 2018 SPC Meetings (1st Wednesday/Monthly)		
~~July 5, 2018~~	November 7, 2018 ~~(Joint SPC & BC)~~	March 6, 2019
~~August 8, 2018~~	~~December 5, 2018~~	April 17, 2019
~~September 5, 2018~~	~~January 2, 2019~~	May 1, 2019
~~October 3, 2018~~	February 6, 2019	June 5, 2019

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Strategic Planning Committee Minutes	Wednesday, December 5, 2018 SSV-151 2:30pm – 4:00pm

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Note Taker: Jerene Kelly
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Co-Chair: Meeta Goel (Dean, IERP/Library)
Joe Baumann (Director, IERP)
Nate Dillon (Faculty Union)
Rodney Schilling (AS: Transfer Faculty) *A*
Wendy Dumas (CMS)
Kim Fite (Classified Union) *A*
Rosa Fuller (AS: Student Services Faculty) *A*
Doug Jensen (Exec. Director, Facilities) *A*
Angela Koritsoglou (Enrollment Mgmt) *A*
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Ed Knudson (Superintendent/President)
Mark Bryant (EVP, Human Res.)
Erin Vines (EVP, Student Services)
Elizabeth Diachun (Exec. Dir. MKTG)

Items	Person	Action
I. Approval of Minutes: (September 5, 2018)	All	Approved as presented
II. Opening comments from the Co-Chairs	Meeta & Van	Meeta thanked everyone for attending the meeting.
III. Local goals that are aligned with system-wide goals in the vision for success	Meeta	**Issues Discussed:** Meeta discussed the "Vision for Success Core Commitments" 7 goals: 1. Focus relentlessly on students' end goals 2. Always design and decide with the student in mind 3. Pair high expectations with high supports 4. Foster the use of data, inquiry, and evidence 5. Take ownership of goals and performance 6. Enable action and thoughtful innovation 7. Lead the work of partnering across systems These goals are recommendations on how we should reflect on our current ways of doing things. She shared data from the Chancellor's Office, and AVC data on "Credit Course Completion by Race/Ethnicity Within Gender Groups (Falls, 2014-17). In an email from the Chancellors Office it states that the California's Community Colleges are required to establish the following by May 31st, 2019 for the new student-centered funding formula:

		1. Local goals that are aligned with the system-wide goals in the Vision for Success 2. Local goals that are numerically measurable 3. Local goals that specify the timeline for improvement The committee discussed and reviewed the CCCCCO-Vision for Success 6 goals, and which AVC 2018-201 strategic plan/Ed Master goal (s) and CCCCO Vision for Success Goal is each AVC initiative related to. She shared the link to the AVC data: https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics The CCCCO-Vision for Success Goals: 1. Over five years, increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials certificates, or specific skill sets that prepare them for an in-demand job. 2. Over five years, increase by 35% the number of CCC students system-wide transferring annually to a UC or CSU. 3. Over five years, decrease the average number of units accumulated by CCC students earing associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units-the average among the quintile of colleges showing the strongest performance on this measure. 4. Over five years, increase the percent of existing CTE students who report being employed in their field of study, from the most recent statewide average of 60% to an improved rate of 69%-the average among the quintile of colleges showing the strongest performance on this measure and ensure the median earning gains of the existing students are at least twice the statewide consumer price index. 5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups with the goal of cutting achievement gaps by 40% within five years and fully closing those achievement gaps for good within 10 years (data from integrated plan). 6. Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of closing regional achievement gaps for good within 10 years. AVC 2018-21 Strategic Plan/Ed Master Plan Goals: 1. Commitment to strengthen institutional effectiveness measures and practices.* 2. Increase efficient and effective use of resources: Technology, Facilities, Human Resources, and Business Services.* 3. Focus on proven instructional strategies that will foster transferrable intellectual skills. 4. Advance more students to college-level coursework. Develop and implement effective placement tools.* 5. Align instructional programs the skills identified by the labor market. *The AVC Strategic Plan/Ed Master Plan goals that are of priority for 2018-21 based on 2018 AVC planning retreats. Meeta asked everyone for their help with getting a handle on what various divisions/areas/committees are doing to further the vision for success goals and strategic planning goals. The committee further discussed and reviewed the AVC initiatives and how is AVC addressing the Vision for Success Goals and AVC's Strategic Plan Goals.
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Sample Institutional Learning Outcomes
January, 2019

We reviewed institutional learning outcomes (ILOs) for seven community colleges[1]. All seven colleges included information literacy in their learning outcomes. In three colleges, information literacy was a standalone learning outcome (College of the Sequoias, Santa Barbara City College, and Valencia College). The other four colleges (Bakersfield College, Citrus College, College of the Desert, and Chaffey College) included information literacy as a component of critical thinking.

