ANTELOPE VALLEY COLLEGE

Report of
Self-Study
for Reaffirmation
of Accreditation
·2010·

Submitted by Antelope Valley Community College District,
3041 West Avenue K | Lancaster, CA 93536-5426

To the Accreditation Commission for Community and Junior Colleges
of the Western Association of Schools and Colleges,
Barbara A. Beno | Executive Director | Novato, CA 94949

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Self Study Report in Support of Reaffirmation of Accreditation

Submitted by
Antelope Valley College
3041 West Avenue K
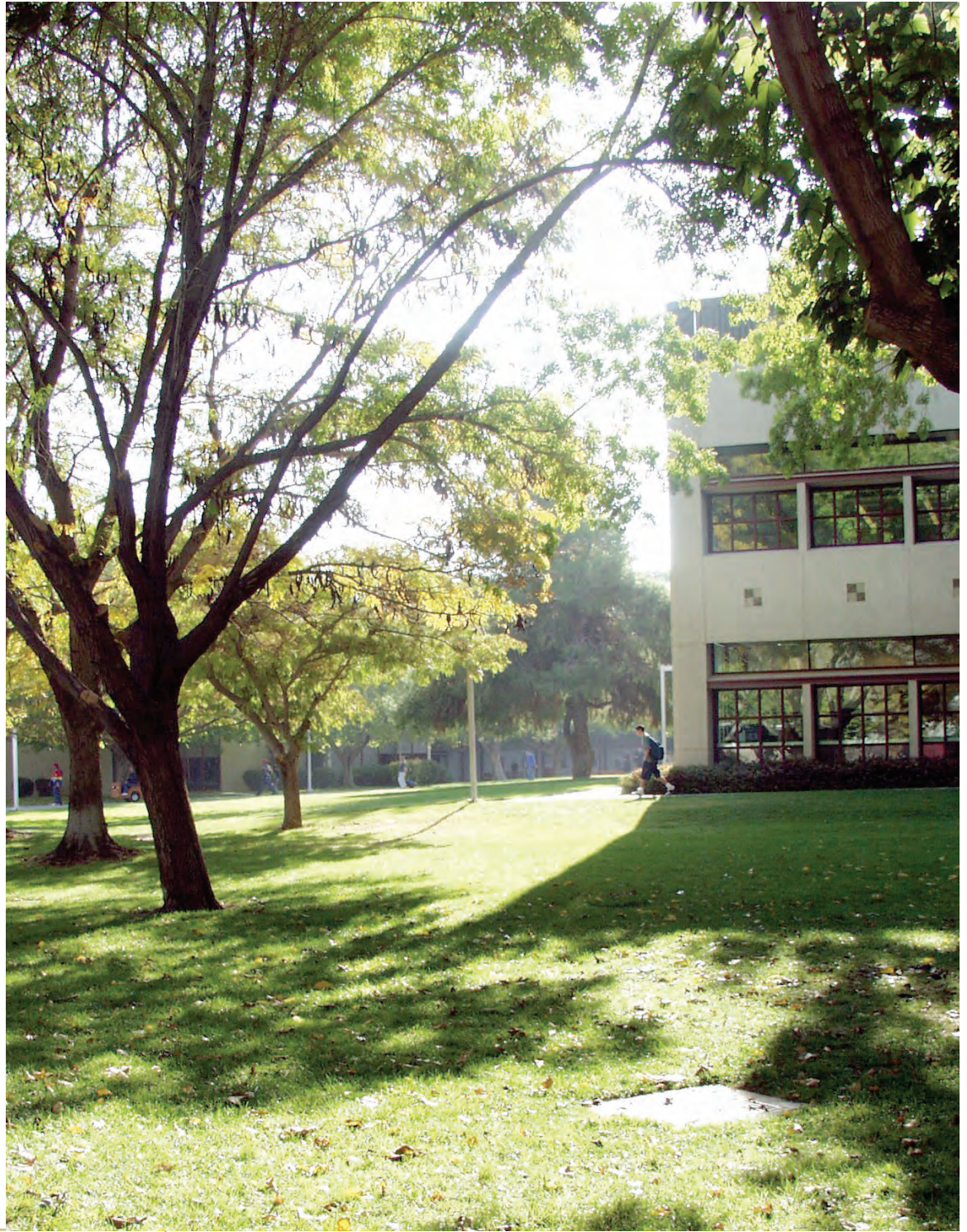Lancaster, California 93536

to

Accrediting Commission for Community and Junior College
Western Association of Schools and Colleges

August 10, 2010

ANTELOPE VALLEY COLLEGE

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Certification of the Institutional Self Study Report

August 2010

To: **Accrediting Commission for Community and Junior Colleges**
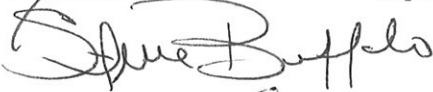
From: **Antelope Valley College**
       3041 West Avenue K
       Lancaster, California 93536

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.
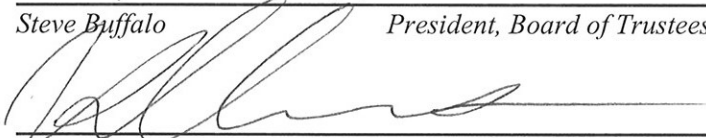
We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

_____
Dr. Jackie L. Fisher   Superintendent/President

_____
Steve Buffalo   President, Board of Trustees

_____
Christos Valiotis   President, Academic Senate

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Pamela Ford   President, AVC Federation of Classified Employees

_____
Dr. Susan Lowry   President, AVC Federation of Teachers

_____
Sandra Govin   Associated Student Organization

Introduction

Abstract

The November 2004 passage of Measure R means that Antelope Valley College is, in 2010, in the midst of several major construction projects. As a result, students will soon be making use of, and benefiting from, new and renovated buildings and infrastructure. But it is not just the campus's physical appearance that is changing. Since the 2004 Accreditation Self Study, the college's day to day assessment, analysis, and decision-making methods have improved. All constituent groups have worked hard to establish a budgeting process that incorporates major planning documents, program reviews, institutional learning outcomes, student learning outcomes, and accreditation reports for major decision-making. The work, achieved by lively and productive team dialogue, has brought the college community to a unifying theme: 'improve the institution for the benefit of our students and the community we serve.'

Institutional Commitments
Reviewed annually, Antelope Valley College's mission is a high priority. It's central to all decision-making, and is integral to the campus's budgeting and planning processes. The college consistently assesses the mission statement by identifying the needs of the community served. This is done through college advisory boards, membership in community boards, and strong relationships established by the college superintendent/ president. Since the last accreditation self study, the college has revised, and in some instances, developed program review procedures that now touch every part of the college, which are conducted in a four-year cycle, with annual reviews. Beginning in 2005, Student Learning Outcomes (SLOs) were developed for the vast majority of courses listed in the college catalog. SLOs currently include identified methods of assessment. Increasingly, they are also being used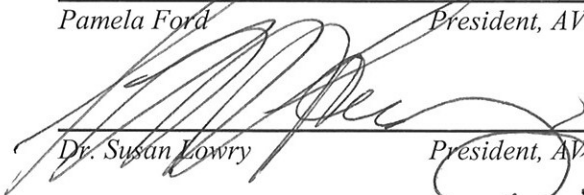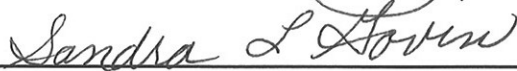 to set targets for student achievement and informing college decision-making (related to action plans). Student Learning Outcomes and Program Learning Outcomes have been developed and assessed for all areas of Student Services. Operational Outcomes, with corresponding assessments, have been established for most noninstructional areas. Over one third of noninstructional areas have started assessing outcomes and analyzing their effectiveness, thereby influencing decisions. The noninstructional areas are on track to meet 100 percent assessment by 2012. The college has invested in WEAVE Online a web based SLO assessment management database, which facilitates the linkage and synthesis of assessment data for all courses, programs, services, and noninstructional areas. WEAVE Online, combined with Institutional Learning Outcomes, is a key tool for assessing the institution's effectiveness. In addition, the college has, since 2005, developed planning documents that ensure that the Educational Master Plan will be carried out. The Department of Institutional Research and Planning has made a tremendous difference in the college's ability to make decisions based on data. The department now includes not only the director of institutional research and planning, but also a research analyst and a research technician. At every major council meeting, committee meeting, and division meeting, the research department makes its presence known. In short, Antelope Valley College has, since 2005, not just maintained, but improved upon, its commitment to providing a high quality edu-

cation to its diverse student population. Over the past six years, the campus has established a culture where evidence is not just respected, but *expected*.

Evaluation, Planning, and Improvement

Since the last accreditation evaluation visit in 2004, the program review procedures for Academic Affairs and Student Services incurred major revisions. As such, substantial improvements have been achieved. Program reviews with standardized data is a major institutional improvement compared to where the college was six years ago. The Department of Institutional Research and Planning provides these standardized data, and both Academic Affairs and Student Services have used it in their program reviews. Greater emphasis, for example, has since been placed on evaluating Student Learning Outcomes and how they influence college planning and resource allocations. Noninstructional areas, as well, utilize data that they themselves have developed. Instructional and noninstructional areas can make additional requests to the Department of Institutional Research and Planning for data. Antelope Valley College has emerged as a *real culture of data sharing and evaluation.* In program review self studies, for instance, data requests are routinely made to the Department of Institutional Research and Planning. The data provided ensures that, in making budget requests and program improvements, the program reviews contain information that is both meaningful and useful. And the noninstructional areas, in their program review procedures, also have a data driven assessment tool—Operational Outcomes (OOs). OOs assist in evaluation and goal setting, thereby leading to administrative improvements. Since spring 2008, the noninstructional areas, including the President's Office,

have also completed self studies and peer review reports. Likewise, the budgeting procedure established by the Strategic Planning & Budget Council (SPBC) requires current program reviews (and thus data) for additional budget requests. And so—in the full light of data, the college's mission, and the college's Institutional Learning Outcomes (ILOs)—the new SPBC budgeting and planning procedure ensures that students and the community are served well and efficiently. This procedure allows the college to: (1) evaluate what it is doing; (2) review evidence; and (3) utilize evidence for informed dialogue that leads to improvement and planning with the effect of improving student learning. This cycle of evaluation closes the loop that results in the college's ability to know itself, know what it has achieved, and ultimately plan for future improvements. The completion of one cycle leads to another—and since 2004 it has become a part of the college's institutional culture. The new cultural reliance on data and evidence, and regular procedural evaluations based on data and evidence, now functions as a safeguard to the college's ongoing mission. Data and regular evaluations of data and evidence help the college not only to maintain its excellence as an academic institution, but also to advance it. Added to this is the fact that all the planning documents—the Technology Plan, the Human Resources Plan, the Equal Employment Opportunity Plan, the Facilities Plan, the Finance Plan, the Matriculation Plan, the Basic Skills Plan, the Student Equity Plan, the Enrollment Management Plan, the Communication/ Marketing Plan, and the Program Review reports—are developed from the college's strategic plan: the Educational Master Plan, while considering its accreditation self study. This adds another measure of quality assurance and coherence to Ante-

lope Valley College's mission, which *places student success and student-centered learning as our number one priority.*

Student Learning Outcomes

Antelope Valley College, as an institution, never stops thinking about the connections between assessment, student learning, and planning. The Student Learning Outcomes Committee no longer presents workshops with titles like "What are Student Learning Outcomes?" Instead, the workshops now address evaluation issues: "How WEAVE Online can help in the Assessment of Learning Outcomes." The committee, in other words, presents workshops to faculty and staff in the use and potential of WEAVE Online for recording, assessing, and linking Student Learning Outcomes (SLOs) to Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs). The committee has also discussed the potential of WEAVE Online in mapping the curriculum to all the learning outcomes. During spring 2010, the SLO Committee developed a handout, *Communicating SLOs to Students.* The handout provides recommendations for meaningful faculty-student dialogue on the purpose and intent of SLO assessment for improving institutional effectiveness. For many academic areas and programs on campus, the development of PLOs is the next major step in making Antelope Valley College an institution that connects assessment, student learning, and planning. In accord with Title 5, in spring 2008 the SLO Committee affirmed the definition of an academic program as "an organized sequence of courses leading to a defined objective: a degree, a certificate, a diploma, a license, or units transferable to another institution of higher education." Some academic areas have developed PLOs, such as the

Administration of Justice and Child and Family Education. Other academic divisions' PLOs are in development. Student Service areas have also developed PLOs, and have identified their assessment methods. For general education, the counseling faculty have likewise been tasked to develop PLOs. Three of those PLOs were recently developed, and, in the fall 2010-2011 academic year, they will be reviewed, and an assessment tool will be created. All approved SLOs are posted to the college website within the SLO Committee webpage. Furthermore, the Academic Policies & Procedures Committee and the Student Learning Outcomes Committee have agreed to link the approved CORs with the corresponding approved SLOs. This will be completed during the fall 2010 semester. In short, SLOs are central to campus dialogue and culture. As an example, the faculty (both full-time and part-time) in Child and Family Education Studies regularly hold dialogues on its SLOs and its resulting assessments. These dialogues have produced new ideas for instruction, as well as the establishment of capstone projects for Child and Family Education 201 and 202. Child Practicum courses make use of PLOs. As further evidence that the campus culture is shifting toward assessment, SLOs are prominently discussed at *Welcome Back Day*, the first meeting of the academic year. They are also dialogued about in professional development workshops, at department and division meetings, and at Academic Senate meetings. Strategic Planning & Budget Council meetings, Board of Trustees meetings, and Faculty Recognition Day are also venues for SLO dialogue. One-to-one faculty lunch conversations and emails are likewise places where SLOs are discussed. In short, dialogues concerning Student Learning Outcomes/Operational Outcomes are happen-

ing all over the Antelope Valley College campus. But more than dialogue is occurring. Theorizing and implementation are also ongoing. Antelope Valley College, as an institution, is constantly strategizing and working on ways to make connections between assessment, student learning, and planning.

Organization

Organizationally, Antelope Valley College has, since 2004, moved forward on a number of fronts. First, the college hired a director for the Palmdale Center. The director provides much needed on-site administrative direction for the Center and its facilities. The director also arbitrates issues surrounding academic course offerings and student support services. Further, he provides much needed personal outreach to those living in the City of Palmdale. This helps ensure that Palmdale students' educational needs are met, and that Palmdale residents perceive Antelope Valley College as a strong and caring public institutional partner with their city. Second, in spring 2008, noninstructional administrative areas of the Lancaster campus, including the President's Office, completed program review self studies and peer review reports. Third, after much campus dialogue, the organization of the college was restructured. The recession, and subsequent budget cuts, gave added impetus to this restructuring, and the college, over the past two years, has revisited its core mission and found creative ways to make efficient use of the resources available to it. The process, though painful (several deans retired or found employment elsewhere), nevertheless resulted in creative restructurings. Specifically, the college now has faculty department chairs/coordinators in Health Sciences; Language Arts; and Math, Science, and Engineering. The perception by many is that this has proved to be a positive development, selecting a faculty member in each of these areas as a liaison between faculty and administration. In accordance with shared governance, the department chairs/coordinators provide support for the daily operations of the divisions. It is expected that when college funding sources improve, the department chairs/ coordinators will stay, and expand to other divisions as well. The campus, in fact, has already identified other divisions looking to initiate department chairs/coordinators.

Dialogue

Because Antelope Valley College is an institution that never stops thinking about the connections between assessment, student learning, budget decision making, and planning, it is also an institution that never stops dialoguing and theorizing about how to improve student outcomes. As such, dialogue and theorizing are instrumental to ensuring that real student learning occurs. Indeed, since 2004 the college's emphasis has increasingly been placed on dialogue surrounding three things: (1) data; (2) what they tells us; and (3) how we can be informed by the data to improve instruction, student services, campus planning, technological support, staffing, and overall college operations. SPBC is the major council body that oversees the blueprint for planning and ensures that the Educational Master Plan, and its supporting documents, are providing resources to meet the Student Learning Outcomes and Institutional Learning Outcomes of the campus. This has resulted in student learning and institutional change. The council body is comprised of constituency group representatives, the superintendent/president (as ex-officio), and a student representative (also as ex-officio). In addition, campus wide committees report to SPBC, providing it with updates

and needs related to student success. Some of the campus committees included are the Basic Skills Committee, the Matriculation Committee, and the Enrollment Management Committee. The dialogue is then extended to our local community. The Citizens Oversight Committee ensures that Measure R funds are being spent as promised to the community. The new Theater Arts Building, the new Auto Body Facilities, central power plant, additional student parking spaces, and the Health and Science Building—along with other major infrastructure renovations—will substantially improve the quality of students' educational experiences at Antelope Valley College. The Latino Advisory Board is comprised of leaders in the Latino community. It is provided with updates on research, programs, and future planning. The advisory board also has the opportunity to offer recommendations to the college and provide it with community feedback. Antelope Valley College Foundation is made up of major community leaders advocating and fundraising on behalf of the college. The Foundation is committed to ensuring that the college continues to be a jewel for Antelope Valley residents. It obtains first-hand knowledge of the college's work, academic programs, and support services, and then promotes them to the community. The Foundation has been instrumental in obtaining millions of dollars for our students. Dialogue is thus a back and forth process: the community informs the college of its needs and affirms the work of the college; likewise, the college informs the community of its ongoing changes in curriculum, student support services, and efforts with such programs as the SOAR, (Students on the Academic Rise) high school campus program and its partnering with California State University, Bakersfield, Antelope Valley.

Institutional Integrity
The college continually works at building and maintaining healthy relationships with the local community. The superintendent/president, vice presidents, deans, faculty, staff, and students are here to serve all members of the community. Many of the college staff serve on community boards, offer services to local schools, and are often invited to speak on various issues. In turn, the community leaders serve on the College Foundation Board. They also serve on Advisory Boards such as, Technical Education and Business, Computer Studies, and Economic Development. There are also community representatives on the Measure R Citizens Oversight Committee. The college ensures that all its publications contain accurate, consistent, and current information on its practices and services. The college catalog, class schedules, student handbook, foundation, academic program brochures, student service brochures, and college website contain valuable information for current and future students. The college continues to maintain a strong relationship with the Accrediting Commission for Community and Junior Colleges (ACCJC). The college also takes seriously the importance of self-reflection. The Accreditation Self Study Steering Committee reaffirmed the accreditation philosophy statement when first developed for the 1998 Accreditation Self Study:

> *We at Antelope Valley College view the accreditation process as an opportunity for reflection and self-examination, activities often neglected in the day-to-day pressures of meeting the needs of our students and community. Through reflection and self-examination, we hope to refine our programs and services, identify areas that need strengthening, and determine*

the future direction of the institution. If we are to fulfill these goals, we must conduct our self-examination honestly, openly, and objectively.

It has been our experience in the past that the self study process has tended to provide a sense of common purpose and unity to the campus. Staff from every sector of the campus worked harmoniously together to create a document that reflects our best appraisal of where we are, where we want to go, and how to get there. The process by which we create a self study report is, therefore, as valuable as the document it produces.

Organization for the Self Study

Background
During the 2007 fall term, the Mutual Agreement Council, whose membership includes the Academic Senate Executive and the superintendent/president's Executive Council, developed a job description and process of selection for the accreditation faculty coordinator. The position is a three-year term, whereby a second term, by the same faculty member, can be requested to the Academic Senate (with Mutual Agreement Council approval). The faculty union agreed to provide the accreditation faculty coordinator reassign time for the fall and spring terms, with a stipend for the summer months. The monetary support for the position outlined a six-year cycle. In spring 2008, the faculty accreditation coordinator was appointed by the Academic Senate with administration agreement, and began serving in that role.

On May 5, 2008, the superintendent/ president's announced to the campus community that Antelope Valley College was embarking on the institutional self study to reaffirm accreditation. The standard co-chair positions of one administrator and one faculty member were formally announced and selected. The first Accreditation Steering Committee meeting occurred in July 2008. The following academic year, staff, students, and community members were formally invited to participate on standard committees, with careful consideration of campus diversity. When possible, staff member were placed on the standard committee of their choice. While many staff members were not able to serve on a committee, many were available as valuable resources for information regarding the standard objectives.

The Steering Committee was comprised of one co-chair from each standard committee, one board member, one community member, one student appointed by ASO, the director of institutional research and planning, the director of public and governmental relations, faculty and classified union representatives, past faculty accreditation coordinator, one editor, and a committee assistant, with the accreditation liaison officer (ALO) and faculty accreditation coordinator serving as co-chairs. The Steering Committee met to develop the timeline.

Accreditation Steering Committee Training
The faculty accreditation coordinator and accreditation liaison officer prepared for the self study by attending the Western Association of Schools and Colleges Academic Resource Conference held in April 2008. Annually, the Accreditation Liaison Officer attends the ALO training sessions held at the Community College League of California Conference in November. On September 26, 2008, ten steering committee members, with a representative from each standard committee and the two co-chairs, attended the Self Study Training Workshop provided by the ACCJC. Copies of the handouts from the workshop were given to the steering committee at its next meeting. Additionally, the Faculty Accreditation Coordinator gave a presentation highlighting the necessary procedures for completion of the self study, with emphasis on the points of data collection and evidence. In January 2009 and 2010, the Faculty Accreditation Coordinator attended the Accreditation Institutes presented by the Academic Senate for California Community Colleges.

Campus Accreditation Training Opportunities

The start of the 2008-2009 academic year was kicked-off with Welcome Back Day. There was a presentation by the Academic Senate President on the Accreditation Follow Up Report and Accreditation Preparation: 2010 Full Self Study by the faculty accreditation coordinator. The faculty accreditation coordinator also presented a faculty workshop entitled: "Accreditation: Self Study-Faculty Participation." The ASO president and the faculty accreditation coordinator presented Institutional Accreditation at the August 27, 2008 meeting of the ASO Executive Council. On October 13, 2008, the faculty accreditation coordinator presented an accreditation presentation (previously viewed and endorsed by the Steering Committee) to the College Board of Trustees. The first "Dialogue with the President" on the Accreditation Self Study occurred on October 17, 2008. Dialogue with Business Services and the classified staff on the accreditation self study occurred in November 2008. An update on the accreditation process, including the philosophy statement, was presented to the College Board of Trustees on April 22, 2009. The results of the Accreditation Self Study Survey were presented in May 2009 campus wide and to the academic deans.

The accreditation self study Steering Committee reaffirmed the accreditation philosophy statement when first developed for the 1998 Accreditation Self Study.

Timeline for Accreditation Preparation

Overview of Self Study Process

Spring 2008

- Accreditation Faculty Coordinator and Accreditation Liaison Coordinator attend WASC training
- Standard co-chairs identified and standard committee members

Summer 2008

- Organization of the Steering Committee and Standard Committees structures
- Development of standard committee packets
- Accreditation survey developed

Fall 2008

- Accreditation Faculty Coordinator, Accreditation Liaison Coordinator, Steering Committee co-chairs attend ACCJC training—Jack Pond
- Welcome Back campus wide presentation and Faculty Workshop
- Campus Superintendent/President Dialogue #1: Topic—Accreditation
- Research and drafting of each standard
- Survey finalized

Spring 2009

- Survey distributed to campus community
- Data analysis and development of plans
- First standard drafts due

Summer 2009

- First revision of standard committee report drafts
- Begin collection of evidence

Fall 2009

- Welcome Back campus wide presentation and Faculty Workshop
- First revisions to report drafts returned to standard co-chairs
- Begin campus review of standard report drafts
- Campus Superintendent/Dialogue Dialogue #2: Topic—Accreditation

Spring 2010

- Final Steering Committee Review report sections
- Documents to Editor
- Campus Superintendent/President Dialogue #3: Topic—Accreditation

Summer 2010

- Board Informational item of final report—July 26
- Board Action item of final report—August 9

August 10, 2010

- Submission of Self Study document and back-up evidence to Team

September 2010

- Prepare for Visitation

October 2010
- October 18-21, 2010 ACCJC Visiting Team

Steering Committee Membership

Sharon Lowry, Vice President, Academic Affairs, Accreditation Liaison Officer

Edward Beyer, Professor, Computer Information Systems, Faculty Accreditation Coordinator (ended May 2010)

Patricia Márquez, Professor, Counselor, Matriculation Specialist, Past Academic Senate President, Faculty Accreditation Coordinator (started June 2010)

Nancy Bednar, Instructor, Political Science (started February 2010)

Beverly Beyer, Associate Professor, Business, Office Technology (ended May 2010)

Carolyn Burrell, Professor, Library Science (started June 2010)

John Cabral, Associated Student Organization Representative (2008-2009)

Terry Cleveland, Director, Risk Management and Environmental Health

Richard Coffman, Associate Professor, Earth Science

Karen Cowell, Dean, Health Sciences (ended May 2010)

Margaret Drake, Dean, Technical Education

Youssef Ezzeddine, Professor, Biological Sciences

Robert Falb, Instructor, Fire Technology

Pamela Ford, Program Coordinator, Cal-WORKs, President, AVCFCE

Sandra Govin, Associated Student Organization Representative (2009-2010)

Tyrone Mettler, Professor, Aeronautics (ended February 2010)

Louis (Tom) O'Neil, Dean, Business, Computer Studies, and Economic Development, Dean, Social and Behavioral Sciences

Melanie Parker, Instructor, Child Development/ Early Childhood Education (started June 2010)

Heidi Preschler, Assistant Professor, German, French, English, Past President - AVCFT

Shirley Sayles, Community Representative

Steve Standerfer, Director, Governmental and Public Relations

Santi Tafarella, Editor, Associate Professor, English

LaDonna Trimble, Dean, Enrollment Services

Leslie Uhazy, Dean, Math, Science and Engineering

Betty Wienke, Board of Trustees Member

Dorothy Williams, 2004 Self Study Faculty Accreditation Coordinator

Sharon Wilson, Adjunct Instructor, Business, Computer Studies and Economic Development

Ted Younglove, Director, Institutional Research and Planning

Patricia Harris, Committee Assistant, Senior Administrative Assistant

Standard Committee Membership

Standard I A&B—Institutional Mission and Effectiveness

Louis (Tom) O'Neil, Dean, Business, Computer Studies, and Economic Development, Dean, Social and Behavioral Sciences, Administrative Co-Chair

Sharon Wilson, Adjunct Instructor, Business, Computer Studies and Economic Development, Faculty Co-Chair

Ann Steinberg, Director of Job Placement

Resources:

Carol Eastin, Professor, Counselor, Program Review Coordinator

Patricia Márquez, Past Academic Senate President, Professor, Counselor, Matriculation Specialist

Aaron Voelcker, Research Analyst, Institutional Research and Planning

Deborah Wallace, Vice President, Administrative Services (formerly Business Services

Ted Younglove, Director, Institutional Research and Planning

Standard II A&C—Academics/Library

Karen Cowell, Dean, Health Sciences, Administrative Co-Chair IIA (ended May 2010)

Beverly Beyer, Associate Professor, Business, Office Technology, Faculty Co-Chair IIA&C (ended May 2010)

Melanie Parker, Instructor, Child Development/Early Childhood Education,

Faculty Co-Chair IIA (started June 2010)

Carolyn Burrell, Professor, Library Science, Faculty Co-Chair IIC (started June 2010)

Rona Brynin, Professor, Nutritional Science/Dietetics

Kether Foisel, Tutoring Specialist, Reading Center/Learning Center

Agnes Jose-Eguaras, Director, Basic Skills

William Lund, Adjunct Instructor, Social and Behavioral Sciences

Suzanne Malek, Adjunct Instructor, Instructional Resource and Extended Services

Rick Motawakel, Associate Professor, Electronic Technology

Zia Nisani, Associate Professor, Biological Sciences

Catherine Overdorf, Instructor, Child Development/Early Childhood Education

Van Rider, Instructor, Librarian

Elizabeth Soos, Associated Student Organization Representative (2008-2009)

Karen Stenback, Adjunct Instructor, Health Sciences

Donna Tantalo, Adjunct Assistant Professor, Language Arts

Shirlene Thatch, Coordinator, Instructional Multimedia Center

Cynthia Vargas, Instructor, Physical Education

Darcy Wiewall, Instructor, Anthropology/Archaeology

Resources:

Maria Clinton, Assistant Professor, Aeronautics, AP&P Faculty Co-Chair

Carol Eastin, Professor, Counselor, Program Review Coordinator

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Standard IIB—Student Services

LaDonna Trimble, Dean, Enrollment Services, Administrative Co-Chair

Tyrone Mettler, Professor, Aeronautics, Faculty Co-Chair (ended February 2010)

Nancy Bednar, Instructor, Political Science, Faculty Co-Chair (started February 2010)

Steve Buffalo, Board of Trustees Member

Roslyn Haley, Dean, Counseling and Matriculation

Kelley Hare, Technical Analyst, Counseling and Matriculation

Karla Reynolds, Adjunct Instructor, Language Arts

Gary Roggenstein, Director, Extended Opportunity Programs and Services (EOP&S)

Resources:

Carol Eastin, Professor, Counselor, Program Review Coordinator

Rosa Hall, Vice President, Student Services

Melanie Parker, Instructor, Child Development/Early Childhood Education, SLO Faculty Co-Chair

Standard III A&B—Human and Physical Resources

Terry Cleveland, Director, Risk Management and Environmental Health, Administrative Co-Chair

Youssef Ezzeddine, Professor, Biological Sciences, Co-Chair

Fredy Aviles, Associate Professor, Psychology

Leslie Baker, Instructor, Interior Design

Mark Branner, Instructor, Drama/Theatre Arts

Cynthia Hoover, Director, Human Resources and Employee Relations

Jamie Jones, Coordinator, Facilities Planning (Bond), Facilities Planning and Campus Development

Mark McGovern, Associate Professor, Physics/Astronomy

Mike Pesses, Instructor, Geography

Alexandra Schroer, Professor, Physical Science

Jeffrey Stephens, Instructor, Respiratory Therapy

Resources:

Carol Eastin, Professor, Counselor, Program Review Coordinator

Melanie Parker, Instructor, Child Development/Early Childhood Education, SLO Faculty Co-Chair

Standard III C&D—Technology and Financial Resources

Ms. Margaret Drake, Dean, Technical Education, Administrative Co-Chair

Robert Falb, Instructor, Fire Technology, Co-Chair

Stacey Adams, Instructor, Accounting

David Champagne, Professor, Accounting

Diana Keelen, Director, Business Services

Kenneth Lee, Instructor, Language Arts

Susan Lowry, Professor, English

Heidi Preschler, Assistant Professor, German, French, English, Past President, AVCFT

Bassam Salameh, Instructor, Biological Sciences

Catherine Smith, Accounting Assistant III, Business Services

Ken Shafer, Instructor, History

Justin Shores, Instructor, Electricity

Tim Sturm, Instructor, Automotive Collision Repair

Resources:

Woody Burns Jr., Network Manager, ITS

Carol Eastin, Professor, Counselor, Program Review Coordinator

Kelley Hare, Technical Analyst, Counseling and Matriculation

Connie Moise, Director, Information Technology Services

Melanie Parker, Instructor, Child Development/Early Childhood Education, SLO Faculty Co-Chair

Standard IV—Leadership and Governance

Leslie Uhazy, Dean, Math, Science and Engineering, Administrative Co-Chair

Richard Coffman, Associate Professor, Earth Science, Co-Chair

Jeffrey Cooper, Professor, Chemistry

Pamela Ford, Program Coordinator, Cal-WORKs, President, AVCFCE

Lee Grishman, Professor, Transfer Center Coordinator

Rosa Hall, Vice President, Student Services

Paula Norsell, Executive Assistance, President's Office

Heidi Preschler, Assistant Professor, German, French, English, Past President, AVCFT

Roxanna Schleven, Associated Student Organization Representative (2008-2009)

Betty Wienke, Board of Trustees Member

Jill Zimmerman, Dean, Student Development and Student Programs and Services

Resources:

Carol Eastin, Professor, Counselor, Program Review Coordinator

Patricia Márquez, Professor, Counselor, Matriculation Specialist, Past Academic Senate President

Melanie Parker, Instructor, Child Development/Early Childhood Education, SLO Faculty Co-Chair

College History

Antelope Valley College (AVC) is a single college district located 70 miles northeast of Los Angeles. The institution was founded in 1929 as a department of Antelope Valley Joint Union High School in Lancaster. The district covers about 2,000 square miles of semi-arid terrain in Northern Los Angeles County and a small section of Southern Kern County. The Lancaster campus sits on 135 acres of land in Lancaster. The campus has been likened to a park in Southern California's high desert. Located between the Angeles National Forest and Tehachapi Mountains, about a one-hour drive northeast of Los Angeles, it has mature trees and lush lawns that provide inviting places for students to study and relax. Academic disciplines are situated in quads for art, business, language, math, and technology. The Palmdale Center is in a temporary site in an office building in the City of Palmdale, and land has been purchased farther east in Palmdale for construction of a permanent campus.

During the 1929-1930 school year, average daily attendance at the college was just 13 students, but by 1939 average daily attendance had reached 100 students. The World War II years saw attendance dwindle to the same average daily attendance as the year the school was founded (13 students). Under these conditions, there were pressures to close the junior college. But trustees and staff held out until the veterans returned from the war. Enrollment grew steadily during the postwar years, in part because of the GI Bill of Rights and a new developing aircraft industry in the Antelope Valley.

In 1959, groundbreaking was held for a new college campus on 125 acres at Avenue K and 30th Street West. Since then, the college has purchased land to expand the campus to 135 acres. At this location, the college has experienced overall growth. In 1973 enrollment at the campus was 4,575 students. By 1990, enrollment had grown to 10,084 students.

Today, while some of the college land remains undeveloped, the campus is in the midst of a growth phase funded by a local bond. Enrollment is expected to change with projected growth to 20,000 students in the district by 2020. By the year 2020, it is anticipated that enrollment for AVC in Lancaster will be roughly 18,000 students. The projected enrollment figure for the Palmdale Center is 3,500 students. In the fall of 2009, Antelope Valley College had an enrollment of 15,366 students. Also, in order to provide convenience to its students—and for added future capacity—the District established a second interim campus site in Palmdale.

District Profile

The district includes 40 percent of the landmass of Los Angeles County, as well as a small section in the southeastern part of Kern County. The geography is characterized by a broad flat high desert plain that merges into the San Gabriel Mountains. These mountains serve as a physical divider between the Antelope Valley and the Los Angeles Basin. Also, located between the mountains and the valley is the California Aqueduct, one of the main sources of water for Southern California. This aqueduct runs through nearly the entire District.

In the center of the District are the two cities of Lancaster and Palmdale. They account for 84 percent of the District's

population. The rest of the population is dispersed somewhat equally throughout the region. The location of the current campus is in the center of the entire district, providing equal access to all the rural areas. The nearest community colleges in other districts are at least 50 miles away, making commuting time to these locations over an hour in length. Despite this long commute, some students still choose to attend classes in other districts.

Major residential centers in the valley include the incorporated cities of Lancaster and Palmdale, and the smaller communities of Quartz Hill, Antelope Acres, Rosamond, Littlerock, Pearblossom, Acton, Sun Village, and Lake Los Angeles. Residential areas such as Leona Valley, Green Valley, Lake Hughes, and Lake Elizabeth exist in outlying regions.

For the first half of the 20th century, the basic industry in the Antelope Valley was agriculture, but by the late 1950s, aircraft and aerospace industries began to dominate the economy. The region's dry climate and high percentage of sunny days make it an ideal location for aircraft manufacturing and testing.

There are two principal centers of the aircraft industry that house over 20,000 employees: one center is located in Palmdale at Air Force Plant 42 (which is where many advanced aircraft have been developed); and the second is at Edwards Air Force Base, located outside the Antelope Valley Community College District, but with a significant percentage of civilian employees who live within the District. A large portion of the valley's population commutes to jobs in the Los Angeles basin. With 860 employees, the college contributes directly to the economic health of Antelope Valley. Combined income from college employees is more than $40 million, most of which is spent locally.

AVC's student body consists of a wide range in ages, from pre-teens (11) to senior citizens (82), with the average age of 27 years. Women comprise 60 percent of the student body.
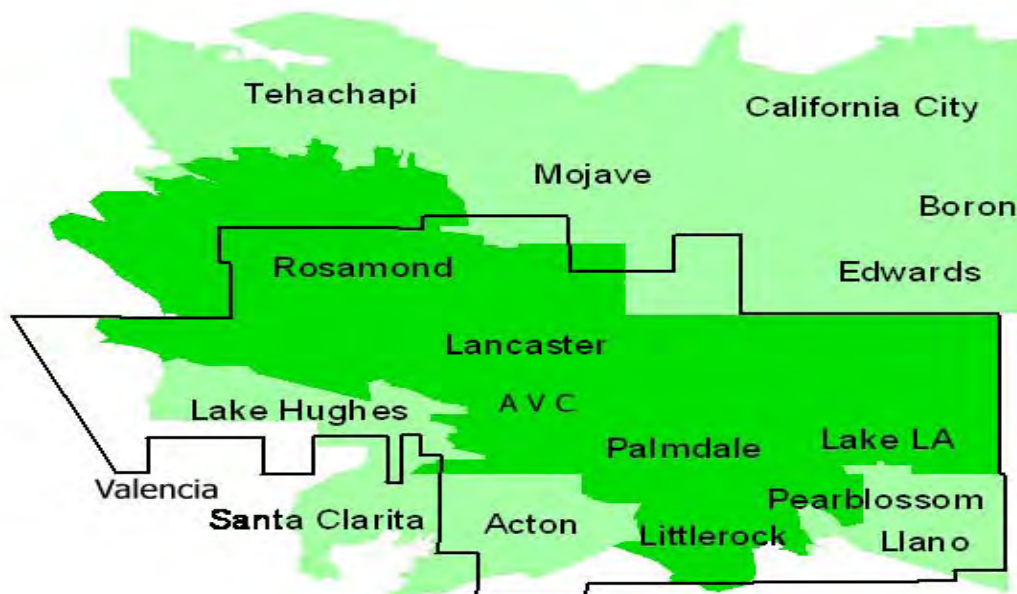
Service Area

The Antelope Valley Community College District (Figure 1) has a service area of 1,945 square miles. The State of California Master Plan for Higher Education indicates that a community college is primarily oriented to the needs of the local community—a University of California campus is considered statewide, and a California State University campus regional. The local community has been defined as an attendance area within approximately 30 to 40 driving minutes from the site of the campus. The nearest community college in another district is 51 miles away. The travel distance suggests that this "free flow" will not pull a large percentage of students from the District. However, this issue remains because a large number of residents commute these distances for other reasons (job, shopping, etc.) and may find it convenient to take classes at a college near their destination outside the service area.

The Palmdale Center Service Area

In hopes of expanding services to south Antelope Valley, plans to establish a second campus in Palmdale are being implemented. The planning began in 1988 as efforts began to look for a second campus site in the southeast area. Today the location of the Palmdale Center is on a piece of property in Southeast Palmdale. Sixty acres were purchased for $5 million dollars in February 2008. Current data show that growth in the area seems to be moving east along Highway 138, which places substantial growth within the service area of the proposed location.

Although regional approval for a center has already been granted, justification for construction must still be met by demonstrating an enrollment of 1000 Full-Time Equivalent Students (FTES) sustainable for an academic year. The district will borrow 40 FTES from the summer session and will be shown on the final 320 report in July 2010. An interim South Valley Campus was established, and, in 2004, the interim South Valley Campus was moved to a new larger location on Palmdale Blvd. This was done in order to: (1) expand services in the area; and (2) help the college establish the 1000 sustainable FTES required by the state. In the 2009–2010 academic year the interim South Valley Campus in Palmdale generated about 960 FTES.

Demographic Information and Longitudinal Student Achievement Data

Enrollment Status

Enrollment Status	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Continuing Student	1,290	898	700	6,903	8,056	9,102
First-Time Student	5,882	6,123	6,477	3,717	3,929	3,651
Returning Student	3,224	3,195	3,472	1,994	1,907	1,789
Total	10,396	10,216	10,649	12,614	13,892	14,542

Enrollment Status	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Continuing Student	12.4%	8.8%	6.6%	54.7%	58.0%	62.6%
First-Time Student	56.6%	59.9%	60.8%	29.5%	28.3%	25.1%
Returning Student	31.0%	31.3%	32.6%	15.8%	13.7%	12.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
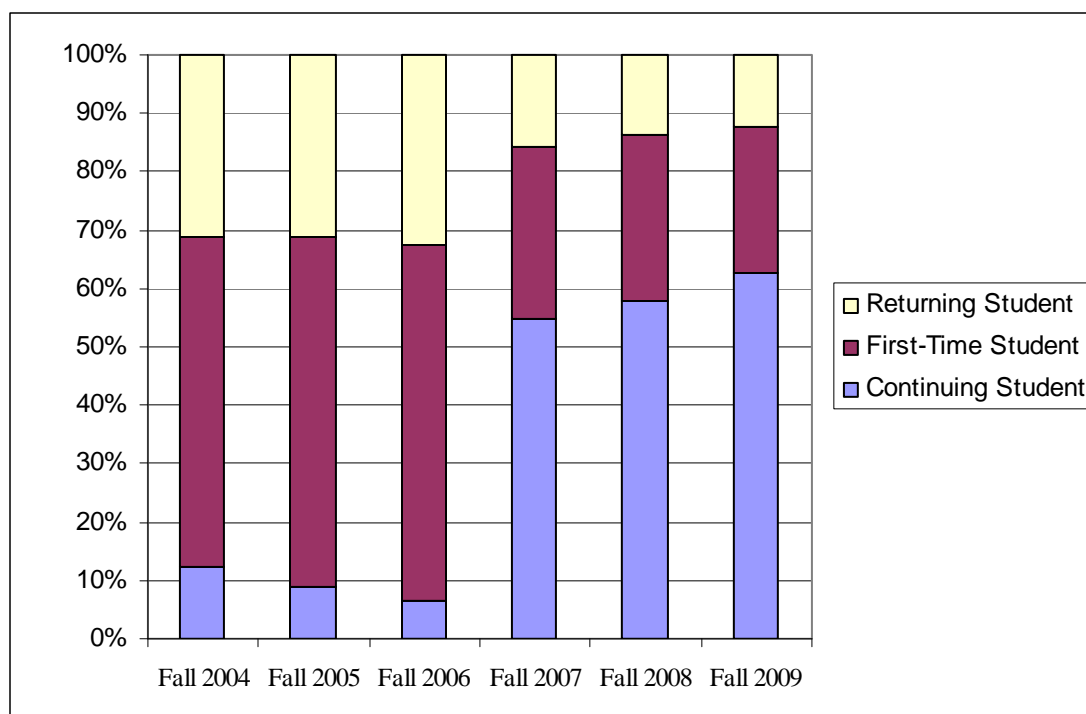
Student Diversity

Gender

Gender	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Female	7,415	7,374	7,868	8,193	9,208	9,421
Male	4,553	4,597	4,852	5,251	6,023	6,414
Unknown	76	118	114	153	171	182
Total	12,044	12,089	12,834	13,597	15,402	16,017

Percent	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Female	61.6%	61.0%	61.3%	60.3%	59.8%	58.8%
Male	37.8%	38.0%	37.8%	38.6%	39.1%	40.0%
Unknown	0.6%	1.0%	0.9%	1.1%	1.1%	1.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
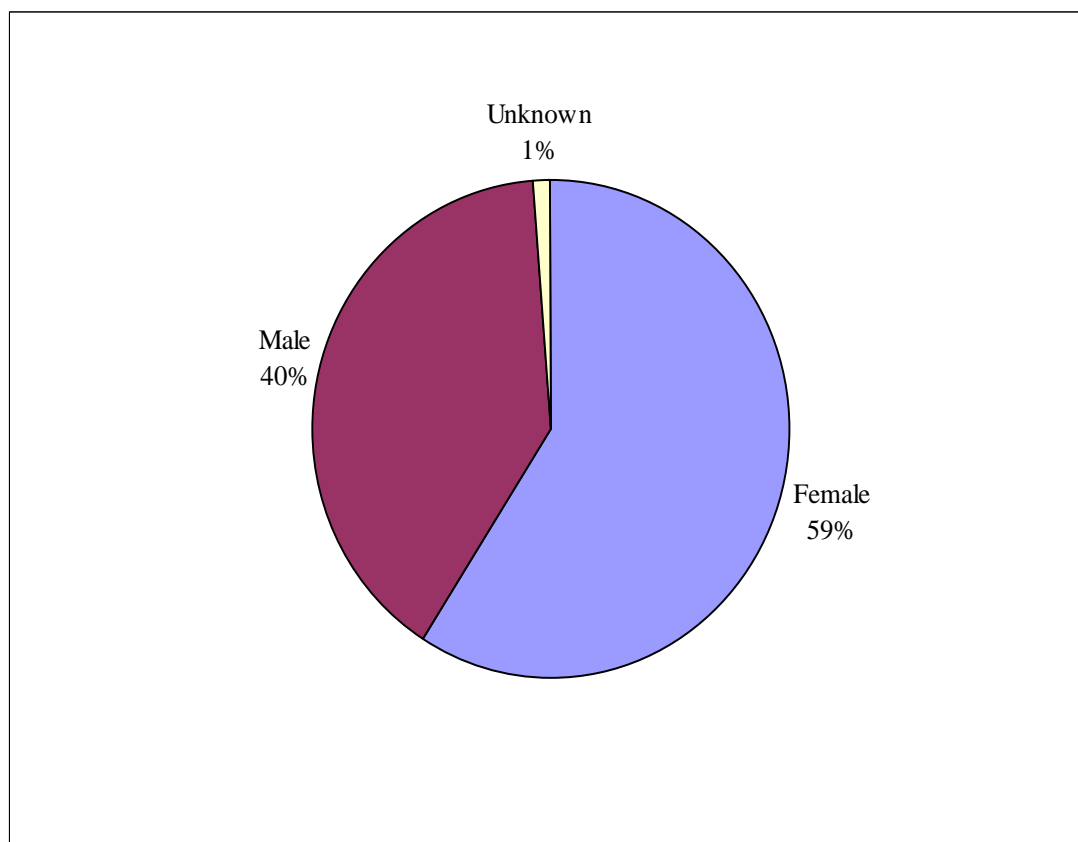
Age

Age Group	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Under 20	3,634	3,834	4,275	4,269	5,019	4,996
20-24	3,509	3,449	3,578	3941	4,379	4,838
25-29	1211	1,278	1325	1,439	1,664	1,785
30-34	840	775	837	902	9,85	1,039
35-39	737	635	698	747	867	839
40-49	1,435	1,397	1,348	1,344	1,488	1,540
50+	676	717	771	953	999	978
Unknown	2	4	2	2	1	2
Total	12,044	12,089	12,834	13,597	15,402	16,017