Most colleges did not display their ILOs prominently on their websites. Only two of the colleges posted their ILOs under Academic Affairs; the others posted their ILOs on a standalone page, or under Accreditation. Most colleges also did not specify when their ILOs were first adopted, when they were revised, or whether they followed a regular schedule for review and revision.

AVC's ILOs were last updated in 2015, and are:
- Communication
    - Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.
    - Demonstrates listening and speaking skills that result in focused and coherent communications.
- Creative, Critical, and Analytical Thinking
    - Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.
    - Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
- Community/Global Consciousness
    - Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment.
    - Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
- Career and Specialized Knowledge
    - Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

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[1] Five colleges were selected because they are in AVC's peer group: Bakersfield College, Citrus College, College of the Desert, Chaffey College, and College of the Sequoias. AVC's peer group was based on factors such as enrollment, number of faculty and staff, and factors influencing student success. Santa Barbara City College and Valencia College (FL) were also included in the review.

Table 1: Summary of Learning Outcomes for AVC and Peer Colleges

College	Institutional Learning Outcomes
Antelope Valley College	Communication Creative, Critical, and Analytical Thinking Community/Global Consciousness Career and Specialized Knowledge
Bakersfield College	Think Communicate Demonstrate Engage
Citrus College	Communication Computation Creative, Critical and Analytical Thinking/Information Competency Community/Global Awareness and Responsibility Technology Discipline/Subject Area Specific Content Material
College of the Desert	Critical Thinking and Communication: Scientific Inquiry Global Citizenship Aesthetics Personal and Professional Development
Chaffey College	Communication Critical Thinking and Information Competency Personal, Academic and Career Development Community/Global Awareness and Responsibility
Valencia College	Cultural and Historical Understanding Quantitative and Scientific Reasoning Communication Skills Ethical Responsibility Information Literacy Critical Thinking
Santa Barbara City College	Critical Thinking, Problem Solving, and Creative Thinking Communication Quantitative Analysis and Scientific Reasoning Social, Cultural, Environmental, and Aesthetic Perspectives Information, Technology, and Media Literacy Personal, Academic, and Career Development

Table 2: Detailed Learning Outcomes for Peer Colleges

College	Institutional Learning Outcomes	Notes
Bakersfield College	Upon completion of a degree program at Bakersfield College, students will: **Think** (Think critically and evaluate sources and information for validity and usefulness) **Communicate** (Communicate effectively in both written and oral forms) **Demonstrate** (Demonstrate competency in a field of knowledge or with job-related skills) **Engage** (Engage productively in all levels of society – interpersonal, community, the state and nation, and the world)	Focus on completers of degree programs only Last updated: Not specified Have to search for ILOs; a downloadable PDF, not a main page on the site Think = Critical Thinking; Information Literacy Communicate = Communication Demonstrate = job-related or field-specific content knowledge Engage = Citizenship
Citrus College	Core competencies serve as a common set of core curricular components; student learning outcomes are behaviors based on those competencies. Any student taking a course, transferring, or completing a degree must demonstrate: **Communication** (reading analytically and critically; speaking articulately; writing with clarity and fluency; listening actively) **Computation** (math proficiency; decision analysis; synthesis and evaluation; application of mathematical concepts and reasoning) **Creative, Critical and Analytical Thinking/Information Competency** (curiosity; analysis; synthesis; evaluation; creativity; research; learning strategies; problem solving; decision making; aesthetic awareness; Information Competency: determine the nature and extent of information needed; access needed information effectively and efficiently; evaluate information and its sources critically; access and use information ethically and legally) **Community/Global Awareness and Responsibility** (awareness of environmental issues/sustainable resources; respect for other beings; cultural awareness; ethics; community service; integrity; citizenship; interpersonal skills; lifelong learning; self-esteem; empathy; personal responsibility; physical health and wellbeing; health literacy) **Technology** (computer proficiency; basic computing and word processing) **Discipline/Subject Area Specific Content Material**	Focus on all students Last updated: Not specified ILOs are organized as Gen Ed, CTE, and Basic Skills; each category references the six core competencies Have to search, competencies are not a focal point Communication = Communication Computation = Computation (w some added components) Creative, Critical and Analytical Thinking/Information Competency = Critical Thinking; Information Literacy Community/Global Consciousness and Responsibility = Citizenship w some added components) Technology = basic computer literacy Discipline/Subject Area Specific Content Material = job-related or field specific content knowledge
College of the Desert	**Critical Thinking and Communication**: 1. Apply principles of logic to problem solve and reason with a fair and open mind	Last updated: Not specified Critical Thinking and Communication = Critical Thinking,