Percent	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Under 20	30.2%	31.7%	33.3%	31.4%	32.6%	31.2%
20-24	29.1%	28.5%	27.9%	29.0%	28.4%	30.2%
25-29	10.1%	10.6%	10.3%	10.6%	10.8%	11.1%
30-34	7.0%	6.4%	6.5%	6.6%	6.4%	6.5%
35-39	6.1%	5.3%	5.4%	5.5%	5.6%	5.2%
40-49	11.9%	11.6%	10.5%	9.9%	9.7%	9.6%
50+	5.6%	5.9%	6.0%	7.0%	6.5%	6.1%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
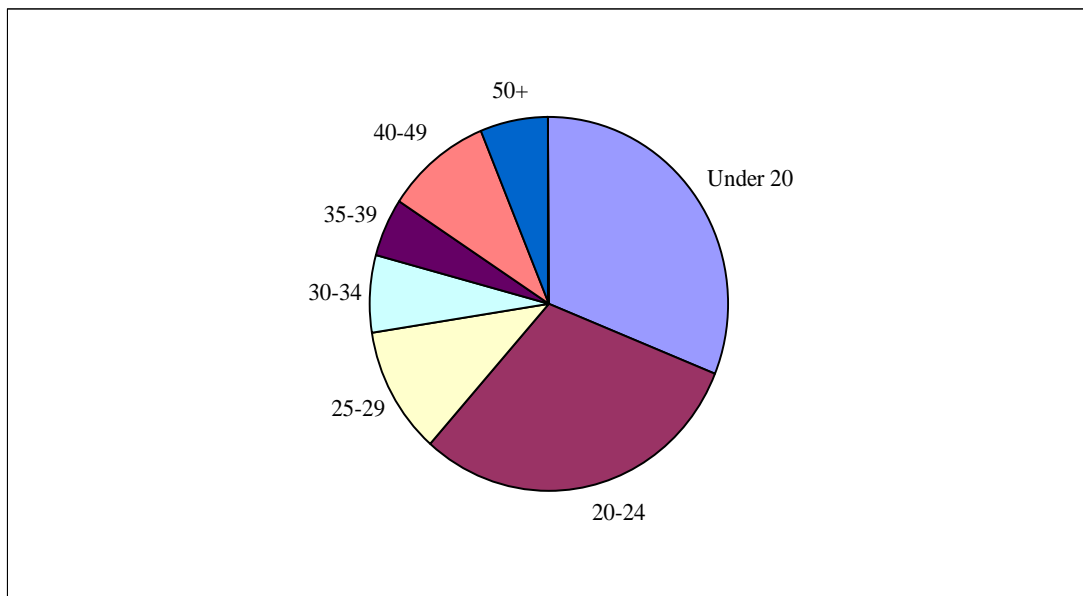
Ethnicity

Ethnicity	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
White Non-Hispanic	5,326	5,102	5,006	4,982	5,292	3,956
Hispanic	3,136	3,275	3,690	4,160	4,777	3,899
African-American	2,174	2,110	2,387	2,497	3,136	2,621
Asian	315	314	367	358	408	300
Filipino	276	299	313	337	372	280
Other Non-White	195	206	218	268	266	0
American Indian/ Alaskan Native	131	128	133	131	158	114
Pacific Islander	56	56	50	58	69	52
Unknown	435	599	670	806	924	4,795
Total	12,044	12,089	12,834	13,597	15,402	16,017

Percent	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
White Non-Hispanic	44.2%	42.2%	39.0%	36.6%	34.1%	24.7%
Hispanic	26.0%	27.1%	28.8%	30.6%	30.7%	24.3%
African-American	18.1%	17.5%	18.6%	18.4%	20.2%	16.4%
Asian	2.6%	2.6%	2.9%	2.6%	2.6%	1.9%
Filipino	2.3%	2.5%	2.4%	2.5%	2.4%	1.7%
Other Non-White	1.6%	1.7%	1.7%	2.0%	1.7%	0.0%
American Indian/ Alaskan Native	1.1%	1.1%	1.0%	1.0%	1.0%	0.7%
Pacific Islander	0.5%	0.5%	0.4%	0.4%	0.4%	0.3%
*Unknown	3.6%	5.0%	5.2%	5.9%	5.9%	29.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
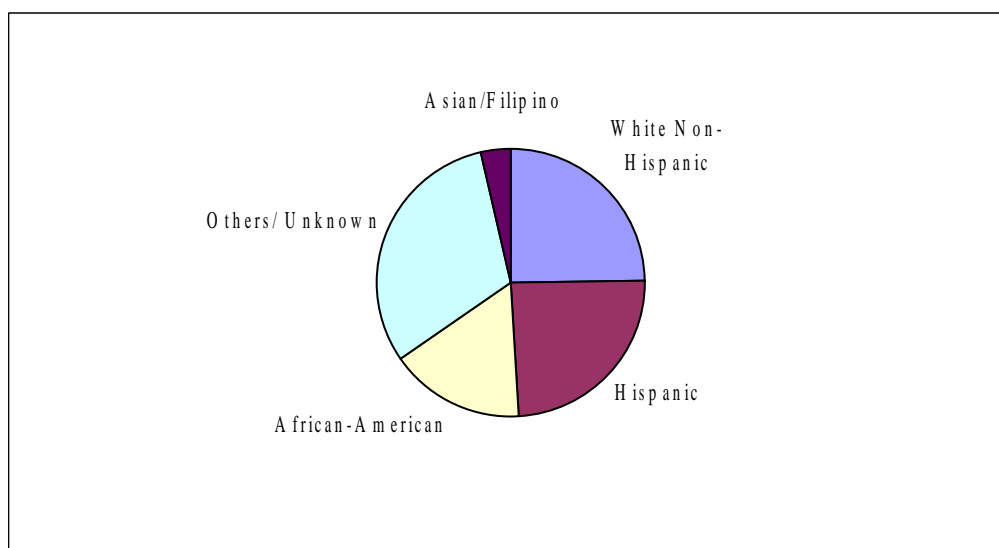
Unit Load Attempted

Student Units	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
0 to 2.9	815	878	858	873	878	841
3.0 to 8.9	5,801	5,765	5,958	6,423	6,986	7,402
9.0 to 11.9	1,927	1,893	1,956	2,249	2,607	2,892
12.0 to 14.9	2,827	2,779	2,968	3,311	3,667	3,702
15 or more	682	772	942	1,181	1,264	1,180
Total	12,042	12,087	12,682	14,037	15,402	16,017

Student Units	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
0 to 2.9	6.8%	7.3%	6.8%	6.2%	5.7%	5.3%
3.0 to 8.9	48.2%	47.7%	47.0%	45.8%	45.4%	46.2%
9.0 to 11.9	16.0%	15.7%	15.4%	16.0%	16.9%	18.1%
12.0 to 14.9	23.5%	23.0%	23.4%	23.6%	23.8%	23.1%
15 or more	5.7%	6.4%	7.4%	8.4%	8.2%	7.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
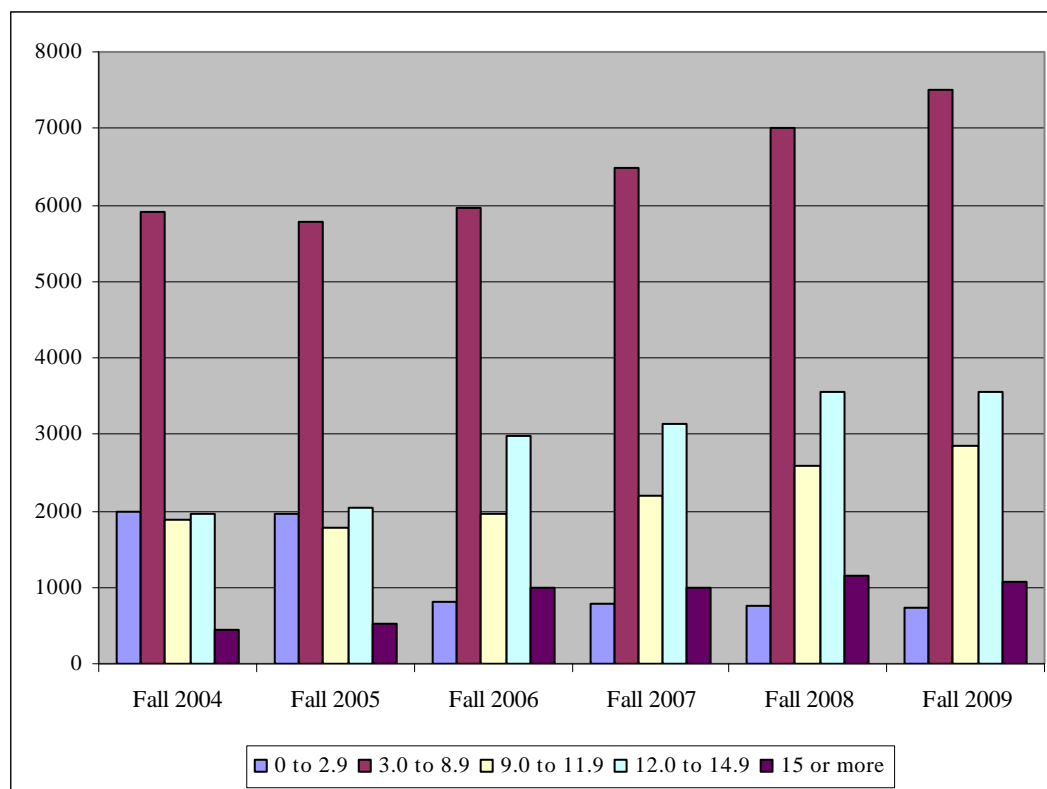
Annual FTES Generated by Attendance Accounting Method

Attendance Method	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Weekly Census	8,189.41	8,054.00	8,491.28	9,220.07	10,066.69	9,368.51
Daily Census	1,391.85	1,623.92	1,953.59	1,656.83	2,335.55	1,711.35
Positive Attendance	275.34	189.47	259.76	4,05.37	387.34	199.05
Independent Study Weekly	18.02	26.15	33.43	37.50	44.57	26.76
Independent Study Daily	27.41	3.14	7.11	6.77	8.03	4.45
Total	9,902.03	9896.68	10,745.17	11,326.54	12,842.18	11,310.12

Attendance Method	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Weekly Census	82.7%	81.4%	79.0%	81.4%	78.4%	82.8%
Daily Census	14.1%	16.4%	18.2%	14.6%	18.2%	15.1%
Positive Attendance	2.8%	1.9%	2.4%	3.6%	3.0%	1.8%
Independent Study Weekly	0.2%	0.3%	0.3%	0.3%	0.3%	0.2%
Independent Study Daily	0.3%	0.0%	0.1%	0.1%	0.1%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
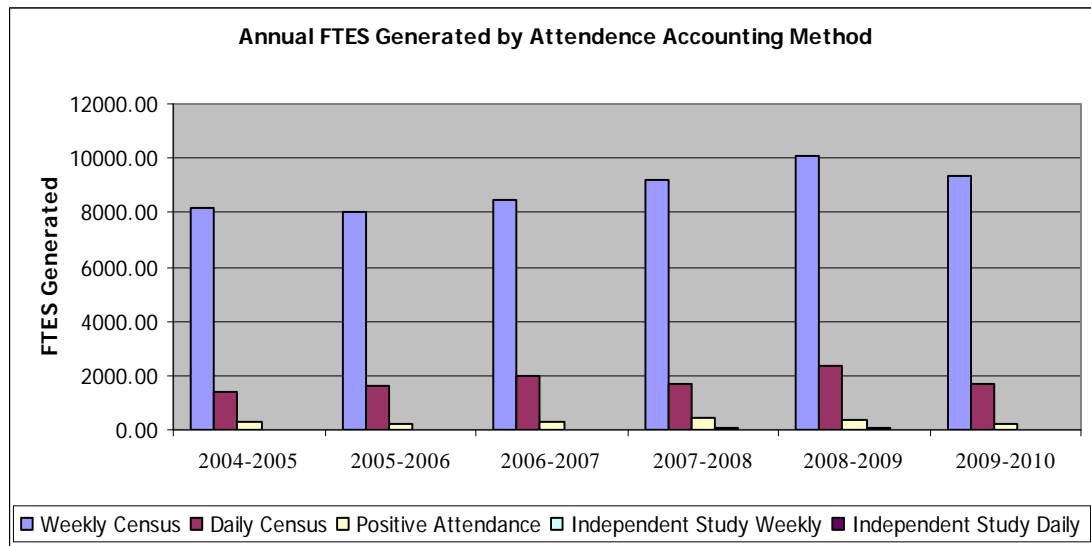
Annual FTES Generated by Attendence Accounting Method

Sections Offered by Attendance Accounting Method

Attendance Method	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Weekly Census	1,399	1,538	1,512	1,547	1,486	1,456
Daily Census	82	75	100	98	112	87
Positive Attendance	149	116	151	143	155	139
Independent Study Weekly	47	52	65	64	76	58
Independent Study Daily	0	0	1	0	0	0
Non FTES - Other Classes	0	2	0	0	0	6
Total	1677	1783	1829	1852	1829	1746

Attendance Method	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Weekly Census	83.4%	86.3%	82.7%	83.5%	81.2%	83.4%
Daily Census	4.9%	4.2%	5.5%	5.3%	6.1%	5.0%
Positive Attendance	8.9%	6.5%	8.3%	7.7%	8.5%	8.0%
Independent Study Weekly	2.8%	2.9%	3.6%	3.5%	4.2%	3.3%
Independent Study Daily	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%
Non FTES - Other Classes	0.0%	0.1%	0.0%	0.0%	0.0%	0.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Sections Offered by Attendance Accounting Method
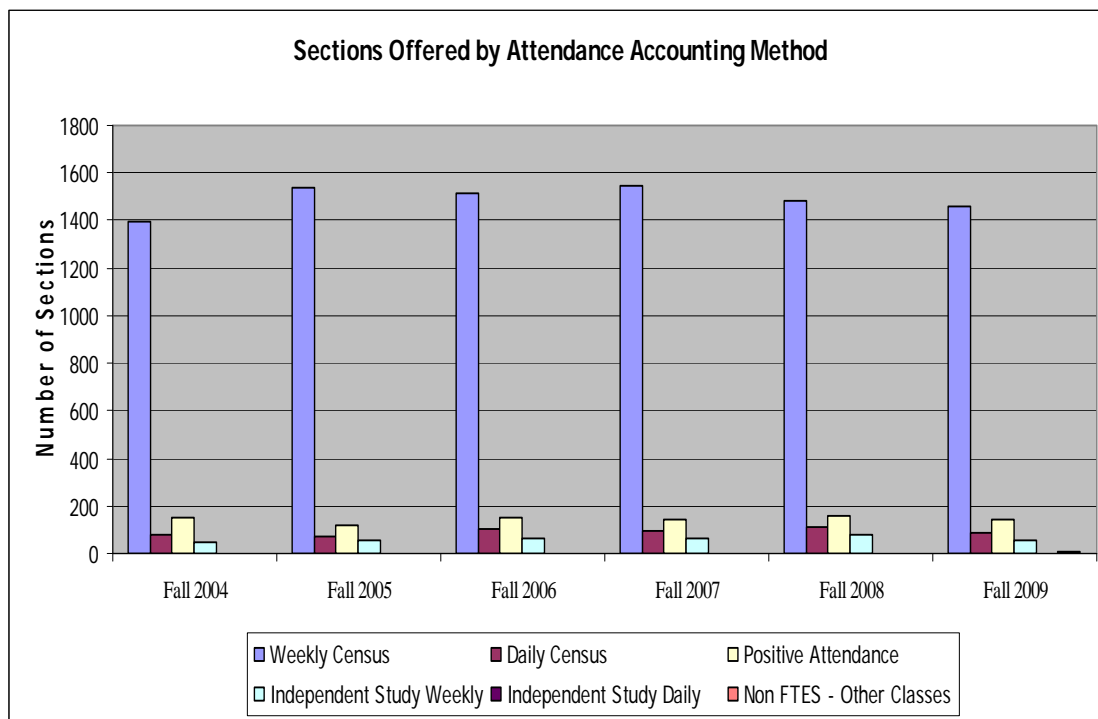
Sections Offered by Primary Instructional Method

Instructional Method	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Lecture	914	994	1,006	1,027	996	983
Lecture/Lab	457	469	466	447	424	386
Laboratory	151	183	181	181	177	160
Clinical-Lec/Lab	38	38	51	51	47	45
Distance Education	19	29	40	62	84	96
Work Experience	33	34	41	39	45	45
Other	59	23	29	33	41	18
Inter-Col Athletic	0	7	10	6	6	6
Tutoring	6	6	5	6	9	7
Total	1,677	1,783	1,829	1,852	1,829	1,746

Instructional Method	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Lecture	54.5%	55.7%	55.0%	55.5%	54.5%	56.3%
Lecture/Lab	27.3%	26.3%	25.5%	24.1%	23.2%	22.1%
Laboratory	9.0%	10.3%	9.9%	9.8%	9.7%	9.2%
Clinical-Lec/Lab	2.3%	2.1%	2.8%	2.8%	2.6%	2.6%
Distance Education	1.1%	1.6%	2.2%	3.3%	4.6%	5.5%
Work Experience	2.0%	1.9%	2.2%	2.1%	2.5%	2.6%
Other	3.5%	1.3%	1.6%	1.8%	2.2%	1.0%
Inter-Col Athletic	0.0%	0.4%	0.5%	0.3%	0.3%	0.3%
Tutoring	0.4%	0.3%	0.3%	0.3%	0.5%	0.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Sections Offered by Primary Instructional Method
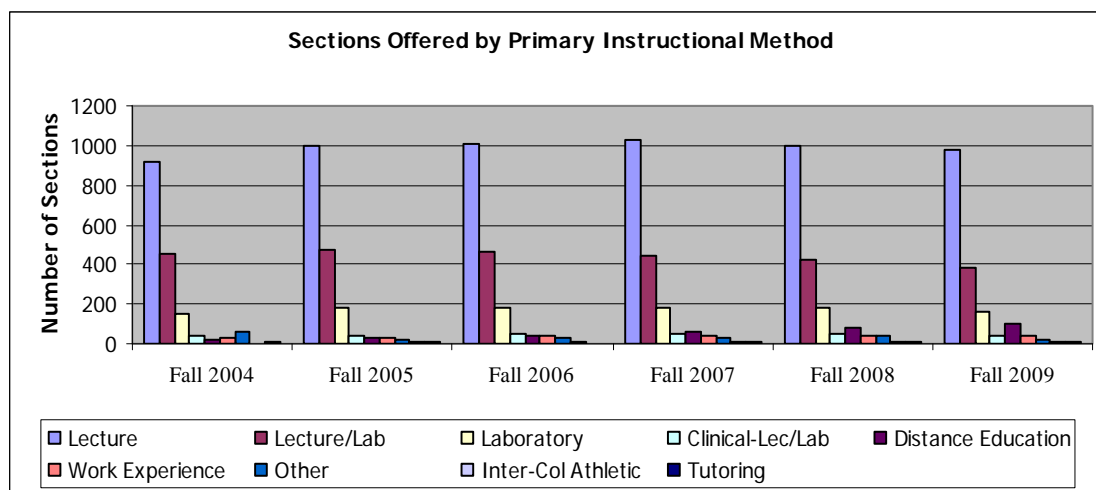
Sections Offered by Occupational Status

Status	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Non-Occupational	1,420	1,500	1,549	1,608	1,660	1,585
Occupational	338	350	355	341	259	261
Grand Total	1,758	1,850	1,904	1,949	1,919	1,846

Status	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Non-Occupational	80.8%	81.1%	81.4%	82.5%	86.5%	85.9%
Occupational	19.2%	18.9%	18.6%	17.5%	13.5%	14.1%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
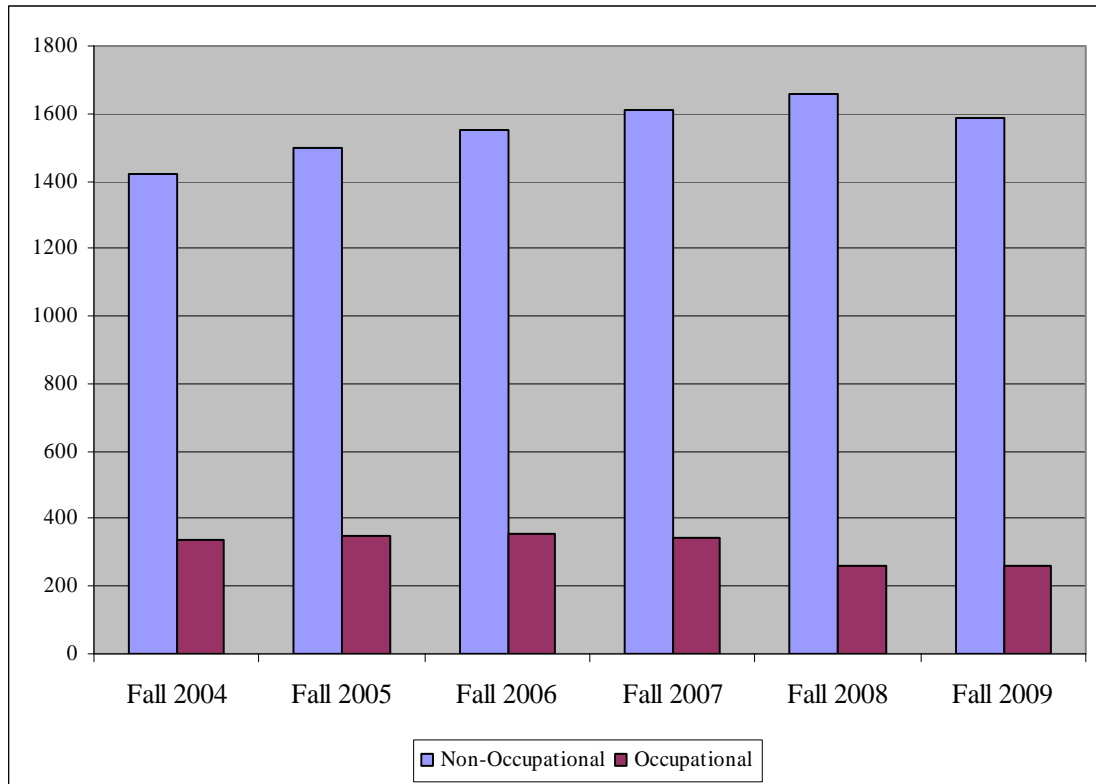
Success Rates and Retention Rates

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Success Rate	20,789	20,677	22,354	23,738	27,093	28,798
Retention Rate	26,475	26,766	29,093	30,804	35,071	37,371
Students Enrolled	31,638	31,728	33,645	37,649	41,946	43,780

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Success Rate	65.7%	65.2%	66.4%	63.1%	64.6%	65.8%
Retention Rate	83.7%	84.4%	86.5%	81.8%	83.6%	85.4%
Students Enrolled	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
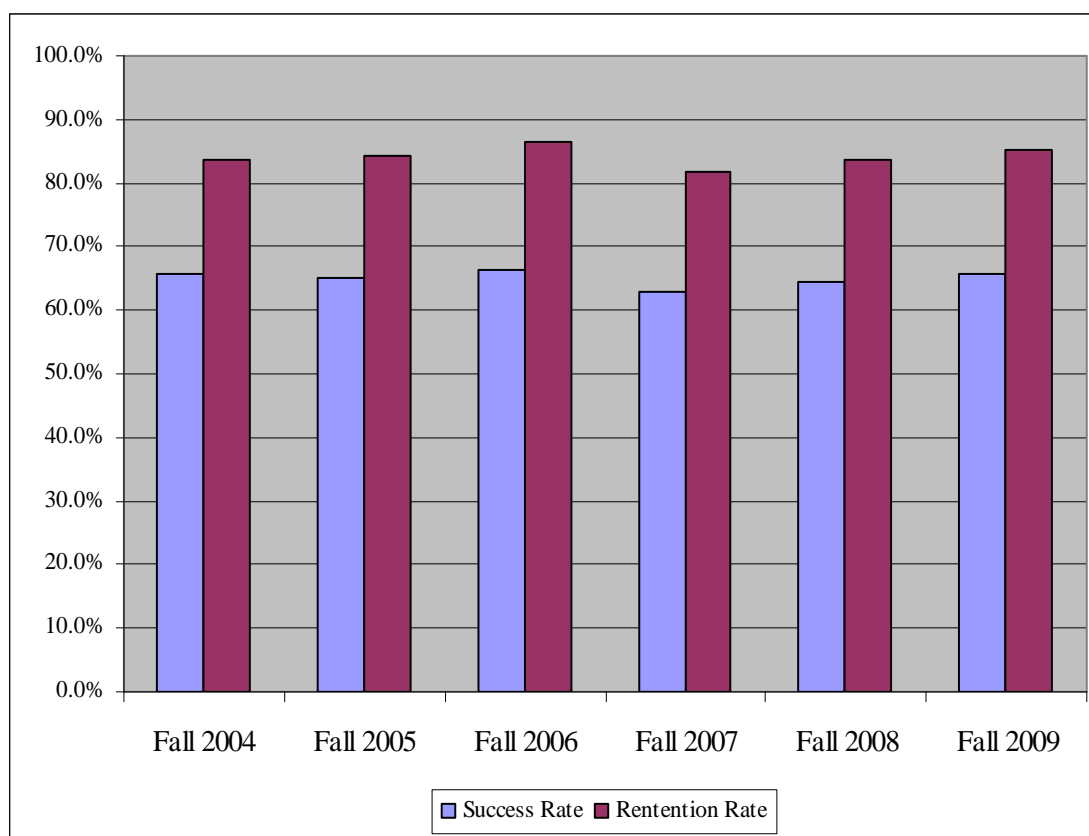
Degrees and Certificates Awarded

Degrees and Certificates	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010*
Associate in Arts	614	524	641	646	690	284
Associate in Science	258	251	269	344	376	196
Total Degrees	872	775	910	990	1,066	480
Total Degrees (Unduplicated)	834	737	890	919	1,040	469
Total Certificates	240	231	208	272	312	165
Total Certificates (Unduplicated)	202	199	183	234	293	152
Total Awarded	1,112	1,006	1,118	1,262	1,378	645
Total Awarded (Unduplicated)	1,036	936	1073	1,153	1,333	621

* Degrees and Certificates Awarded in 2009-2010 have not all been reflected in the database at the time of this report and the final number will be higher.
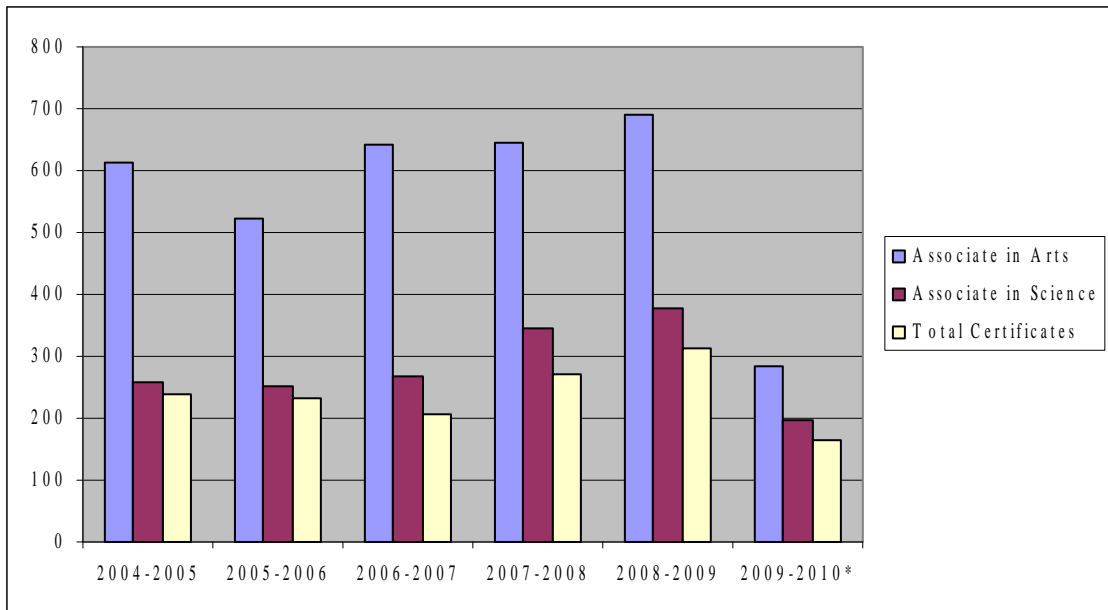
Transfers to Four-Year Institutions

| Four-Year Institution	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
UC Berkeley	3	4	6	7	10	14
UC Davis	1	1	0	6	1	1
UC Irvine	6	6	10	13	9	5
UC Los Angeles	22	26	27	24	26	26
UC Merced	N/A	N/A	1	0	0	0
UC Riverside	4	3	5	3	4	8
UC San Diego	5	6	8	3	4	6
UC Santa Barbara	9	13	12	10	10	10
UC Santa Cruz	1	5	4	0	4	1
UC Total	51	64	73	66	68	71
California Maritime Academy	0	0	0	0	0	0
Cal Poly San Luis Obispo	5	9	6	9	11	3
Cal Poly Pomona	6	7	6	5	9	11
CSU Bakersfield	215	214	196	214	200	199
CSU Channel Islands	3	6	11	13	10	3
CSU Chico	10	5	3	7	5	4
CSU Dominguez Hills	7	10	10	12	13	8
CSU East Bay	2	1	1	0	0	1
CSU Fresno	6	14	10	7	8	12
CSU Fullerton	12	18	13	22	13	10
CSU Long Beach	17	36	34	33	32	27
CSU Los Angeles	17	22	16	15	12	14
CSU Monterey Bay	1	3	2	3	2	4
CSU Northridge	107	168	187	182	204	174
CSU Sacramento	1	6	2	1	8	4
CSU San Bernardino	4	7	12	12	8	15
CSU San Marcos	1	0	4	4	1	5
CSU Stanislaus	2	4	2	1	0	0
Humboldt State	0	5	8	10	15	11
San Diego State	12	9	15	22	16	8
San Francisco State	5	4	6	9	15	3
San José State	1	2	2	3	3	5
Sonoma State	2	2	2	1	1	1
CSU Total	436	552	548	585	586	522
Total	487	616	621	651	654	593

Transfers to Four-Year Institutions (Continued)

Four-Year Institution	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009
UC Berkeley	0.6%	0.6%	1.0%	1.1%	1.5%	2.4%
UC Davis	0.2%	0.2%	0.0%	0.9%	0.2%	0.2%
UC Irvine	1.2%	1.0%	1.6%	2.0%	1.4%	0.8%
UC Los Angeles	4.5%	4.2%	4.3%	3.7%	4.0%	4.4%
UC Merced	N/A	N/A	0.2%	0.0%	0.0%	0.0%
UC Riverside	0.8%	0.5%	0.8%	0.5%	0.6%	1.3%
UC San Diego	1.0%	1.0%	1.3%	0.5%	0.6%	1.0%
UC Santa Barbara	1.8%	2.1%	1.9%	1.5%	1.5%	1.7%
UC Santa Cruz	0.2%	0.8%	0.6%	0.0%	0.6%	0.2%
UC Total	10.5%	10.4%	11.8%	10.1%	10.4%	12.0%
California Maritime Academy	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Cal Poly San Luis Obispo	1.0%	1.5%	1.0%	1.4%	1.7%	0.5%
Cal Poly Pomona	1.2%	1.1%	1.0%	0.8%	1.4%	1.9%
CSU Bakersfield	44.1%	34.7%	31.6%	32.9%	30.6%	33.6%
CSU Channel Islands	0.6%	1.0%	1.8%	2.0%	1.5%	0.5%
CSU Chico	2.1%	0.8%	0.5%	1.1%	0.8%	0.7%
CSU Dominguez Hills	1.4%	1.6%	1.6%	1.8%	2.0%	1.3%
CSU East Bay	0.4%	0.2%	0.2%	0.0%	0.0%	0.2%
CSU Fresno	1.2%	2.3%	1.6%	1.1%	1.2%	2.0%
CSU Fullerton	2.5%	2.9%	2.1%	3.4%	2.0%	1.7%
CSU Long Beach	3.5%	5.8%	5.5%	5.1%	4.9%	4.6%
CSU Los Angeles	3.5%	3.6%	2.6%	2.3%	1.8%	2.4%
CSU Monterey Bay	0.2%	0.5%	0.3%	0.5%	0.3%	0.7%
CSU Northridge	22.0%	27.3%	30.1%	28.0%	31.2%	29.3%
CSU Sacramento	0.2%	1.0%	0.3%	0.2%	1.2%	0.7%
CSU San Bernardino	0.8%	1.1%	1.9%	1.8%	1.2%	2.5%
CSU San Marcos	0.2%	0.0%	0.6%	0.6%	0.2%	0.8%
CSU Stanislaus	0.4%	0.6%	0.3%	0.2%	0.0%	0.0%
Humboldt State	0.0%	0.8%	1.3%	1.5%	2.3%	1.9%
San Diego State	2.5%	1.5%	2.4%	3.4%	2.4%	1.3%
San Francisco State	1.0%	0.6%	1.0%	1.4%	2.3%	0.5%
San José State	0.2%	0.3%	0.3%	0.5%	0.5%	0.8%
Sonoma State	0.4%	0.3%	0.3%	0.2%	0.2%	0.2%
CSU Total	89.5%	89.6%	88.2%	89.9%	89.6%	88.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Transfers to Four-Year Institutions (Continued)

Four-Year Institution	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009
UC Total	51	64	73	66	68	71
CSU Total	436	552	548	585	586	522
Total	487	616	621	651	654	593
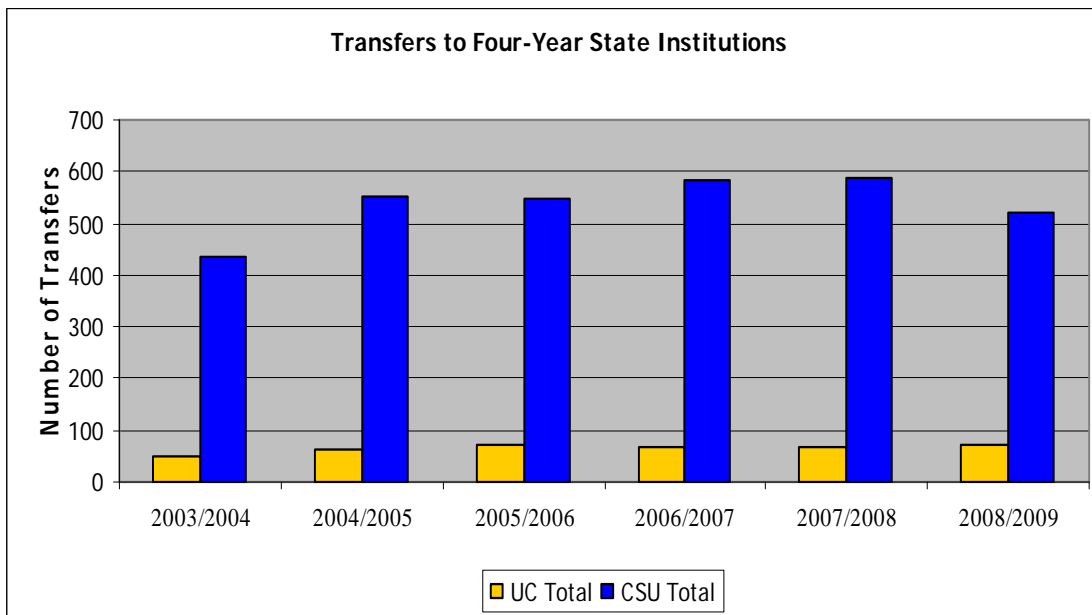
Student Term Persistence

Percent	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Fall 2005	100.0%	56.1%	41.1%	35.2%	27.4%	24.2%	18.9%	17.8%
Fall 2006	100.0%	59.6%	44.2%	38.5%	30.9%	27.1%		
Fall 2007	100.0%	61.0%	46.2%	40.3%				
Fall 2008	100.0%	69.0%						

Percent	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Fall 2005	2857	1602	1175	1006	784	691	540	508
Fall 2006	3269	1947	1446	1258	1010	887		
Fall 2007	3542	2161	1637	1429				
Fall 2008	3737	2580						

Basic Skills Matrix

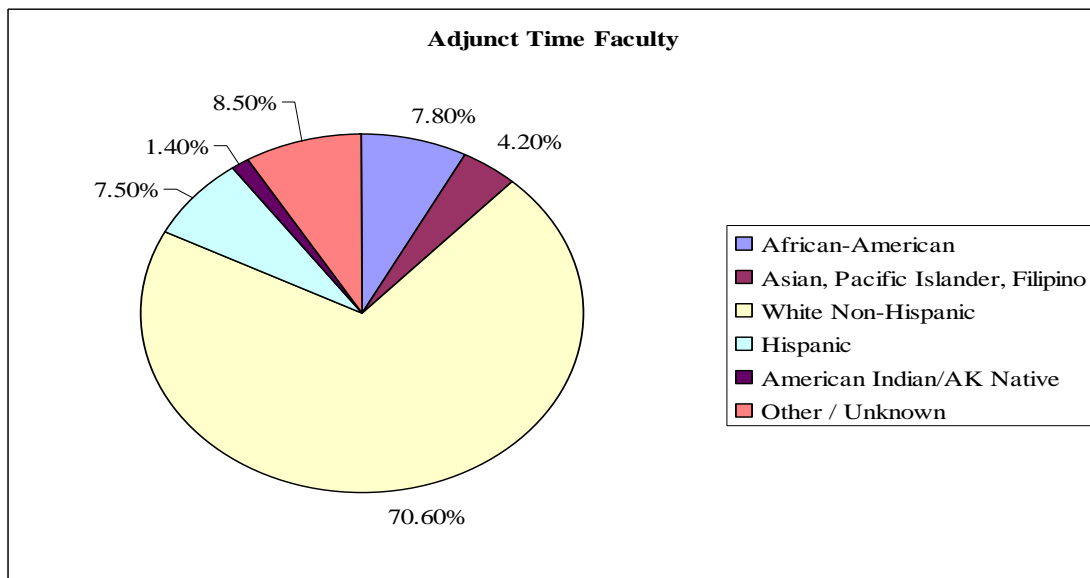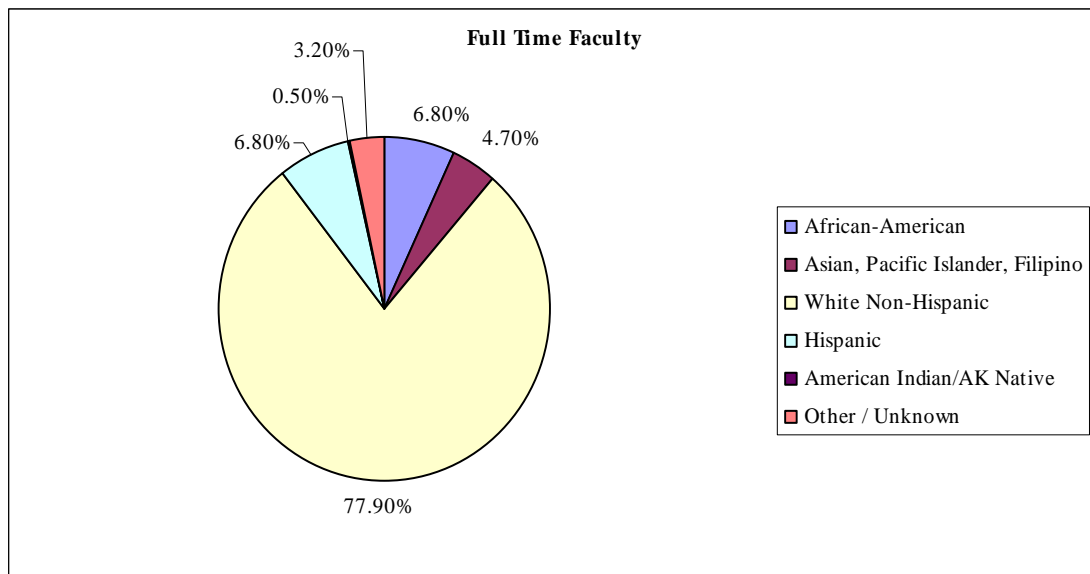| Baseline Measures for Developmental Education for Selected Fall Term Indicated Term: **FALL 2008**	Levels of Measurement				
	All Developmental Education	Optional, Discipline-Specific Developmental Education Data			
		Math	English	Reading	ESL
Percentage of New Students that took an Assessment Test that Placed into Developmental Education Courses	95.5%	93.8%	65.5%	57.9%	100.0%
Number of Developmental Education Courses Offered	162	76	49	13	24
Percentage of Section Offerings that are Developmental Education	48.6%	45.0%	38.9%	92.9%	100.0%
Unduplicated Number of Students Enrolled in Developmental Education	3770	2834	1161	338	304
Student Success Rate in Developmental Education Courses	56.4%	60.9%	37.0%	52.4%	69.4%
Student Retention Rate in Developmental Education Courses	85.1%	88.4%	77.0%	76.9%	91.2%
Student Course Repetition Rate in Developmental Education Courses	13.3%	12.7%	18.2%	3.8%	11.5%
Fall-to-Fall Persistence Rate of Developmental Education Students	55.1%	58.7%	53.3%	43.9%	42.6%
Percent of Developmental Ed. Sections Taught by Full-Time Faculty	46.3%	38.2%	65.3%	53.8%	29.2%
Additional Recommended Measures					
Percentage of Developmental Education Students who Subsequently Enroll in Transfer-Level Courses	67.0%	75.0%	66.8%	58.8%	21.8%
Success Rate of Developmental Education Students in Transfer-Level Courses	67.6%	68.7%	64.3%	57.4%	81.9%
Percentage of Students who Successfully Completed a Developmental Education Course and Earned a Degree or Certificate	18.0%	20.3%	22.7%	10.0%	3.3%
Percentage of Students who Successfully Completed a Developmental Education Course and Subsequently Transferred	6.1%	7.4%	3.9%	6.0%	0.8%

Basic Skills Matrix (Continued)

Baseline Measures for Developmental Education for Selected Fall Term	Levels of Measurement				
	All Developmental Education	Optional, Discipline-Specific Developmental Education Data			
Indicated Term: **FALL 2008**		Math	English	Reading	ESL
Locally-Determined Measures					
Percentage of New Students Assessed into Developmental Education Courses					
Percentage of Students who Successfully Completed a Developmental Education Course that were Degree or Certificate Seeking (Fall 2004 Cohort)	54.3%	60.0%	58.1%	60.0%	18.3%
Percentage of Students who Successfully Completed a Developmental Education Course that were <u>Not</u> Degree or Certificate Seeking (Fall 2004 Cohort)	45.7%	40.0%	41.9%	40.0%	81.7%
Percentage of Students who Successfully Completed a Developmental Education Course and Earned a Degree or Certificate that were Degree or Certificate Seeking (Fall 2004 Cohort)	64.5%	65.8%	71.7%	50.0%	25.0%
Percentage of Students who Successfully Completed a Developmental Education Course and Earned a Degree or Certificate that were <u>Not</u> Degree or Certificate Seeking (Fall 2004 Cohort)	35.5%	34.2%	28.3%	50.0%	75.0%
Ethnicity (Fall 2008)	3770	2834	1161	338	304
Unknown	0.5%	0.5%	0.4%	1.2%	0.3%
Am. Indian or Alaskan Native	1.2%	1.4%	1.3%	0.6%	0.0%
Asian or Pacific Islander	4.0%	3.3%	3.2%	3.6%	12.5%
Black Non-Hispanic	23.9%	23.3%	31.9%	36.1%	3.6%
Hispanic	38.7%	35.4%	39.4%	36.7%	75.3%
Other	6.2%	7.0%	5.1%	5.3%	3.0%
White Non-Hispanic	25.5%	29.1%	18.8%	16.6%	5.3%

Staff Diversity

Faculty	Full-Time		Adjunct		All	
African-American	13	6.8%	33	7.8%	46	7.5%
Asian, Pacific Islander, Filipino	9	4.7%	18	4.2%	27	4.4%
White Non-Hispanic	148	77.9%	300	70.6%	448	72.8%
Hispanic	13	6.8%	32	7.5%	45	7.3%
American Indian/AK Native	1	0.5%	6	1.4%	7	1.1%
Other / Unknown	6	3.20%	36	8.5%	42	6.8%
Total	190	100.0%	425	100.5%	615	100.0%

Full Time Faculty

African-American; Asian, Pacific Islander, Filipino; White Non-Hispanic; Hispanic; American Indian/AK Native; Other / Unknown

Adjunct Time Faculty

African-American; Asian, Pacific Islander, Filipino; White Non-Hispanic; Hispanic; American Indian/AK Native; Other / Unknown

Staff Diversity (Continued)

Staff	Headcount	Percent	FTE
African-American	32	14.0%	31.4
Asian, Pacific Islander, Filipino	9	3.9%	8.8
White Non-Hispanic	143	62.7%	140.4
Hispanic	31	13.6%	30.4
American Indian/Alaskan Native	1	0.4%	1
Unknown	12	5.3%	11.8
Total	228	100.0%	223.8

Staff
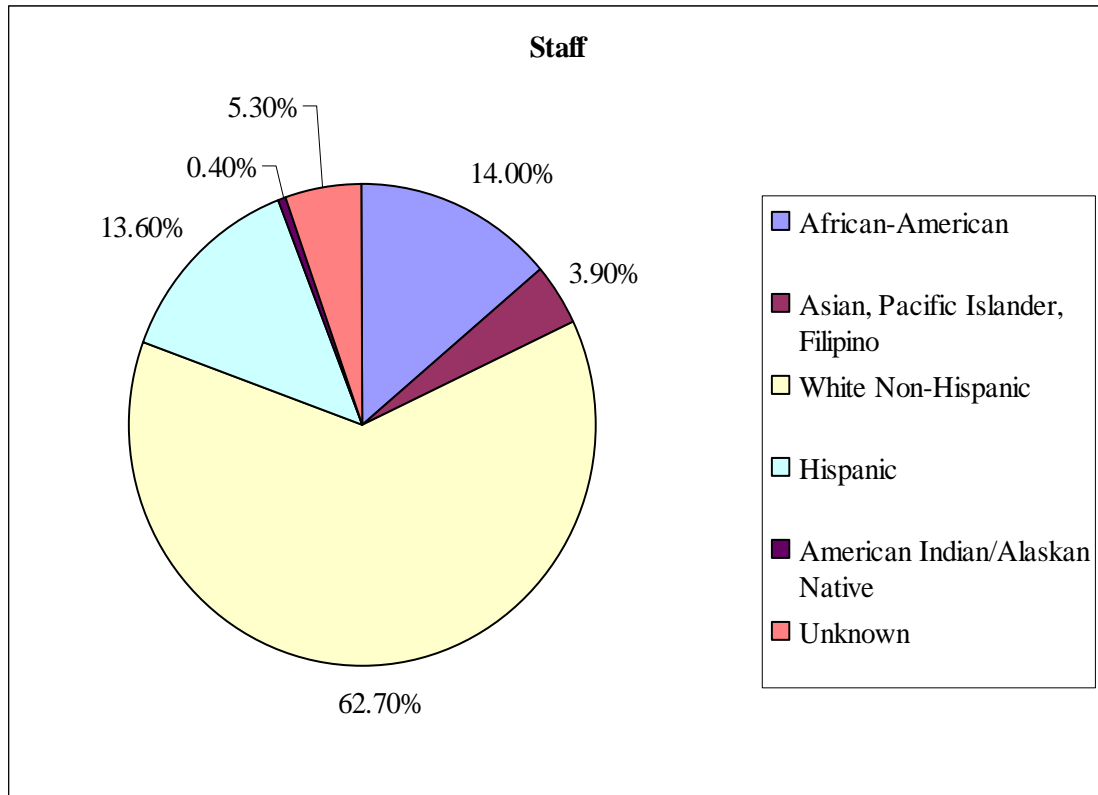
Instructional and Noninstructional Program Reviews: Institutional Effectiveness

The primary purpose of the Educational Master Plan is to provide the broad framework for campus planning with the program review process serving to clarify and achieve goals that align with the strategic planning outlined in the Educational Master Plan. The information gathered during the Educational Master Plan and the program review process provides a basis for informed decision-making by faculty, staff, and administration regarding the future of the college and resource allocations by the Strategic Planning & Budget Council (SPBC). Budget requests to SPBC are only reviewed if supported by an up-to-date program review report and if they fit within the plans outlined within the Educational Master Plan.