	2. Compose and present structured texts in a variety of oral and written forms according to purpose, audience, and occasion with implementation of thesis, supporting details and idea development 3. Apply standard conventions in grammar, mechanics, usage and punctuation 4. Appreciate diversity as it is expressed in multiple disciplines and across various cultures through reading, speaking and writing 5. Conduct research, gather and evaluate appropriate information, organize evidence into oral and written presentation, using proper MLA, APA, and other discipline-specific formats to cite sources 6. Summarize, analyze, and interpret oral and written texts, with the ability to identify assumptions and differentiate fact from opinion 7. Utilizing various communication modalities, display creative expression, original thinking, and symbolic discourse **Scientific Inquiry** 1. Identify components of the scientific method 2. Collect and analyze data. Skills of data collection include an understanding of the notion of hypothesis testing and specific methods of inquiry such as experimentation and systematic observation 3. Predict outcomes utilizing scientific inquiry: using evidence and assertions determine which conclusions logically follow from a body of quantitative and qualitative data 4. Analyze quantitative and qualitative information to make decisions, judgments, and pose questions 5. Recognize the utility of the scientific method and its application to real life situations and natural phenomena **Global Citizenship**: Scientific and Technological Literacy 1. Synthesize, interpret, and infer, utilizing information, data, and experience to solve problems, innovate, and explore solutions	Communication, Information Literacy Scientific Inquiry = Computation, Data Literacy Global Citizenship = Technological Literacy, Ethical Awareness, Citizenship Aesthetics = Creativity Personal and Professional Development = Goal Setting, Emotional Intelligence, Ethics, Diversity	

	2. Utilize quantitative expression in a variety of contexts. These would include units of measurement, visual representations, and scales and distributions 3. Produce oral and written information in various modes and media, using technology such as computers, the Internet, and library databases Ethical Behavior 1. Integrate universally accepted values such as honesty, responsibility, respect, fairness, courage and compassion into judgments and decision-making 2. Apply ethical reasoning to contemporary issues and moral dilemmas 3. Appreciate the complexity of global relationships between self and others, as well as self and the environment 4. Exhibit respect for self and others **Aesthetics:** 1. Apply and relate theories of aesthetics to everyday life 2. Utilize the creative process to explain universal values such as beauty and truth 3. Apply imagination to artistic expression 4. Value appearance in terms of how pleasing it is in movement, form, and function **Personal and Professional Development:** 1. Self-evaluate knowledge, skills and abilities 2. Develop realistic goals 3. Display habits of intellectual exploration, personal responsibility, and physical well being 4. Demonstrate an understanding of ethical issues to make sound judgments and decisions 5. Value diverse cultures and populations 6. Value the feedback of others	
Chaffey College	Core Competencies that all students will show upon completion of Gen Ed program, degrees, certificates, or courses **Communication**: Students will practice effective communication and comprehensions skills and strategies **Critical Thinking and Information Competency**: Students will demonstrate critical thinking skills	Focus on all students Last updated: Not specified Communication = Communication Critical Thinking and Information Competency = Critical Thinking; Information Literacy Personal, Academic and Career Development = Ethics, Grit, Using Technology