The near term planning of the Educational Master Plan process overlaps with the program review that provides feedback to the Educational Master Plan Process. However, the program review process is more focused on operational successes and challenges, while the Educational Master Plan is more focused on the setting and achievement of strategic goals in line with the Mission, Vision, ILOs and goals of the college. The linkage between planning, reviewing, and budgeting serves to keep the resources of the college allocated and in line with the actual needs, mission, and goals of the college.

The Educational Master Plan aids the District in:

- Providing a framework for strategic planning in three time frames:
  - Current (up to 3 Years)
  - Mid Term (3-5 Years)
  - Long Term (5-10 Years)

- Strategic goal setting for the district.

- Collecting and organizing individual Department/Division plans. These serve as a basis for updating the college Facilities Plan, Technology Plan, Human Resources Plan, and Finance Plan. They also influence the Enrollment Management Plan, Student Equity Plan, and Marketing Plan.

The program review self study process aids divisions/departments in:

- Strengthening divisions/departments through self-improvement and self-determination.

- Generating continuous and ongoing dialogue about how student learning and achievement can be enhanced. These take place through course development and review, as well as program and service improvements.

- Evaluating their contribution to achieving the college mission, vision and Institutional Learning Outcomes (ILOs).

The spring 2009 revision of program review procedures for instructional and student services have made the process more relevant for planning at both the program and campus level. A four-year review cycle with annual updates, a shorter self study report length, and an increased focus on data, SLO, OO, and PLO assessments, have been seen as improvements by most faculty and staff. Program review has become an ongoing dialogue about assessment, planning and improving program practices to better support student

success.

The inclusion of noninstructional programs in program review since 2009 has helped staff in those areas clarify their critical role in student learning and achievement. It has also given faculty and staff on those peer review teams a better understanding of operational outcomes and how various facets of the campus support student learning and achievement. This knowledge makes campus planning more effective.

Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. Because the campus has established and implemented a four-year review cycle with annual updates it ensures AVC's programs continuously monitor and utilize the results of SLO, PLO and OO assessments. Campus planning is based on the up-to-date information and findings of program review.

District planning and institutional effectiveness are evident through the framework of the SPBC. The overall purpose of the SPBC is to help ensure strong alignment with the district's mission and its resources for institutional effectiveness. Consequently, the Educational Master Plan, the district's strategic plan, provides the necessary structure to help ensure that the district has a stated plan for the future.

To ensure the Educational Master Plan is supported and accomplished, SPBC has defined subgroups as follows: Educational Master Plan, Finance, Facilities, Human Resources, and Communications/Marketing. The subgroups are the "workgroups" of the SPBC and responsible for coordinating the development of the Educational Master Plan and creating

and updating a Finance Plan, Facilities Plan, and Human Resources Plan. The SPBC Budget subcommittee, which is responsible for budget planning and monitoring of district financial resources and allocations, is currently approved by the district's College Coordinating Council (CCC) to be integrated with the Finance subgroup come fall 2010. The Communications subgroup is responsible for disseminating information to the campus and general community, as well as providing the outcome of budget decisions. Although outside the purview of the SPBC, the Information Technology (IT) Committee and Enrollment Management Committee (EMC) have established a Technology Plan and Enrollment Plan respectively.

Also important to the process is input from the Student Equity Plan, Accreditation Self Study, Matriculation Plan, and Program Reviews. All college plans support the college's Student Learning Outcomes (SLOs) and Operational Outcomes (OO's). Vocational program advisory groups also provide data, both qualitative and quantitative, for the assessment and development of each plan. Input from these groups is necessary on a continuing basis to support the overall planning, assessment, and evaluation of the Educational Master Plan.

The next step as defined in the SPBC planning process is Resource Allocation. The budget development process has been defined, and budget request forms along with the supporting budget narratives are reviewed annually. Divisions/departments are asked to identify their annual goals and objectives, and submit budget requests that support the Institutional Learning and Operational Outcomes. The budget development process has proven

effective even when statewide budgets are difficult. For example, the allocation process was reversed during the 2008-2009 and 2009-2010 fiscal years to accommodate budget cuts. Modifications have been made to streamline the budget process, as well as allow for better planning and communication.

To most efficiently utilize institutional resources, SPBC evaluates and prioritizes the annual budget requests. The council works collegially with the superintendent/ president until consensus is reached on budget priorities. The superintendent/ president then submits recommended budget expenditures to the Board of Trustees for implementation. As stated in Board Policy, Education Code, and Title 5, the superintendent/president may revise the recommendation without consensus of the council to sustain fiscal solvency and comply with legal statutes.

Evaluations of the Student Learning and Operational Outcomes are used to determine the most appropriate corrective action plan to improve student learning. Based on the outcomes assessment, the process begins again with an annual review of the Educational Master Plan and the college's mission.

The SPBC planning timeline provides a monthly checklist to help ensure that the planning and budgeting process will be dynamic and ongoing. Each year, the SPBC produces an Annual Report to indicate progress toward achieving the district's strategic goals. Updated goals and annual achievements are also communicated in the report. The report is disseminated to the campus community and posted on the college website.

Stages for Developing and Assessing Student Learning Outcomes

Part I: SLO History

Antelope Valley College began the journey into Student Learning Outcomes (SLOs) development in spring of 2003, when a group of faculty and administrators traveled to Bakersfield College for a meeting with faculty familiar with SLOs and assessment methods. At the time that the 2004 Accreditation Self Study was written, over 400 courses had been developed, updated, or revised to include measurable learning objectives based upon Bloom's Taxonomy. Integrating assignments and methods of evaluation with the course objectives proved to be an important first step toward writing and establishing SLOs.

In spring 2005, all of student services received training in the definition, creation, implementation, and analysis of SLOs. Student Services then established a SLO Taskforce. In the fall of 2005, the Strategic Planning & Budget Council (SPBC) established a taskforce to develop six Institutional Learning Outcomes (ILOs), which were then approved by the SPBC and the Academic Senate, and distributed to all faculty and staff. During the same semester, Bonnie Suderman presented two workshops on SLOs to an audience that included the Academic Senate, Academic Policies & Procedures Committee (AP&P), deans, and interested faculty. Based upon information presented in these workshops, and with advice from Bonnie Suderman, the Academic Senate created a Student Learning Outcomes Taskforce. The Taskforce was charged with determining a campus wide process for uniform implementation and assessment of SLOs at the course, program, and department level. In fall 2005, the college defined SLOs/OOs (Operational Out-

comes) as "overarching specific observable characteristics (i.e., skills, knowledge, etc.) developed by faculty/staff that allow them to determine or demonstrate that learning has occurred as a result of a specific course, program, activity, or process." A Faculty Chair, with 40 percent reassigned time, was appointed by the Academic Senate in February 2006. The Taskforce met five times during the spring 2006 semester, began researching best practices, and created a form to be used in developing SLOs. The 2005-2006 Accreditation Progress Report Survey indicated that over 83 percent of respondents had discussed SLOs at least three times in various campus settings.

The SLO Taskforce became a permanent standing committee of the Academic Senate in March 2006. The Taskforce recommended that primary committee functions include: (1) support and training across campus; (2) recommendation of assessment methods and tools; (3) guidance in the analysis of data; (4) connection to current campus practices; (5) support for the connection of SLOs/OOs to ILOs; and (6) the Program Review process for future accreditation reports. In the review of the ILOs and to establish SLOs at the course level, both the Academic Senate and AP&P representatives served as facilitators within their respective divisions. SLO Taskforce responsibilities ended in Spring 2006 and the newly created SLO Committee, a standing committee of the Academic Senate, became active in fall 2006.

A pivotal point in AVC's SLO history was the hiring of a new director of institutional research and planning in June 2006. Important initial functions of the director were acquainting the campus with re-

search methods and supporting evidence based-decision making. The director became a permanent member of the SLO Committee. In spring 2007, the director of institutional research and planning began informal discussion with faculty and staff on research methods. During the same semester, the SLO Committee Chair began attending division meetings to discuss the college's commitment to SLOs. Staff members in Student Services met with the SLO Chair and the director of research and planning to discuss their progress in the area of assessment.

Workshops for faculty and staff on the meaning and application of research techniques and internal training for the SLO Committee were conducted in 2007. The SLO Committee presented professional development workshops for the faculty and campus community on the development of course and program level SLOs. Inclusion of ILOs and SLOs as part of program review was approved in May 2007 and with that decision the connection between SLOs at the course and program levels became more clearly visible. Also in May 2007, the SLO Committee recommended there be a change in committee leadership. A motion was approved for a faculty co-chair to continue to be appointed by the Academic Senate with the vice president of academic affairs *or designee*, serving as co-chair.

During the 2007-2008 academic year, the SLO Committee continued to develop plans to assist faculty and staff in assessment strategies for courses, programs, and services. Several SLO workshops were presented as part of the Faculty Academy Program. The workshops provided opportunities for training in the development of SLOs, based upon measurable learning objectives. Faculty began establishing course level SLOs using existing Course Outlines of Record (CORs). A number of "SLO Write-Ins" were held, where members of the SLO Committee were available to guide faculty in appropriate creation and identification of SLOs and assessment methods. As SLOs were written, they were submitted to the SLO Committee for approval and review. Approved SLOs were filed with CORs in the Office of Academic Affairs. By fall 2008, faculty began collecting and analyzing assessment data.

As files filled with SLO paperwork, it became evident that to facilitate the comprehensive documentation and analysis of SLO data, some type of software package was needed. The SLO Committee and AP&P Committee evaluated software packages that would automate assessment management and link the process to program and institutional level outcomes. After review and input from administration, faculty, and Information Technology Services (ITS), the SLO Committee agreed that WEAVE Online met the institution's needs best. WEAVE Online was used on a limited basis during the 2008-2009 academic year while the program was being structured and individualized to meet campus needs. The research analyst of the Department of Institutional Research and Planning became the WEAVE Online Administrator. The SLO Committee and Department of Institutional Research and Planning continued to offer several workshops to help faculty and staff understand the role of SLOs, refine assessment, and begin dialogue regarding the data they were collecting. Members of the committee attended division and department meetings to present information and answer questions. The SLO Committee presented Faculty Professional Development events throughout the 2008-2009

and 2009-2010 academic years. Topics such as appropriate assessment design, connection of SLOs and program learning outcomes, and utilizing assessment results, were presented in workshop settings. In many workshops, active learning through hands-on experiences proved key to facilitating increased knowledge and understanding. As faculty grew in the knowledge of assessment, establishment and assessment of SLOs progressed.

AVC's WEAVE Online Administrator became a permanent member of the SLO Committee in spring 2010. By spring 2010, a total of 210 faculty and staff had attended 52 WEAVE Online training sessions and as the connection between SLOs, planning, and budgeting became clearer, so did faculty and staff participation in the process. The SLO Committee sponsored a spring 2010 Learning Outcomes Update event the same semester, where progress made in the last several years was communicated. The challenges ahead were also discussed, and SLO success stories were shared. Attendees were free to dialogue concerning their frustrations as well as triumphs. This workshop, well attended by a cross section of faculty, student services personnel, administration, and staff, was recognized by the

SLO Committee as a cultural turning point for the campus: we could confidently say we were seeing widespread institutional dialogue and that student learning outcomes and assessment results were influencing decision-making and improving student learning.

Part II: Where We are Now
The gathering of SLO assessment data has been steadily increasing over the past three years, with excellent discussions, modifications, and corrective actions in some areas like Psychology and Physics. As a whole, the campus is making good progress and is shifting from reporting by email summary to fully adopting reporting of Program, Student, and Operational Outcomes and assessments on the WEAVE Online program.

In order for courses to be counted as having provided assessment results in the following charts, course facilitators would have had to, at a minimum, entered information under the "Findings" section within WEAVE Online. Additionally, percentages were calculated using the total number of courses offered rather than the total number of courses in the college catalog for the corresponding assessment cycle.
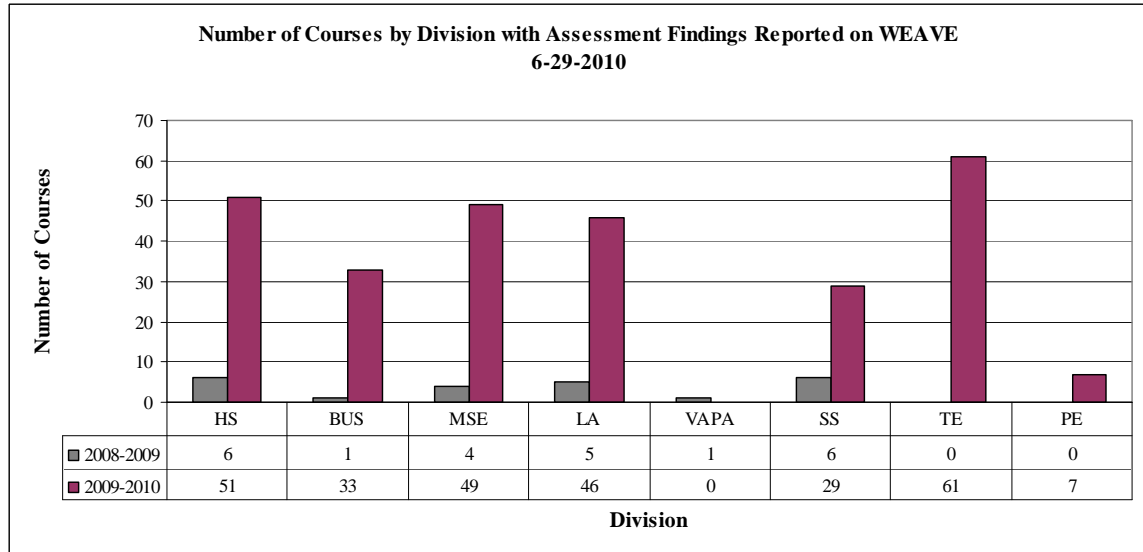
Academic Year	Total Taught	Total Assessed	Percent Assessed
2008-2009	950	23	2.42%
2009-2010	885	276	31.19%

For the 2008-2009 assessment cycle, the percent of courses that reported assessment findings is extremely low. It was during this period that the majority of the assessment effort was in the development of assessment tools used to measure course SLOs and the formalization of practices to implement the use of those assessment tools. WEAVE Online was not fully operational and the majority of faculty did not have access or training pertaining to WEAVE Online. A considerable increase has been noted between the 2008-2009 and 2009-2010 assessment cycles when observing the percent of total courses assessed. This percent increase corresponds with institutional efforts to emphasize the necessity for reporting SLO assessment findings. The increase of nearly 21 percent is preliminary, as the deadline for reporting findings has not been reached and many WEAVE Online facilitators are working to collect and aggregate any remaining SLO assessment results for their courses. The Department of Institutional Research and Planning anticipates a larger percent increase over the 2008-2009 assessment cycle, but will not be able to measure how much of an increase until the reporting deadline is reached.
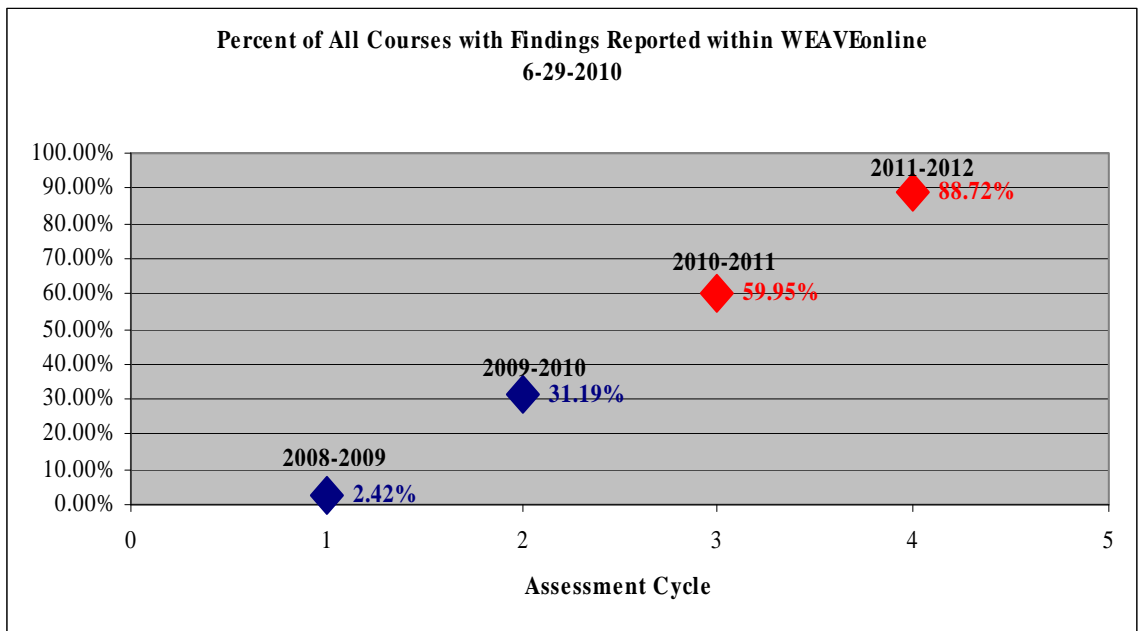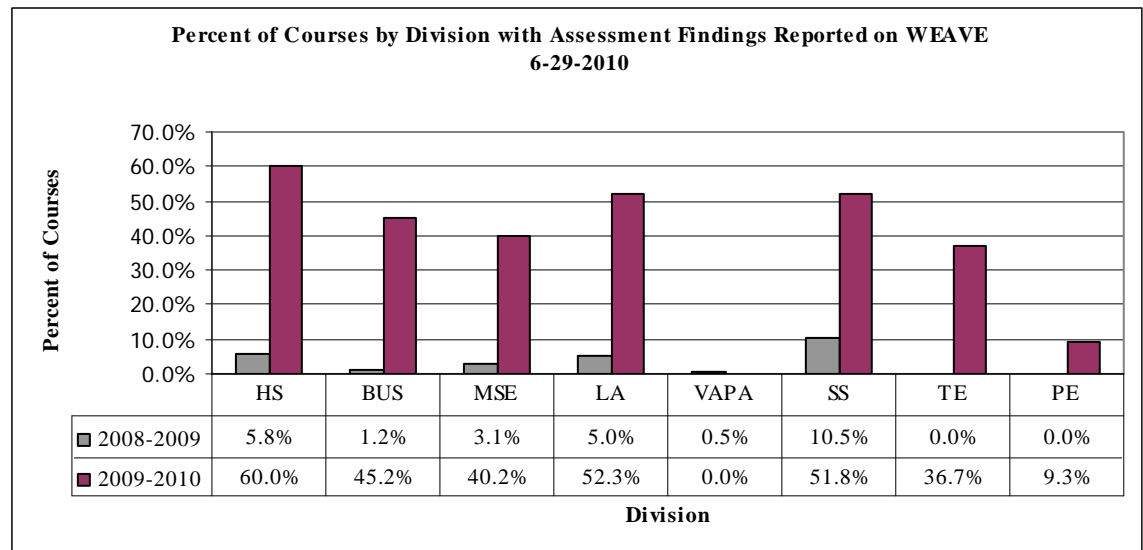

The preceding table shows the current SLO assessment reporting trend, where the first data point, in blue, indicates institutional achievement at the 2008-2009 assessment cycle and the last data point, in red, indicates where AVC will be at the 2011-2012 assessment cycle if the current trend continues. Antelope Valley College anticipates to be in a 100 percent compliance in the SLO assessment reporting by 2012.

Below is the number of courses by academic division that reported SLO assessment results for both the 2008-2009 and 2009-2010 assessment cycles. Both the Technical Education and Health Sciences divisions are ahead as far as sheer volume of courses reporting assessment results in WEAVE Online is concerned.

Number of Courses by Division with Assessment Findings Reported on WEAVE
6-29-2010

	HS	BUS	MSE	LA	VAPA	SS	TE	PE
2008-2009	6	1	4	5	1	6	0	0
2009-2010	51	33	49	46	0	29	61	7

Division

This next chart puts these divisional totals into perspective as each academic division offers a different total number of courses. The Health Sciences division has nearly a 60 percent compliance rate and currently is the leader in the overall percentage of courses reporting assessment findings in WEAVE Online. For divisions with a larger number of course offerings, it is evident that the same amount of work will yield a lower assessment reporting compliance rate as the denominator will have been larger. Special attention must be paid to academic divisions that have disproportionately more course offerings as these divisions may need more help coordinating faculty assessment efforts.

Percent of Courses by Division with Assessment Findings Reported on WEAVE
6-29-2010

	HS	BUS	MSE	LA	VAPA	SS	TE	PE
2008-2009	5.8%	1.2%	3.1%	5.0%	0.5%	10.5%	0.0%	0.0%
2009-2010	60.0%	45.2%	40.2%	52.3%	0.0%	51.8%	36.7%	9.3%

Division

Part III: Next Steps

At this point, approximately 95 percent of AVC courses include approved SLOs. In some cases further faculty dialogue must occur before there is consensus on SLOs still in the approval process. To date, almost 24 percent of courses taught during the 2009-2010 academic year have assessment data entered in WEAVE Online. Percentages are expected to increase as faculty continue to enter assessment results throughout the summer.

Goals for the future include the establishment of Program Learning Outcomes (PLOs) for all campus certificate and degree programs; increased participation in ongoing assessment of SLOs, PLOs, and OOs; and full incorporation of assessment results into yearly program review updates. The counseling faculty were tasked by the SLO Committee to develop PLOs for the general education of the associate degrees. During the later part of the spring 2010 semester the faculty agreed to three PLOs: (1) students demonstrate critical thinking skills and the competencies to function effectively within society; (2) students develop an appreciation of the physical environment and culture in which we live; and (3) students gain a self-awareness and self-understanding relative to our diverse society and global community. The counseling faculty will review the PLOs during the fall 2010 semester and begin developing assessment tools under the guidance of the SLO Committee. WEAVE Online mapping functions will be fully utilized by fall 2011. Quality improvement of SLOs and assessment methods will occur as revision needs are recognized. The SLO Committee will continue to address these and other emerging issues in Faculty Professional Development events, at Welcome Back Day, and in division, department, and committee meetings across campus.

Integrating learning outcomes and assessment practices across campus represents a tremendous cultural shift. The SLO Committee recognizes cultural change takes time, and that when examining our sometimes painful progress since 2004, we have made some amazing leaps. Rather than force change from the top down, the committee has agreed that faculty and staff must lead the way. Allowing faculty and staff to take ownership of these processes and to "learn by doing" will ensure that outcomes and assessment practices become a lasting, integral part of campus culture, will ensure student learning is a visible priority, and will increasingly influence ongoing improvement throughout the institution.

Off Campus Sites: Palmdale Center, Fox Field, and L.A. County Fire Department's North Training Center

Palmdale Center

Located in the City of Palmdale at 1529 East Palmdale Boulevard, the Antelope Valley College Palmdale Center is approximately eight miles from the college's main campus in the City of Lancaster. The Palmdale Center consists of 18,108 sq. feet of instructional space. This space includes nine "smart" classrooms and a newly constructed "state-of-the art" science lab. The science lab provides space for instruction in Astronomy and Physical Science. It also has an expanded student computer lab. Within the newly constructed Learning Resources Center, students can access Instructional Support/ Learning Center services that include:

- Basic skills tutoring
- General tutoring
- Media viewing room (3 stations)
- Supplemental Instruction
- Study Areas (individual and group)
- Open Computer Lab

In addition, reference and reserve library services are available to students. Counseling, financial aid, CalWORKs, career placement and student success planning are among the student service offices that operate at the Palmdale Center.

The director of extended services-assumes overall administrative oversight of the Palmdale Center, and is responsible for its day-to-day operation. A clerical assistant III, a short-term hourly staff member, and students works provide additional support for faculty, students and the public.

Enrollment at the Palmdale Center has dramatically increased, and all prevailing evidence suggests this trend will continue. Current student headcount enrollment at the Palmdale Center is approximately 2,300. Over the next three to five years, enrollment at the Palmdale Center is expected to increase to between 2,600 and 3,500 students. Students may enroll in courses at the Palmdale Center to complete the general education and subject area requirements for the associate degree.

The expansion of instructional programs, and support for learning resource services, meet the increased student enrollment at the Palmdale Center of 1,000, sustainable FTES. Present and future instruction master plans combine expanded course offerings to accommodate an increasing number of students. These students choose to pursue studies in basic skills and general education through exclusive enrollment in courses at the Palmdale Center. Coordination of the academic scheduling works to ensure that these course offerings are appropriate in nature and mirror the quality of services at the Lancaster Campus.

After working for more than a decade to secure donated property for a permanent Palmdale Campus, in 2008 a 60-acre parcel was purchased by the district for a new college campus. The purchase completed a significant milestone toward establishing a comprehensive college in the City of Palmdale. During 2007, an update of the college's Educational Master Plan was completed that identified the planning for future programs to be offered at the new Palmdale Campus. The district's Educational Master Plan is currently undergoing an additional revision to reflect

the instructional programs that will be needed over the next three to five years to meet the current and anticipated needs of the community.

Technical Education Division
The Airframe and Powerplant program conducts classes at Barnes Aviation, located at William J. Fox Airfield (50th Street West and Avenue G). This location provides students with a computer equipped classroom, technical library area, ample shop space and access to a general aviation hanger. There are also storage areas for the large training aids that students use as simulators for various aircraft systems. Appropriate parking and tie down locations are available for both the fixed wing aircraft and the helicopter. Students have convenient access to the aircraft at this location. This location meets all requirements of the Federal Aviation Administration.

The municipal Fire Fighter I Academy conducts all laboratory exercises at the Los Angeles County Fire Department's North Training Center. This state-of-the-art facility provides students with access to a three story fire drill tower, fire engines, fire fighting tools and equipment, standard fire fighting hoses and hydrants, various types of fire fighting ladders, and a spacious courtyard to conduct fire fighting training exercises. A classroom area is also available. By scheduling laboratory classes on Saturdays, AVC enables students to have full access to all equipment and facilities. Students have full access on that day because the fire department, for its training purposes, does not use the facility on Saturdays.

(Location 6th Street West and Avenue M)

Data summary for off campus sites, centers, and distance learning
The college offers courses at a number of sites away from the main campus in Lancaster in addition to the Palmdale Center. The subject areas and Lecture Hour Equivalent (LHE) for courses at the various sites are listed in the tables below for the 2009-2010 year.

LANCASTER

Division	Summer 09	Fall 09	Intersession 10	Spring 10	2009-2010
BUS	99.2	436.2		338.7	874.1
HD	21.8	51.9		30.5	104.2
HS	48.7	323.8		586.8	959.3
IR	1.5	4.5	0.5	7.5	14
LA	193.2	759.6	7.9	642.46	1603.16
LIB	4	16		13	33
MS	402.5	1188.1	25	988.2	2603.8
NCR	25.5	51.52	4	0	81.02
PE	141	319.65	12	304	776.65
SS	184.5	553		387	1124.5
TEC	77.2	556.7	1.4	490.3	1125.6
VAPA	180.8	629.64		596.3	1406.74
WE	0	0			0
TOTAL	1379.9	4890.61	50.8	4384.76	10706.07

Division	Summer 09	Fall 09	Intersession 10	Spring 10	2009-2010
BUS		27		36	63
HD		3		3	6
HS		20		18	38
LA	30	110.3	15	117.3	272.6
MS	58	67	28	84.5	237.5
NCR		0	0	0	0
PE	9	15		18	42
SS	26.9	69	18	87	200.9
TEC		15		18	33
VAPA		19		9	28
TOTAL	123.9	345.3	61	390.8	921

SOUTH VALLEY

Division	Summer 09	Fall 09	Intersession 10	Spring 10	2009-2010
BUS				4	4
HS		6		8.5	14.5
TOTAL		6		12.5	18.5

VARIOUS

Division	Summer 09	Fall 09	Intersession 10	Spring 10	2009-2010
HS	44.5	357.5	12.3	2.5	416.8
PE	4	2	2	7	15
TEC	21.2	74.2		84.2	179.6
TOTAL	69.7	433.7	14.3	93.7	611.4

As the data show, most divisions are represented at the Palmdale Center, but the courses are more limited in scope in the other off-site locations.

Distance Education offerings have also increased, and most divisions are now represented. Success and retention for online courses were compared to the same course on campus. The results of the study indicate that students do better in their courses in a traditional course setting compared with an online environment. A few courses, such as BUS 212 and CA 221, are exceptions, with a trend on a higher success rate online over the recent terms. The CFE 102 shows a higher rate of success in a traditional setting compared with online and MOA 101 has a high rate of success online. There is a higher rate of success in ESL courses in a traditional setting compared to online.

ENGL 101 and 102 are close to each other in comparing classroom environments with a slight edge in the traditional atmosphere. Students have historically had high success rates in traditional environments compared with the online courses. The remedial MATH 060 has been showing a decrease within the difference between the course environments. Additionally, BIOL 101 has a higher rate of success in the online environment. The traditional courses and online courses have grown more consistent from the beginning of offering HE 101 to the present. SOC 101 has a higher success rate online compared to the traditional atmosphere.

There is a higher rate of retention in the online OT courses, especially in OT 102. The other business courses seem to have close to a neutral retention rate with a slight advantage to traditional settings.

CFE 102 indicates a higher retention rate in the traditional course and the MOA 101 has a growing rate of retention in the online courses. ENGL 101 shows an increasing trend in retention in the traditional setting compared with the online setting. ESL courses show a similar rate in the class with a slight increase in online student retention over the past terms. The data shows that traditional courses have a higher rate of retention in the Math, Science and Engineering Department especially in BIOL 204 and CHEM 101. BIOL 101 is moving toward a higher retention rate online in comparison with traditional. The rate of retention in the Physical Education Division has shown to be close, but slightly varying semester to semester between online versus traditional settings. The courses within the Social and Behavioral Sciences Division show close to a neutral level of retention. They also show a slightly higher rate of retention in traditional courses, including POLS 101, ECON 102, COMM 131, and FTV 101. These courses thus show a trend of retaining more students than online.

External Independent Audit in use of Federal Grant Monies

Antelope Valley College administers a substantial amount of financial assistance from federal student aid under the following grants: (1) Federal Pell Grant, (2) Academic Competitiveness Grant, (3) Federal Stafford Loan, (4) Federal PLUS Loan, (5) Federal Supplemental Educational Opportunity Grant, and (6) Federal Work-Study. The total amount for 2010 was $39.4 million. In addition, for the 2009-2010 fiscal year, AVC received approximately $1.3 million from the U.S. Department of Education under the Title V Hispanic Serving Institutions Grant.

As a non-federal entity, Antelope Valley College conducts an annual independent audit as required by the Single Audit Act Amendments of 1996 (31 U.S.C. 7501–7507) and revised OMB Circular A–133, "Audits of States, Local Governments, and Non-Profit Organizations."

AVC is currently in contract with the accounting firm Messner & Hadley (*17072 Silica Dr., Suite 101 Victorville, Califor-* *nia 92395)* that performs the annual independent audit. The auditing process includes an informal pre-audit that occurs in June of each year, and the formal audit that is conducted every November. The June visit is to ensure that there are no major compliance-related issues, and if any are addressed at this time, the college will have ample time to correct these issues.

Besides fiscal audit authority, Messner & Hadley has programmatic authority, which gives it the power to review the progress towards goals and objectives on all competitive federal grants. The auditors have access to the financial documents of all grants, as well as the midterm and annual reports that are submitted to the program offices. For the 2007-2008, and 2008-2009 fiscal years, the auditors reported no major findings and certified that AVC complies with all Education Department General Audit Requirements.

Organizational Chart

Board of Trustees

Superintendent/President
Dr. Jackie L. Fisher, Sr.

- **Executive Director**
  Institutional Advancement and Foundation
  Bridget Razo
- **Director**
  Public and Governmental Relations
  Steve Standerfer

Vice President — Academic Affairs
Sharon Lowry

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  - **Director** — Child Development Center — Dr. Katarina Orlic-Babic
- **Dean** — Instructional Resources & Extended Services/Language Arts — Dr. Charlotte Forte-Parnell
  - **Temporary Director** — Extended Services – Palmdale Center — Dr. Robert Bell
  - **Temporary Director** — Learning Center, Basic Skills and Title V Activities — Agnes Jose-Eguaras
- **Director** — Institutional Research and Planning — Ted Younglove
- **Dean** — Math, Science & Engineering — Dr. Les Uhazy
- **Dean** — PE/Athletics/Visual & Performing Arts — Newton Chelette
- **Dean** — Social & Behavioral Sciences/Business, Computer Studies & Economic Development — Dr. Louis Tom O'Neil
  - **Director** — Corporate & Community Services — Vacant
- **Dean** — Technical Education — Margaret Drake

Vice President — Administrative Services
Deborah Wallace

- **Director** — Auxiliary Services — Dawn McIntosh
- **Director** — Business Services — Diana Keelen
- **Director** — Facilities Planning and Campus Development — Doug Jensen
- **Director** — Information Technology Services — Connie Moise
- **Director** — Maintenance and Operations — Raymond Miller
- Los Angeles County Sheriff's Department (Contract)

Vice President — Human Resources and Employee Relations
Michael Shane Turner

- **Director** — Human Resources — Cynthia Hoover
- **Director** — Risk Management and Environmental Health — Terry Cleveland

Vice President — Student Services
Dr. Rosa Hall

- **Dean** — Counseling & Matriculation — Dr. Roslyn Haley
  - **Director** — Extended Opportunity Program & Services — Gary Roggenstein
  - **Director** — Student Support Services/STAR — Linda Noteboom
- **Dean** — Enrollment Services — LaDonna Trimble
- **Dean** — Student Development & Services — Dr. Jill Zimmerman
  - **Director** — CalWORKs — Tim Wiley
  - **Director** — Disabled Student Services — Dr. Louis Lucero
  - **Director** — Financial Aid — Sherrie Padilla
  - **Director** — Job Placement — Ann Steinberg
  - **Director** — Student Activities & Community Outreach — Michelle Hernandez

Eligibility Requirements

The Accrediting Commission for Junior and Community College (ACCJC) last visited Antelope Valley College in fall 2004. We received notification of reaffirmation of accreditation with six recommendations and a request of a progress report with a visit. The 2006 Progress Report addressed the six recommendations, followed by an ACCJC visit on November 6, 2006. The visiting team validated that progress had been achieved and the report was "clear, concise, and comprehensive." On October 8, 2007, the college submitted the Midterm Report to ACCJC. The commission accepted the report with the requirement that the college complete a Follow Up Report, again followed by an ACCJC visit. In the report, emphasis was placed on the following three recommendations: 1, 3, and 6. On October 15, 2008, the college submitted to ACCJC the Follow Up Report. The visiting team validated that all three of the 2004 recommendations had been satisfied. ACCJC notified the college that the report was accepted at the January 2009 Accrediting Commission meeting. The college then began preparation for its self study in 2008 for accreditation in 2010 and continues to meet eligibility requirements for accreditation in the following areas:

1. Authority
Antelope Valley College is authorized as an educational institution to award degrees sanctioned by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education. (California Code of Regulations, Title 5. Division 6.

Chapter 2. Subchapter 1.§51016)

2. Mission
The Academic Policies & Procedures Committee (AP&P) annually reviews and considers revision to the district mission. At the May 20, 2010 Academic Senate meeting, the mission editorial revision submitted by AP&P was approved to read:

> *The mission of Antelope Valley Community College District is to serve the community by placing student success and student-centered learning as our number one priority through higher educational standards and innovative programs and services in a professional, team-driven environment. Antelope Valley College takes pride in providing a quality, comprehensive education for a diverse community of learners. We are committed to student success, offering value and opportunity to all members of our community.*

> *<u>We offer:</u> the following:*

> *Associate Degree Programs, Career Technical Programs, Transfer/General Education Courses, Basic Skills Courses, Student Support and Instructional Support, Workforce Preparation and Economic Development, and Personal Enrichment and Professional Development.*

On the May 26, 2010, SPBC was informed of the editorial revision. The minor revision was presented at the July 12, 2010 Board of Trustees meeting. The dis-

trict mission is published in the college catalog, Educational Master Plan, student handbook, Faculty Handbook, college website, Strategic Planning & Budget Council Annual Review Report, and AVC Tentative and Adopted Budget Reports.

3. Governing Board

The Board of Trustees for Antelope Valley College is an independent policy-making body, consisting of five elected members of the community. The board is responsible for the quality, integrity, and financial stability of the college. Board members serve on a staggered four-year schedule, thus providing continuity of service. There are no term limits to serve on the board. Annually, one student is elected by the student body to serve as Student Trustee.

The Board of Trustees for Antelope Valley College reflects constituent and public interests in activities and decisions through monthly meetings open to the public. In accordance with the Brown Act, meeting agendas are posted in advance and minutes are posted after each meeting.

4. Chief Executive Officer

The Antelope Valley Board of Trustees appointed Dr. Jackie L. Fisher Sr. as its Chief Executive Officer on March 24, 2004. Dr. Fisher's full-time responsibility is to the institution, with the requisite authority to administer board policies. Dr. Fisher serves as secretary to the Board of Trustees.

5. Administrative Capacity

The administrative staff consists of four vice presidents, who reside over four areas: Academic Affairs; Student Services; Administrative Services (formerly Business Services); and Human Resources and Employee Relations. In Student Services, three deans oversee the various services to students. In Academic Affairs, six deans oversee the academic programs. Due to changes in funding, several dean positions were frozen, which increased the range of oversight for many of the current deans. However, department chairs/coordinators were established in three divisions to assist with daily management activities. A director was hired in December 2009 to administer the day-to-day operations of the Palmdale Center.

6. Operational Status

Antelope Valley College has been operational since 1929 (81 years). The college offers students continuous access to a diverse set of courses and programs. These courses and programs lead to specific student goals: completing a certificate; completing an associate degree; transferring to a four-year institution; and/or improving skills necessary to compete in the workforce.

7. Degrees

Antelope Valley College offers 71 associate degrees (AA and AS) and 59 certificates in 43 areas of study in accordance with Title 5, §55063 and §55070 of the California Code of Regulations. At the beginning of the 2009 fall semester, slightly more than 16,000 students enrolled in classes leading to an associate degree or certificate. Degree and certificate opportunities, as well as transfer options, are outlined in the college catalog. Currently, at the Palmdale Center, full degrees are not offered; however, students can complete coursework leading to a degree or certificate.

8. Educational Programs

Antelope Valley College offers associate degrees and certificates that are in com-

pliance with Title 5 §55063 and §55070 respectively of the California Code of Regulations and California Chancellor's Office requirements. The Academic Policies & Procedures Committee (AP&P), a standing committee of the Academic Senate, ensures that all new or revised courses and programs are in accordance with the college mission. The committee is currently transitioning to CurricUNET software for course submissions. All associate degrees and certificates are identified on student transcripts and diplomas.

The college offers a comprehensive general education curriculum that includes a variety of general education, basic skills, and career technical courses. General education and basic skill courses, as well as support services, are offered at the Palmdale Center. These courses and services significantly reduce the need for students to travel to the Lancaster Campus. Fox Field, an instructional site, provides instructional facilities for the Airframe and Powerplant program.

Since the Basic Skills Initiative, the college has been more aggressive in providing intervention to Basic Skills students. The college established a Basic Skills Committee in 2007, with a faculty member and administrator serving as co-chairs. A director, counselor, and an educational advisor have since been hired in June 2009 to oversee additional activities and services.

Learning Resource Services are provided at the Lancaster campus and Palmdale Center. The Lancaster campus has the comprehensive offerings and supportive services. The services include the Math, Reading, and Writing Center, as well as tutoring, supplemental instruction, and workshops. These services are currently limited at the Palmdale Center. The Instructional Multimedia Center is also made available to students, staff, and faculty as a resource for term paper research, to reinforce and improve study skills or personal growth.

9. Academic Credit
Antelope Valley College grants academic credit in accordance with Title 5, §55002.5 of the California Code of Regulations. Information regarding degrees and certificates awarded by Antelope Valley College is made available to the public through the college catalog, both in print and online on pages 54-55.

10. Student Learning and Achievement
The Academic Policies & Procedures Committee (AP&P) ensures that for each Course Outline of Record (COR) the measurable objectives and their identified assessments are stated for approval (as mandated by Title 5 §55002). In fall 2005, the college defined Student Learning Outcomes/Operational Outcomes (SLOs/OOs) as "overarching specific observable characteristics (i.e., skills, knowledge, etc.) developed by faculty/staff that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course, program, activity, or process." Faculty, when developing or revising a course, must develop SLOs and have prior approval from the SLO Committee in order to complete the AP&P curriculum process. The approved CORs and SLOs are housed in the Office of Academic Affairs and are posted on the college website. In spring 2010, the SLO Committee developed a new handout, "Communicating SLOs to Students." The handout provides faculty with recommendations on how to initiate a conversation with students explaining SLOs and how the assessments will be

used for evaluating institutional effectiveness. The handout was distributed via email, and is housed in the Faculty Handbook and on the SLO Committee webpage.

SLOs and related PLOs have been developed in all areas of Student Services. Each area has completed several cycles of assessment and, based on the assessment results, has made adjustments on how services are delivered. In some instances, SLOs have been revised. A primary example of the SLO revision, based on dialogue, has occurred in the Counseling and Matriculation Division. The division developed not only SLOs for Human Development courses, but also for counseling services. Four of the six matriculation research projects were identified as the assessment tools to determine if students are gaining the decision-making skills necessary to meet their educational goals. One such project is a longitudinal study to determine if students follow their educational plans. A new program, "Degree-Works," will be used to compile data to support assessment for this project.

Operational Outcomes (OOs) have been identified for Administrative Services (formerly Business Services), Human Resources and Employee Relations, Maintenance and Operations, the President's Office, Information Technology, and the College Foundation. The SLO Committee also obtains and approves OOs for each of these areas. Once the committee has approved the OOs, they are returned to the respective area. The SLO Committee maintains a record of each approved OO.

SLOs and OOs are integrated into the four-year cycle of the Program Review report and the annual Program Review report. All of the SLOs/OOs are tied to the six Institutional Learning Outcomes (ILOs), which are published in the college catalog, the student handbook, and college website. ILOs, SLOs, OOs, and program review results are linked to the planning and budgeting process, influencing budgeting and institutional planning. The Strategic Planning & Budget Council uses these results to assess if decisions made have led to institutional effectiveness.

11. General Education
Antelope Valley College offers degree programs that include, as a substantial component, general education requirements. These general education requirements promote students' growth in both intellectual inquiry and breadth of knowledge. The Board of Governors of California Community Colleges and the college's Governing Board specify the requirements for graduation for an associate degree. Sixty semester units are required, with a minimum of 18 semester units in a designated major or an area of emphasis. In addition, proficiencies in reading, writing, and math are required. All degrees offered by the college are listed in the college catalog.

12. Academic Freedom
The Academic Freedom statement is included in Board Policy 4030, the Faculty Handbook, and the Faculty Union Contract. The Board Policy 4030 was reviewed and affirmed by the faculty in June 2008.

The Academic Freedom statement reads:

> *Freedom of expression is a legal right protected by the Constitution of the United States. This right is especially important in the academy. Academic freedom in the pursuit and dissemination of knowledge in an educational*

environment shall be ensured and maintained. Such freedom shall be recognized as a right of all members of the faculty, whether of tenure or non-tenure rank.

To ensure this freedom, faculty shall not be subjected to censorship or discipline solely on the grounds that he or she has expressed opinions or views, or provided access to opinions or views, which are controversial or unpopular. Antelope Valley College faculty have a special responsibility to insist that their institution does not yield to ephemeral passion or heavy community pressures to take hasty actions that may infringe on freedom of expression. Faculty have responsibility to present the subject matter of their courses as announced to students and as approved by the faculty in their collective responsibility for the curriculum. However, since instructors are responsible for implementing the learning process, they therefore have the freedom to select materials, methods of application, and procedures in carrying out their job duties. A faculty member is also free to present and discuss subject matter in a practical and relevant format. In areas of controversy, one has the right to express an opinion related to subject matter, and an expression of differing points of view should be allowed and encouraged. Within and beyond the academic community, a faculty member is free to speak or write, as a citizen, without fear of institutional censorship or

discipline. A faculty member is entitled to freedom in research and in publication and shall have exclusive right to all materials, which are the product of that person's mind and talent, unless there is a mutually acceptable contract to the contrary. If academic freedom of a faculty member is either impeded or brought into question, the code of ethics shall be consulted and the grievance policy shall be followed.