	in problem solving across the disciplines and in daily life **Personal, Academic and Career Development**: Students will assess their own knowledge, skills, and abilities; set challenging and appropriate personal, educational, and career goals and persist in pursuing these goals; develop effective strategies for individual and group work; choose pathways that develop personal, academic, social, and financial responsibility **Community/Global Awareness and Responsibility**: Students will demonstrate knowledge of and strategies to consider significant social, cultural, environmental, and aesthetic perspectives	Community/Global Awareness and Responsibility = Citizenship
College of the Sequoias	**Communication**: Students will communicate coherently and effectively, orally and in writing, adjusting to a variety of audiences and purposes, while synthesizing their positions and ideas with the thinking and writing of others **Research and Decision Making**: Students will locate and evaluate information, including diverse perspectives, to make informed and ethical decisions **Civic Engagement**: Students, informed by their academic experience, will assume the responsibilities of citizenship **Critical Thinking/Problem Solving/Analysis**: Students will apply quantitative and qualitative reasoning skills to obtain solutions to problems or equations through the use of creative and analytical methods **Life/Interpersonal Skills**: Students will take responsibility for their own well-being through effective self-management practices, as well as developing respect for diverse practices of others	Does not specify if the ILOs apply to all students or a subset (e.g., completers) Last updated: Not specified, current assessment cycle began in 2015-16 One ILO assessed per year for a 5-year cycle Communication = Communication Research and Decision Making = Information Literacy Civic Engagement = Citizenship Critical Thinking/Problem Solving/Analysis = Critical Thinking; Computation; Creativity Life/Interpersonal Skills = Self-Management, Personal Responsibility
Valencia College	Gen Ed Student Learning Outcomes (students completing gen ed program) **Cultural and Historical Understanding**: Demonstrate understanding of the diverse traditions of the world, and an individual's place in it **Quantitative and Scientific Reasoning**: Use processes, procedures, data, or evidence to solve problems and make effective decisions **Communication Skills**: Engage in effective interpersonal, oral, and written communication **Ethical Responsibility**: Demonstrate awareness of personal responsibility in one's civic, social, and academic life	Focus on students completing gen ed program Last updated: Not specified for overall, but info literacy indicators updated 2017 Cultural and Historical Understanding = Citizenship Quantitative and Scientific Reasoning = Calculation Communication Skills = Communication Ethical Responsibility = Citizenship Information Literacy = Information Literacy Critical Thinking = Critical Thinking

	Information Literacy: Locate, evaluate, and effectively use information from diverse sources **Critical Thinking**: Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines Florida Community College Gen Ed Outcome Categories: **Communication**; **Critical Thinking**; **Scientific and Quantitative Reasoning**; **Information Literacy**; **Global Socio-Cultural Responsibility**	
Santa Barbara City College	**Critical Thinking, Problem Solving, and Creative Thinking**: Students will be able to define issues, problems, assumptions, or questions; collect relevant information in response to a question or issue; analyze and draw valid conclusions from statements, images, data, and other forms of evidence; and assess the consequences of their conclusions **Communication**: Students will demonstrate communication skills in reading, writing, listening, and speaking in order to exchange information, ideas, findings, or opinions effectively across disciplines and for varied audiences, with or without assistive devices or persons **Quantitative Analysis and Scientific Reasoning**: Students will be able to analyze, estimate, use, and evaluate quantitative information using words, graphs, and symbols as well as apply scientific methods to questions regarding observable natural, physical, and social phenomena **Social, Cultural, Environmental, and Aesthetic Perspectives**: Students will be able to demonstrate knowledge of significant social, cultural, environmental, and aesthetic perspectives **Information, Technology, and Media Literacy**: Students will be able to locate, evaluate, synthesize, and use multiple forms of information employing a range of technologies **Personal, Academic, and Career Development**: Students will be able to assess their own knowledge, skills, and abilities; set personal, educational, and career goals; work independently and in group settings; and identify lifestyle choices that promote self-reliance and physical, mental, and social health	Last updated: 2015, orig adopted 2007 Critical Thinking, Problem Solving, and Creative Thinking = Critical Thinking Communication = Communication Quantitative Analysis and Scientific Reasoning = Computation Social, Cultural, Environmental, and Aesthetic Perspectives = Citizenship Information, Technology, and Media Literacy = Information Literacy Personal, Academic, and Career Development = Goal setting; Grit;

Links:

Antelope Valley College: https://www.avc.edu/aboutavc/ilo, accessed Jan 28, 2019

Bakersfield College: https://www.bakersfieldcollege.edu/search?search_terms=learning+outcomes
https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/bcedu/s3fs-public/ILO.pdf accessed Jan 28, 2019

Citrus College: http://www.citruscollege.edu/sloa/Pages/CoreCompetencies.aspx accessed Jan 28, 2019

College of the Desert: http://catalog.collegeofthedesert.edu/archive/2016-2017/who/ accessed Jan 30, 2019

Chaffey College: https://www.chaffey.edu/slo/core_comp.html accessed Jan 28, 2019

College of the Sequoias:
https://www.cos.edu/Academics/OA/Documents/College%20of%20the%20Sequoias%20ILO%20Assessment%20Cycle%202015-2020.pdf accessed Jan 28, 2019

Valencia College: https://valenciacollege.edu/academics/academic-affairs/institutional-effectiveness-planning/institutional-assessment/learning-outcomes-assessment/general-education.php#MapGenEd accessed Jan 28, 2019

Santa Barbara City College: http://www.sbcc.edu/accreditation/studentlearningoutcomes/
https://docs.google.com/document/d/1EFuSgqbT14ZiteTtMB-lPuz7mqMOxEOEyAscus2FO_s/edit accessed Jan 28, 2019