13. Faculty

As of spring 2010, Antelope Valley College employed 195 full-time and 423 adjunct faculty. All faculty members meet or exceed the minimum qualifications to teach their disciplines and all full-time faculty are listed in the college catalog. All academic degrees earned by faculty were confirmed by the Office of Human Resources and Employee Relations as being issued from accredited institutions approved by the U.S. Department of Education. Their qualifications are updated annually by the Academic Senate to ensure currency in the catalog. Faculty have extensive educational and vocational experience, which prepares them to teach their respective disciplines to a diverse student population. Many faculty contribute to the community by taking leadership roles in such areas as business, science, and personal counseling. Some also consult with local schools on K-12 curriculum. Several faculty have been instrumental in bringing millions of dollars to the college by their direct involvement in grant writing. These additional funds have expanded opportunities for faculty and staff members to increase instruction and support services to students. Each year the faculty, through the Academic Senate, recognize excellence by selecting one fac-

ulty member as the "Scholar in Residence." The Statewide Academic Senate has recognized five AVC faculty members as "Hayward Award" recipients. The full-time faculty members, through the Academic Senate, also recognize annually one adjunct faculty member for excellence in service to students.

14. Student Services

Student Services provides a wide array of services to new and returning students. A list of all the services is published in the college catalog, the college website, and on myAVC. These services include Enrollment Services, Counseling and Matriculation, Financial Aid, Student Development and Activities, Career/Transfer Center, Veteran Services, Office of Students with Disabilities, Student Transfer and Academic Retention (STAR) Program, Extended Opportunity Program and Services (EOP&S), and Information and Welcome Center. The Student Handbook also contains a listing of some of these services.

In addition, Antelope Valley College, in conjunction with Antelope Valley High School District, established a high school on the college campus: Students On the Academic Rise (SOAR). Through this special on-campus high school, students have the opportunity to gain confidence that they can and will obtain a college degree. An incoming freshman, after just five years of schooling, can earn, not just his or her high school diploma, but his or her associate degree as well.

During the spring 2010 semester, the Matriculation Committee developed and supported a new mentorship program—Student Success Mentorship Program. The Faculty Professional Development Committee approved faculty mentors to

receive FLEX credit for their participation. The program identifies students who are not part of a student support program, such as EOP&S or STAR, and they are paired with a faculty member, an administrator, or a community member who will provide support in helping the student gain academic success. Five program learning outcomes were identified and will be measured to determine if the program influences an increase in student retention, persistence, and success.

Changes to services for students at risk for academic probation and dismissal have been made. Students can now take the first level probation workshop online, thus not delaying the student's chances of registering for classes or hindering the ability to make good progress. Students are required to complete a contract and are limited to less than ten units. Students are also required to meet with a counselor to develop or update their student educational plans. The expanded orientation presentation is now available online in both English and Spanish. The Assessment Center has worked jointly with the mathematics faculty in establishing a Pre-Assessment Workshop (PAWs) for math. Students are encouraged to attend PAWs before taking or retaking the assessment test. Initial findings indicate that the workshops do help assess more accurately a student's current ability in math.

The Transfer/Career Center offers students a variety of support services. For example, career advisement and testing, transfer institution campus tours, assistance in application submissions, and online articulation of AVC courses with four-year university curricula. Students can also take advantage of college catalogs from many California Community Colleges, California State Universities,

and University of California institutions.

15. Admissions

As mandated by Title 5 requirements, Antelope Valley College is an "open door" institution. All high school graduates, students with a GED, or students older than 18 years of age who can benefit from a course of study are eligible for admission. The admission and registration policies are published in the college catalog and on the college website.

Students presently at the K-12th grade level who have not yet received a high school diploma, California proficiency or GED and are under the age of 18 may, with college approval, enroll at Antelope Valley College under our "Special Admittance of Minor Students" policy. Students must obtain permission from their school principal or designee and parents. Students must also seek additional information for further criteria and procedure from their guidance counselor or AVC Admission and Records. Veterans and eligible dependents receiving VA educational benefits can meet with the veteran program coordinator.

16. Information and Learning Resources

The Library provides information and learning resources through reference materials, books, magazines, and EBSCO-host. Librarians provide courses on information competencies, research methods, and offer classroom workshops. Reference librarians are also available for students needing assistance with online data-bases, print, and non-print collections. The Learning Center acts as a one-stop facility designed to provide easy access to multiple academic support services for students and faculty. The Learning Center offers instruction through the Math, Writing, and Reading Center. It also offers

tutoring, supplemental instruction, academic skills testing, video and computer-assisted instruction, and computer labs. The Instructional Multimedia Center provides support to faculty and students in the use of multimedia technologies. Each of these services supports the mission of the college in meeting educational, cultural, lifelong learning, and career technical goals.

Open computer labs at the Lancaster and Palmdale campuses are also made available to all students enrolled at the college and are maintained by the Information Technology Services Department.

17. Financial Resources

The Finance Plan for Antelope Valley College is developed and monitored by the Budget subcommittee of the Strategic Planning & Budget Council. It currently encompasses 2007-2010 fiscal years. The 2007-2010 Finance Plan represents a three-year extension of the 2007 Educational Master Plan and is reviewed and updated every three years with revisions and adjustments made to reflect the fiscal conditions and opportunities inherent in the dynamic statewide budget of California. The Finance Plan identifies the funding base and financial resources for the Facilities, Human Resources, Technology, and Enrollment Management Plans, all of which are derived from the Educational Master Plan and are used to support student learning programs and services, improve institutional effectiveness, and assure financial stability.

18. Financial Accountability

Antelope Valley College undergoes two annual audits: one preliminary; and one formal for the previous fiscal year. Both audits are conducted in compliance with the Chancellor's Office Contracted Dis-

trict Audit Manual. An outside-certified public accounting firm conducts the audits. The independent auditors review the college's business practices, accounting practices, and the enrollment accounting, policies, and procedures to verify internal controls and compliance with applicable GAAP, GASB, and federal, state, and local regulations. A draft report is developed in December that describes the economic and fiscal factors that affected the audited fiscal year and any known future indicators, and the draft report is used in administrative discussions regarding financial accountability. A final report is presented to the Board of Trustees in January, and a monthly report is given to the Board of Trustees that outlines a corrective action plan and progress towards resolving any audit exceptions.

The preliminary audit occurs in June/July and consists of auditors reviewing end of year progress, testing internal controls, and verifying that the college is in compliance at the end of the fiscal year. Any major compliance issues that arise are addressed.

19. Institutional Planning and Evaluation

The Strategic Planning & Budget Council (SPBC) utilizes the Educational Master Plan (strategic plan) as the blueprint for the college. In consideration of the college mission, the council reviews the Institutional Learning Outcomes, vision and values. The council also assesses progress in its effectiveness for institutional planning. Institutional practices are examined through an ongoing and systematic cycle of evaluation that includes annual and periodic reviews of plans and programs. As part of planning and evaluation, a systematic four-year program review process has been established for Academic Affairs, Student Services, and noninstructional areas.

Program review is used as a systematic self study, incorporating a peer review process to assess the institutional effectiveness of existing programs. Program reviews provide information on how to enhance educational programs and services to meet student needs, how to identify and create plans for future program development, and how to provide a foundation for the allocation and reallocation of resources. Program review self study reports and peer review reports are posted on the college website.

The Strategic Planning & Budget Council's subgroup of Communication/ Marketing develops an annual report that communicates to the campus and the outside community the goals and accomplishments of the council. An annual college Fact Book is also published by the Department of Institutional Research and Planning, which provides descriptions of students served, transfer rates, and overall success rates of students. The Institutional Advancement and Foundation also distributes periodic campus updates through emails and develops brochures for community outreach.

20. Public Information

The college catalog (printed and online), the online schedule of classes, the college website, and myAVC provide precise, accurate, and current information. The Office of Academic Affairs and the Department of Public and Governmental Relations maintains these documents. These documents include Institutional Learning Outcomes, the district's mission, course descriptions, prerequisites, corequisites, advisories, student guidelines, and support services. In addition, the college

catalog lists names and degrees of faculty and administrators, classified staff, and governing board members. Admissions and registration information, along with class offerings, are also available in the electronic class schedules. Additional information regarding the college is made available through the myAVC website, campus wide emails, and press releases to local newspapers and radio stations.

21. Relations with the Accrediting Commission

The college was given full accreditation in October 2004. As a result of the visiting team's evaluation, ACCJC required the college to complete a Progress Report followed by a visit, a midterm report, and Follow Up Report followed with a visit. All reports were accepted, demonstrating adherence to the eligibility requirements and accreditation standards. The college views the self study as an opportunity to improve the educational opportunities for the community it serves.
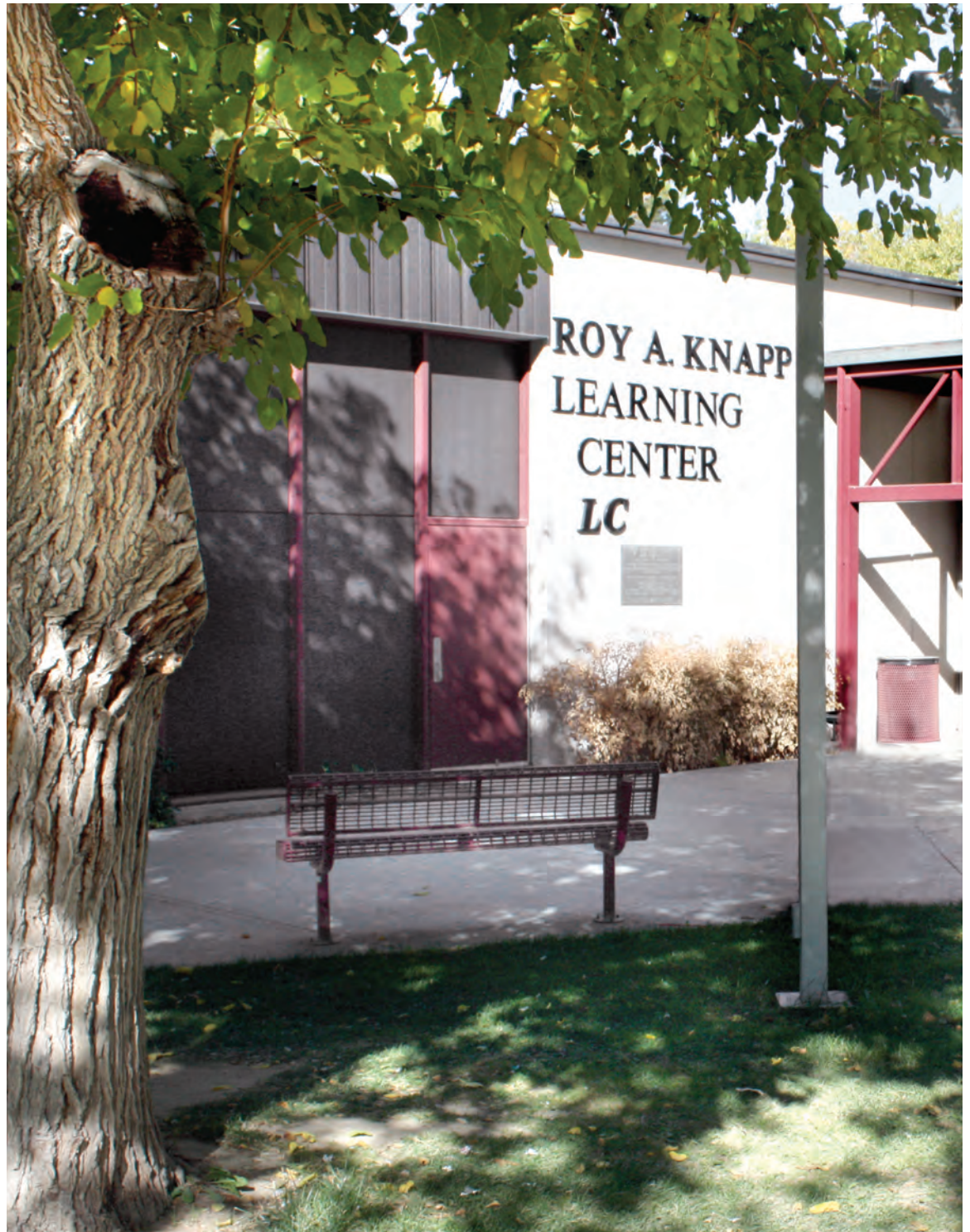
ANTELOPE VALLEY COLLEGE

Responses to 2004 Recommendations

Responses to Recommendations From the Most Recent Evaluation

Antelope Valley College received six recommendations.

***Recommendation #1:** **The college must develop a complete blueprint for planning that includes a review of the mission statement, and the research, planning, and evaluation process and ensure that clear communication of these processes to faculty, staff, and the community. (Standards I.A.3, I.B, I.B.3, I.B.4. I.B.6*) Recommendation 1 was completed and accepted by ACCJC in January 2009.*

The Strategic Planning & Budget Council (SPBC), the governance council, develops and oversees the Educational Master Plan (strategic plan): the blueprint for the college's budgeting and planning. The Educational Master Plan at Antelope Valley College is the overall strategic planning document for the Antelope Valley College District. It is a collaborative 'umbrella' plan developed by the faculty, staff, and administrators, and is designed to guide campus planning efforts in the near term (up to 3 years), as well as over the mid term (3-5 years) and long term (5-10 years). The Human Resources Plan, the Facilities Plan, the Finance Plan, Communication/Marketing Plan, and the Technology Plan are all derived from the Educational Master Plan. The Educational Master Plan serves as the foundation for subsequent plans for allocation of campus resources and goal setting, and is thus intended to be a "living document." The Educational Master Plan is one that is read, reviewed, and used during its planned three-year lifespan. The college mission is also reviewed annually and incorporated for guidance into the strategic and planning documents. These docu-

ments include the program review four-year reports, annual program review reports, Enrollment Management Plan, and the college budget plan. SPBC utilizes the annual timeline to ensure monthly tasks are accomplished. For example, SPBC informs the Academic & Policies Committee (AP&P), a standing committee of the Senate, to review the district mission. During spring 2010, the district mission was reviewed and reaffirmed by AP&P, and the committee informed SPBC. At the July 2010 meeting, the Board of Trustees was also informed of the mission editorial revision, and is included in the 2010-2011 College Catalog.

The planning of the college remains interdependent and synergistic. The Educational Plan depends on the data from program reviews and considers accreditation standards in the development of strategic goals. SPBC subgroups develop many of the major planning documents, derived from the Educational Master Plan. The subgroups and the Budget subcommittee continue to report regularly to SPBC, ensuring continuity and accountability. During the 2009-2010 academic year, the Office of Academic Affairs reduced the number of course offerings in order to meet goal #3 listed in "Campus Goals Led by the Superintendent/President," which states "Maximum enrollment not to exceed one percent above funded growth." Six guiding principles for determining what courses were to be cut and what courses were to be retained were identified under the guidance of the Goals and Guiding Principles of the Educational Master Plan and the college mission. They are: (1) save courses that are on

track for certificates, graduation, or transfer; (2) grow Palmdale; (3) maintain input via Basic Skills and General Education courses; (4) hit 11,500 FTES; (5) save courses that get jobs for students (Work Force Development); and (6) support athletic programs. In addition, planning entities outside of SPBC continue to ensure that their plans are guided by the Educational Master Plan and are integrated with plans from SPBC. For instance, the Enrollment Management Committee (EMC) made course allocation recommendations that were then carried out by the divisional deans in increasing course offerings at the Palmdale campus in accordance with the timeline of the Educational Master Plan and the Enrollment Management Plan. On February 3, 2010, SPBC discussed adding short-term classes at the Palmdale Center in order to plan for 1000 sustainable FTES. By obtaining the 1000 sustainable FTES at the Palmdale Center, the college anticipates over $1 million in additional funding to support the Palmdale Center. An action item from the February 3, 2010, SPBC meeting required the EMC to research additional short-term classes at the Palmdale Center in an effort to acquire the needed FTES. On February 26, 2010 the EMC recommended 11 strategies to build the FTES in Palmdale. As a result, on March 3, 2010 SPBC approved many of the recommendations including the addition of ten short-term classes to the spring 2010 schedule. The classes were marketed to the community and students were identified and contacted that could benefit from the additional course offerings. At the March 3, 2010 SPBC meeting, The Department of Institutional Research and Planning and EMC members provided data regarding five key issues: (1) past, current, and future Palmdale FTES; (2) LHE and FTES for summer 2009 through spring 2010; (3)

Palmdale room utilization and FTES; (4) results of a March 3, 2010 student survey regarding the desirability of short-term courses in Palmdale; and (5) the average FTES generated from online hybrid courses beginning in summer 2007 and ending in fall 2009. That data, along with the exchange of ideas and the communication in the EMC and SPBC meetings, aided the council in approving the financial support for the additional short-term classes in Palmdale during spring 2010.

The college mission statement affirms the college's commitment to student learning by providing high educational standards and innovative programs and services to a diverse student population. The comprehensive educational program offers Associate Degree Programs, Career Technical Programs, Transfer/General Education Courses, Basic Skills Courses, Student Support and Instructional Support, Workforce Preparation and Economic Development, and Personal Enrichment and Professional Development. During the 2009-2010 academic year, the counseling faculty were charged by the Student Learning Outcomes Committee to develop Program Learning Outcomes (PLOs) for general education. Using the mission as a guide, three general educational PLOs were established. *(SLOs discussed in Recommendation #3.)*

With the recent review of the mission, SPBC established a taskforce to review the Institutional Learning Outcomes (ILOs). The ILO's have been difficult to evaluate with direct methods in a comprehensive fashion. The ILO's have been assessed on an annual basis using a 20 question survey of AVC students. In addition to surveying students on their impression of achievement of the ILOs, the taskforce will determine if the ILOs need revision

to more directly assess if they are being achieved.

ILO Assessment Survey Results
2007-2008

ILO	Average
1	74%
2	78%
3	63%
4	64%
5	58%
6	43%

ILO	%
1	76%
2	72%
3	55%
4	70%
5	68%
6	37%

ILO	%
1	71%
2	70%
3	54%
4	65%
5	63%
6	32%

The college's Fact Book annually summarizes research findings on degrees and certificates awarded that tie to the ILOs. The Fact Book also serves as a resource for the community when seeking information on the campus, as well as a source of general information about the campus, its students, and programs for campus organizations. The Fact Book information is designed to give a general picture of the data and answers the most frequently asked questions by the community and students about the campus. An Accountability Reporting for the Community Colleges (ARCC) section was added to the Fact Book in 2008 and was updated in the most recent edition for fall 2009. The Fact Book is keyed off of the State Chancellor's Office Data Mart data for fall terms. The Department of Institutional Research and Planning started a short (two to three page) monthly newsletter featuring two to three projects with brief descriptions and one to two tables and graphs. The 'Notes From the Researchers' intends to provide brief views of research projects in a short and understandable fashion to general readers. The 'Notes' serve to showcase research projects and provide examples of different types of research methods to help inform the campus on what is going on and to generate new research projects. The 'Notes' are distributed in electronic and hard copy formats, and are also available on the college website (http://www.avc.edu/administration/research/). They have been well received by the campus.

Month	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TO-TAL
2007 - 2008	10	8	9	15	23	7	13	14	17	15	12	4	147
2008 - 2009	9	15	23	23	8	11	31	14	30	25	32	25	246
2009 - 2010	16	25	25	33	19	28	6	18	29	24	27	3	253

During the 2007-2008, 2008-2009, and 2009-2010 academic years, the Department of Institutional Research and Planning (DIRP) conducted 147, 246, and 231 research projects respectively.

Sixty-one departments, divisions, and areas, as well as individuals, use research projects for decision-making. Many of the research projects are used to make requests to SPBC

for budgeting requests, such as with the program review reports and data on specific programs that do not show up under the specific projects for SPBC. SPBC and Enroll-ment Management have two standing projects involving enrollment: (1) Lecture Hour Equivalent; and (2) instructional expenditures that are standing requests. These are up-dated and revised so that they do not appear as new projects. Furthermore, the reports on them are updated and revised dynamically as the year progresses and budget and enroll-ment conditions change. The data for program review reports are standardized, while still allowing for additional data requests. The college's need for data continues to be a priority in ensuring that decisions are data driven.

AREA	2008 - 2009	2009 - 2010	AREA	2008 -2009	2009 - 2010
Academic Affairs	10	13	Job Placement Center	3	3
Academic Senate	2	4	LA Division	7	8
Accreditation	3	3	Learning Center	13	3
Admissions and Records	4	2	Maintenance Operations	1	0
AP&P	6	6	Modern Language Association	0	1
ARCC	1	0	MSE Division	3	3
Assessment	4	2	DIRP	35	41
AVHSD	2	2	OSD	3	1
Basic Skills	3	4	Outreach	0	4
BCSED Division	7	10	Palmdale	4	2
Board of Trustees	1	0	PE Division	13	11
Business Services	2	4	Peterson's Survey	1	1
CalWORKs	4	0	President's Office	3	1
Chapman College	1	0	Public Relations	2	2
Chronicle Guidance	1	0	Risk Management	2	1
CMS	1	2	SBS Division	6	5
Comm Services	1	5	SLO Committee	2	1
Counseling	6	7	SPBC	0	1
CSUB	1	1	STAR	6	2
DOE NCES	1	0	STEM	0	1
Enrollment Management	0	2	Student Development	5	6
EOPS/CARE	6	4	Student Equity & Success	8	2
Facilities and Planning	4	2	Student Evals	11	17
Financial Aid	1	2	Student Services	7	5
Foundation	5	0	TE Division	0	1
Honors	2	0	Tenure Review	3	3
HS Division	2	6	Title V	5	1
Human Resources	0	5	Transfer Center	0	1
IRES Division	4	4	Union	3	4
ITS	3	1	US Dept of Education	0	1
			VAPA Division	12	7

The SPBC Communication/Marketing subgroup provides the college community information, facilitating dialogue on the various issues addressed by the college. Both formal and informal communication channels are used to engage the campus in planning and budgeting. A major project of the subgroup is the development of the annual review of SPBC. The annual review identifies the goals and outcomes for each of the subgroups, and SPBC overall. The review is widely distributed to the campus community in both electronic and printed form, and is posted on the college website. In addition to the annual review, there continues to be more than 50 campus updates each year. These updates provide information regarding state and local budget issues, budget augmentations, and board actions. In spring 2010, the subgroup utilized a six item survey to determine how well the various constituencies understand how ongoing program reviews influence the budgeting process. The survey results suggest that program reviews have been performed and the campus community sees the connection to program review and resource allocations.

The college superintendent/president continues to hold "Dialogue with the President" forums. During the 2009-2010 academic year, six dialogues were held. The topics covered: campus goals, security, distance education, accreditation, budget, and the Palmdale site expansion. Each year the superintendent/president requests the campus to identify activities and accomplishments related to specific goals,

such as how the college can: (1) continue to implement 2004 accreditation team recommendations; (2) expand Palmdale FTES to 1000 annually; (3) implement the enrollment management plan that will generate a maximum of one percent allowable funded growth; and (4) support and maintain a college culture of collegiality where all constituent groups are mission driven**.** The entire list is reviewed by the campus as a whole and specifically by the Administration Council before presentation to the Board of Trustees.

The cycle of a four-year program review is well established across the various divisions, departments, offices, and areas. Executive summaries are provided to SPBC, as well as complete program review reports that are used for planning and budgeting. The executive reports and completed program reviews are placed on the college's website, and presented to the Board of Trustees as an informative report. Institutional effectiveness continues to be assessed as programs and services undergo self-evaluation and institutionally based peer-team reviews. Programs review studies are directly linked to the Educational Master Planning process, budget requests, and resource allocations. With support from the college superintendent/president, SPBC reinforces that current program reviews are required for new resource allocations. *(Program Review is further discussed in Recommendation 3: Linking outcomes to planning and budgeting process and 6.3)*

__Recommendation #2: The college must improve communication by engaging in dialogue that is inclusive, informed, and intentional about institutional quality and dialogue must include formal pathways for effective communication links so that information and recommendations are disseminated to all constituent groups. (Standards I.A.4, I.B.1, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7) Recommendation 2 was completed and accepted by ACCJC in January 2008.__

The mission of the Department of Institutional Research and Planning (DIRP) is to:

- Provide high quality timely research and support in research, planning and assessment of institutional effectiveness to members of the Antelope Valley College community;

- Facilitate assessment of institutional effectiveness activities;

- Serve as a reliable source for comprehensive and accurate information about the institution;

- Lead informed and collaborative planning and decision-making at all levels of the college through research design, data collection and analysis, reports of findings, and recommendations for performance excellence in the accomplishment of the Antelope Valley College comprehensive mission.

The DIRP is guided by two key institutional research goals: (1) provide technical assistance in assessment and performance evaluation; and (2) create links between strategic planning, college goals, and institutional planning.

Two major annual projects produced by the DIRP are the Fact Book and the Student Equity Report. The Fact Book is intended to be a reference manual describing data trends concerning the district's service areas, students, faculty, staff, instructional programs and services. Since the 2007 Midterm report, the college produced a 2008 and 2009 Fact Book. The book is organized by the following sections: Antelope Valley College Service Area, Student Enrollment Trends, New AVC Students, Specific Student Populations, Faculty and Staff, Outcomes and Measures of Success, Transfer Data, Accountability Reporting in California Committee Colleges, Addendum, Accountability in Higher Education, and list of figures and tables. The Fact Book was again refreshed with updated graphics, and full sets of figures and tables from previous editions were incorporated. The Fact Book's data were also validated. Spreadsheets and formulas were again saved, as well as listings of data sources, to ensure continuity of future college Fact Books. As a result of the additional efforts of the 2006 revision, it was easier to develop and ensure that the 2009 Fact Book contained the most relevant sources. Hard copies have been distributed to the Library, the President's Office, the Vice Presidents' offices, the Academic Senate Office, and each division office. An electronic copy has been emailed to the entire campus and posted on the college website.

In addition, the DIRP has developed and disseminated a monthly "Notes from the Researchers" periodical that serves to inform campus constituents on current notable research projects as well as engage administrators, faculty and staff in a campus wide dialogue about current research practices and institutional quality. An in-

crease in research requests has been observed since the DIRP started publishing its periodical, which indicates that its monthly newsletter is facilitating such a dialogue.

The Student Equity Report is produced by the Student Success & Equity Committee under the direction of the Student Development and Student Programs and Services, with the data compilation and reporting conducted by the DIRP. The Student Success & Equity Committee, the Basic Skills Committee, and the faculty of the English, Reading, and Math departments use the Student Equity Report. A broad summary of the Equity Report findings is presented to the Board, and as a FLEX event to the faculty, with the full report available on the college website.

The SPBC Communication/Marketing subgroup and the SPBC constituency representatives continue to communicate major decisions of how budget decisions are being made. A major project of the subgroup is to produce the annual review. The annual review provides highlights and achievements of the various subgroups of SPBC and describes the planning and budgeting process used by the college, which continues to include the strategic planning framework for the systematic cycle of evaluation. The report is produced in both printed and online formats. The general public continues to have access to the annual reports through the college website, using the links for Campus Organizations, SPBC documents.

The Student Learning Outcomes (SLOs) Committee, a standing committee of the Academic Senate, provides the campus community workshops through the Faculty Professional Development Program (FLEX). Presentations are presented at

Board of Trustees meetings, division meetings, Academic Senate meetings, and one-to-one instruction. The committee has implemented, since the 2008 Follow-Up Report, the WEAVE Online software package. WEAVE Online automates the assessment management of SLOs and links the process to PLOs and ILOs. The program also provides seamless linkage between the various levels of assessment to program review and the accreditation standards. The program has facilitated a culture of evidence on the campus. During the 2009-2010 academic year, the academic divisions and the division of Counseling and Matriculation identified "Faculty WEAVE Online Facilitators." The faculty and staff WEAVE Online Facilitators are responsible for the collection of SLO data from the respective discipline faculty or staff and submit the data into WEAVE Online. Some faculty submit SLO data each semester for their courses, while others submit annually. The SLO Committee requires that at least one SLO for each course be assessed each academic year. Several members of the SLO Committee, along with the DIRP, provide WEAVE Online training. There have been 51 training sessions, with 210 staff members receiving hands on instruction on the application and program features of WEAVE Online. *(SLOs are addressed in greater detail in Recommendation 3).*

The superintendent/president continues to provide "Dialogue with the President" forums. During the 2009-2010 academic year, six forums were held in an effort to keep the campus community informed. For the last few years, the FLEX committee approved faculty to receive Standard 1 flex credit for their participation. During the 2009-2010 academic year topics ranged from progress in the development

of the accreditation self study, the budgeting process, campus goals, security, distance education, and the Palmdale Center expansion efforts.

Since 2005, each year the superintendent/president has sought input from all constituent groups to develop "Campus Goals Led by the Superintendent/President." A primary purpose of establishing common goals is to ensure that all constituent groups and the superintendent/president collaborate in making sure that needs of the students and college are met. Another rationale is to communicate to all constituent groups that goals established for the superintendent/president and college are congruent with the college's mission, philosophy, vision, and values. In June of each year, the Board of Trustees approves the list of goals. The Board of Trustees may elect to add goals to the list that are specific for the superintendent/president. At the end of each spring semester, the Office of the Superintendent/President requests and receives accomplishments from all areas. This is done as evidence to all constituent groups and the Board of Trustees as an assessment of how well the goals were met. Each year, the goals and accomplishments are posted on the college website and used as benchmarks for setting goals for the ensuing academic year. For example, in the 2009-2010 academic year, a six percent of unrestricted reserve was established. For 2010-2011, an eight percent unrestricted reserve was agreed upon by all constituent groups to provide adequate revenue during this current economic crisis. Communication has remained as a key goal identified by the entire campus community, including the Board of Trustees. The superintendent/president continues to employ a variety of venues to maintain communication: email, small group meetings, Academic

Senate meetings, union leadership meetings, campus walks, and community committee memberships. *(Superintendent/president Dialogues are addressed in Recommendation 1 and 2).*

In 2007, to address campus concerns related to myAVC and the temporary hourly support offered by the help desk, a position description for a permanent classified help desk technician was developed. A proposal was made to move funds allocated for temporary hourly technical support to fund a part-time permanent Help Desk Technician position. In addition, a budget augmentation was requested to fill this position. Neither recommendation was funded.

From 2007 through 2009, the myAVC Help Desk responded to more than 39,663 calls for assistance in using myAVC. Students continue to need technical assistance in accessing and using myAVC, the portal for all registration and other online services. However, this assistance is only sporadically available between the other assignments of the existing ITS area employees. When funding becomes available the college will employ a full-time employee who will provide technical support to the students using myAVC. Technical Training offers extensive formal and informal training opportunities for employees to orient them to information technology services and campus wide technologies to increase their effectiveness in using the campus resources. Since the technical trainer was hired in early 2007, individual appointments and department trainings have become commonplace. In 2009-2010, more than 371 faculty and staff have been trained through 44 formal training sessions on a variety of topics ranging from the Blackboard Online Course Management System to features

of the ShoreTel Voice Mail System. Additional technical training topics include myAVC, Ad Astra room scheduling, Microsoft and Banner applications, along with many others. Also, the technical training area provides a variety of learning resources, including: (1) online tutorials; and (2) reference guides and self-paced materials to enhance employee understanding of the IT and telecommunications resources available at AVC. Technical training has updated the employee technology orientation program and continues to develop resources to assist employees with new IT applications and systems.

Since the Midterm Accreditation Report, AVC has hired its first full-time webmaster to oversee the college's website. This has become an important communications vehicle for both internal and external audiences.

The number of visitors to the site has increased substantially. During the first week of fall semester 2008, there were 16,675 unique visitors to the site spending an average of one minute, 15 seconds on the site and viewing 1.24 pages per visit. During the same period in 2009, the number of unique visitors to the site was 24,152 (an increase of 44.8 percent). The time spent on the site during the first week of the fall 2009 semester by each of those visitors averaged two minutes, five seconds (an increase of 66.6 percent). The number of pages viewed per visit increased to 2.06.

The increased website traffic coincided with the launch in August 2009 of the college's website redesign, which was intended to help people better navigate the site and to engage people in the campus community.

The number of visitors to the website varies throughout the year, with registration periods at the beginning of the fall and spring semesters typically generating the largest number of online visits. In general, both the number of visitors and the time spent by those visitors on the AVC site has increased in the two years since the hiring of the webmaster. In the 2009-2010 academic year, the weekly number of visits reached a high of 32,632 unique visitors the week of February 8-14, 2010, with visitors averaging three minutes on the site and viewing an average of 2.24 pages per visit. Statistics regarding the percentage of recent visits shows that a majority of AVC web visitors return within a week, meaning the currency of the site is valuable to the college's audience.

Recent additions to the website reflect how technology is used to foster communication including:

- Online orientation for students, available in English and Spanish language versions.

- Online graduation application.

- Online orientation for online learning.

- Library tutorial quizzes to determine students' knowledge of the AVC Library. Quiz results are sent to students and their respective instructors.

- Online workshop for students on academic probation.

- Online faculty professional development (FPD) contract forms.

Web projects currently in development include revamping the Office of Human Resources and Employee Relations site.

This is meant to provide people additional information and online forms. Also to be included is a nursing student tracking database, as well as a data base to follow student progress. This will reduce faculty workload.

There are 21 content managers from various areas on campus who help maintain content for the website. The anticipated launch of new content management system (CMS) software in late 2010 or early 2011 is expected to enhance the ability of various campus stakeholders to update and maintain web content.

The college's intranet site, myAVC, is useful in fostering internal communication. It is the platform for sending campus updates to employees. Employees identified, through a survey, that their prime source of information on the college was myAVC. In addition, myAVC hosts sites for the Board of Trustees, college committees and various college departments where people can obtain meeting agendas, minutes, calendars, policies, procedures, documents and forms, as well as participate in online chat and message boards.

> *__Recommendation #3:__ The college must develop and implement student-learning outcomes for all its courses, programs, services, and for the institution as a whole while linking the outcomes to planning and the budgeting process. Equally important, the college must develop mechanisms for measuring those outcomes and commit to using the findings to improve student learning for its diverse students. (Standards I.B, I.B.3, II.A.1c, II.A.2a, II.A.2d, II.A.2e, II.A.2f, II.B.3, II.B.4, II.C.2) Recommendation 3 was completed and accepted by ACCJC in January 2009.*

Develop and implement student learning outcomes:

The Student Learning Outcome Committee works with the entire campus in establishing Student Learning Outcomes (SLOs) at the course level. The committee continues to affirm the definition for student learning outcomes/operational outcomes (SLOs/OOs) as, "overarching specific observable characteristic (i.e. skills, knowledge, etc.) developed by faculty/ staff that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course, program, activity, or process." The college has made significant progress in the development of Student Learning Outcomes/Operational Outcomes and their assessments. Development of Program Learning Outcomes for all Student Services have occurred and several cycles of assessment have been completed. Several academic programs have also developed PLOs and are continuing or beginning cycles of assessment. The major work for the 2010-2011 academic year is to move the rest of the academic programs into establishing and assessing PLOs.

The SLO Committee remains a standing committee of the Academic Senate. The SLO faculty co-chair reports at least twice a semester on the campus progress and activities regarding Student Learning Outcomes/Operational Outcomes to the Academic Senate. The SLO co-chair also presents at Faculty Professional Development Program (FLEX) workshops, Welcome Back Day, divisional meetings, staff meetings, and Board of Trustee meetings. The director of institutional research and planning also serves as co-chair of the SLO Committee. The co-chairs work closely together in reviewing and recommending processes to the SLO Committee. Even though the co-chairs work with

all levels of the college campus, typically the faculty co-chair works with faculty on SLOs/PLOs, while the director of institutional research and planning assists more directly with noninstructional areas on Operational Outcomes (OOs).

Now that courses taught at the college have approved SLOs, the Technical Review Subcommittee has been suspended. The committee is considering reestablishing the Technical Review Committee to provide support and guidance in PLO development. The SLO Committee employed "write-in" workshops when SLOs were developed, where SLO Committee members and faculty volunteers helped each other to develop SLOs and identify appropriate assessment tools. Faculty across the campus met in small discipline-specific groups to develop and identify assessment tools. The committee is considering employing this successful strategy again to facilitate development of PLOs and identification of assessment tools.

The SLO Committee continues to define a program as follows: "an educational program is an organized sequence of courses leading to a defined objective: a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." For educational programs, the established process approved by the SLO Committee (stated in 2008) remains in place as PLOs are developed:

1. Discipline faculty create PLOs following the common format.

2. PLOs are submitted to the SLO committee for recording.

3. The SLO Committee (or possible reestablishment of the Technical Review Committee) verifies that the PLOs are directly related to the ap-

proved SLOs for each course that is part of the program.

4. A matrix showing a correlation between each PLO and courses that are introduced, developed, and ultimately mastered must accompany every PLO form.

5. Verify that PLOs have been established.

The counseling faculty were tasked by the SLO committee to develop general education PLOs for the associate degree. Three PLOs were established: (1) students demonstrate critical thinking skills and the competencies to function effectively within society; (2) students develop an appreciation of the physical environment and culture in which we live; and (3) students gain a self-awareness and self-understanding relative to our diverse and global community. Fall 2010, the counseling faculty will review and identify assessment tools, guided by the SLO committee.

All of Student Services have established SLOs and PLOs and several cycles of assessment have been completed. Faculty in several academic areas have now completed at least one cycle of assessment. As a result of SLO assessments, dialogue has occurred within divisions, departments, and areas, resulting in improvements to services for students, teaching methods, and when appropriate, revision of SLOs and/or PLOs. An example from PSY 101 faculty stated that discussion regarding SLO assessment results "has not only fostered greater communication with adjuncts, but also gotten us to rewrite some of our SLO evaluation methods and personally try new teaching methods to try to get our students to learn the basic (and important) information. I just assumed

they were getting it but learned through SLO evaluation they were not!" Another faculty commented that "the main positive effect of SLOs for the Communication Studies department has been that it focused our efforts better on creating consistency throughout our courses."

In May 2010, the WEAVE Online Administrator, Academic Senate President, and SLO Committee Faculty Co-Chair received training in the use of the WEAVE Online mapping module. Once WEAVE Online mapping functions have been fully implemented there will be greater capability to show linkage between individual courses, programs, and the institutional level outcomes. The WEAVE Online Administrator and Faculty Co-Chair plan to pilot the mapping process during summer 2010 with the Child and Family Education program. In fall 2010 the SLO Committee expects the function will be ready for use by other academic programs, with full implementation occurring by fall 2011.

As Operational Outcomes (OO) are developed, the SLO Committee acknowledged and recorded their completion. OO assessment has begun in several areas; all areas will have assessed at least one outcome by the end of August 2010.

The process established jointly by the AP&P Committee and SLO Committee for approved Course Outlines of Record (CORs) and approved SLOs has been firmly established. The committees anticipate electronically linking approved SLOs to CORs in curricUNET. Approved CORs can currently be accessed via a link from the SLO webpage to the AP&P page. A reverse link from the AP&P webpage links to approved SLOs posted on the SLO webpage. Once approved, the most current COR for each course is posted on AP&P's public webpage and sent out to divisions for their files. Thus, faculty are now able to access and use the current, approved version of the COR from which they design their syllabus and develop their SLOs. The COR matrix not only displays the progress of course development and revision, but also includes columns that track the following information regarding SLOs: (1) development for each course; (2) the first SLO draft; (3) and the approved SLO. While there is a column for assessment, the assessment will all be tracked via WEAVE Online. Every time data is entered into WEAVE Online, a date stamp indicates the latest entry. In addition, approved and revised SLO forms are sent to AP&P's academic affairs technician for inclusion on the COR matrix and to be housed in the COR file that contains the entire working history of each course on campus**.** The COR matrix is distributed at the end of fall and spring semesters to the Academic Affairs Office, all AP&P faculty representatives, the senate president, all deans, the SLO co-chairs, and the program review coordinator, so that everyone is aware of the status of their CORs and the accompanying SLOs. In addition, revised curriculum guidelines refer to the link between the measurable objectives listed on each COR and the establishment of SLOs. The AP&P liaison to the SLO Committee maintains a two-way dialogue between the committees, and consults with the co-chairs of both committees. All new and revised courses coming to AP&P for review must be accompanied by approved SLOs. Revised AP&P guidelines for the development of degrees and certificates also require that faculty consult with the SLO Committee in order to review the SLOs for their courses and for guidance in developing their Program Learning

Outcomes. The AP&P committee approved the purchase of the CurricUNET software program by Governet (this program is also being used by the Chancellor's Office). This software program is customized for AVC and has a link that attaches the SLOs to the COR. This software will greatly increase the accuracy of tracking and updating the CORs and SLOs for the college. An AP&P steering committee was formed. Members included the AP&P committee, the Distance Education Committee, and the Faculty Accreditation Coordinator. The steering committee's objective was to aide CurricUNET in the customization, such as developing the user list and function, system design, and AP&P approval process and documentation. The steering committee met once a month starting from August 2009 to December 2009. Software beta testing began in the spring 2010 semester. The beta testing dates were March 30th, 2010, and April 15th and 16th, 2010. After the beta testing was complete, Governet needed time to incorporate the changes requested from the AP&P committee and training began toward the end of the spring 2010 semester. The initial online training dates were May 27th and 28th, 2010. Governet will send a representative to conduct on site training in the fall 2010 semester. The AP&P process for course approval remains a rigorous one, reflecting the culture of the campus and adhering to the regulations of Title 5 and the requirements of the Chancellor's Office.

In 2009, Antelope Valley College made a major push to move from a pilot cycle of SLO assessment reporting within WEAVE Online to campus wide implementation through SLO training sessions. AVC faculty were provided FLEX credit for every hour they attended training offered through the FLEX calendar or by the Department of Institutional Research and Planning (DIRP). Individual training sessions through the DIRP were tailored to fit the specific needs of the trainee(s) and group training sessions were provided for departments and areas that had similar SLO assessment reporting needs. For the purposes of keeping assessment reporting streamlined and consistent, the Student Learning Outcomes Committee instituted a hierarchical structure whereby a WEAVE Online Facilitator, faculty or staff willing to take on the responsibility of aggregating assessment data for their department or area and subsequently reporting those findings, would be the point person for WEAVE Online entry. WEAVE Online facilitators for academic departments were also provided FLEX credit, with the amount of credit being determined by how many courses, and sections of those courses, the facilitator would have to manage for a given reporting cycle. A week of WEAVE Online training was scheduled, and it was developed specifically to target the training needs for WEAVE Online facilitators. The May 17th week of WEAVE Online training offered a two hour morning training session and a two hour afternoon training session. Two evening training sessions were held during that same week to accommodate faculty members that would not have been able to attend the morning or afternoon sessions because of schedule conflicts. During the 2009-2010 academic year there were a total of 51 WEAVE Online training sessions offered, resulting in 210 faculty members being trained. In addition, numerous training sessions were provided to nonacademic areas with both classified staff and administrators in attendance.

Linking outcomes to planning and budgeting process:

The college is current in the program review cycle for academic affairs, student services and noninstructional programs, and, as previously noted, program review data and findings have become integral to the institutional planning (through the annual review and updating of the Educational Master Plan). Since 2007, programs have received standardized sets of data from the Department of Institutional Research and Planning, and this has been influential in developing a more streamlined program review process to reduce narrative descriptions and focus more on data analysis relative to Institutional Learning Outcomes. All programs have been scheduled for review on a four-year cycle, shortened from the previous six-year cycle that had been used at the college. Beginning with the programs that were reviewed in 2009-2010, each program will conduct annual updates between its comprehensive reviews. The first annual updates are due October 31, 2010. Two additional programs, the Palmdale Center and the Department of Institutional Research and Planning, have been added to the program review cycle since the December 2008 update. They are both currently conducting self-studies. As part of its self study, the DIRP has updated the noninstructional program review process to make the process more outcome driven.

The SLO Committee continues to train college faculty and staff in the utilization of WEAVE Online. This program allows the entry of SLOs, PLOs, and OOs and identifies assessment methods used at course, program, and institutional levels. Faculty and staff enter assessment data each academic cycle (August to August). An associated action plan is entered when assessment data for the academic cycle

are recorded. Action plans allow faculty and staff to plan and prioritize needs, list physical resources and associated costs that are needed to improve student learning, record analysis and discussion that has occurred as a result of assessment, and to specify a time frame for completion of the plan. WEAVE Online supports linkages between assessments and strategic planning, program review, and accreditation reports. Filling out action plans is the first step in the linking of SLO improvement to the budget process and provides a direct pathway for learning outcomes needs to be incorporated in the budget process. WEAVE Online supports linkages between assessments and strategic planning, program review, and accreditation reports. Additionally, WEAVE Online allows campus administrators, deans, and WEAVE Online facilitators to run a variety of reports that show which learning outcomes were assessed, the data entered during each academic cycle, and the related action plans. Action plans include analysis of the collected data, plans for implementing the action plans and any associated budget amounts needed to support implementation of the action plans. This information is utilized for program review and is part of the budget and planning process.

While this is the first semester that the faculty has been asked to enter action plans into WEAVE Online, there is already evidence of SLO assessment results being used to improve courses and services. A COMM 101 faculty member remarked that because of recognizing inconsistencies in faculty expectations, through dialogue that occurred when SLO assessments were analyzed, faculty have developed a delivery rubric for the SLO related to speech delivery. Also, through faculty concerted effort to improve speech

delivery, there is now a speech tutor in the campus Learning Center. The faculty member stated "We hope to see this program continue with more tutors and more students using their services, as the feedback was highly positive." In another example, MATH 101 faculty set an achievement target for SLO #5 of 70 percent of students passing with a score of 70 percent or higher. The pass rate was 48 percent, well below their expectations. Math faculty wrote an action plan to address these results and stated that students need to be provided with support outside of class: "What students may need to improve performance on SLO #5 is support for math and test anxiety, enough personnel to direct them to software to evaluate their learning styles, and to help them interpret the results. It might also be helpful to set up a system for each student to deal with his/her specific anxieties and challenges (including tutoring). This needs to be accomplished very quickly at the start of the semester (within the first two weeks at the latest) so the student has a chance of completing the course."

The implementation of WEAVE Online for all outcome and assessment reporting starting in the 2009-2010 cycle has formalized the pathway for reporting budget items for the SLO action plans. Under the previous system budget related items (such as additional instructional materials, software, instructional aids etc.) were suggested to departmental deans following various procedures, formal and informal, on a division-by-division basis. The deans then carried the items forward in the budget process on annual budget request forms that included linkages to ILO's. With WEAVE Online the faculty meet and discuss SLO's and action plans, and include budget related items directly into WEAVE Online where summaries are reported to the divisions at the end of the assessment cycle. The creation of a web based pipeline for instructors to directly communicate budget needs related to learning outcomes on a consistent basis across the campus assists in directing scarce resources to the best locations on a more equal footing. The move to WEAVE Online also streamlines the reporting of SLO and assessment use to the divisions and provides a uniform link to program review. Reporting of success, persistence, headcount, seat count, LHE, and other program review data have been standardized for both academic affairs and student services and now also include standardized WEAVE Operational and Learning Outcome reports in the standard program review data.

The Educational Master Plan serves as an overall 'umbrella' strategic plan for the college's planning and provides the framework for the other planning documents. The program reviews are more detailed, and more reflective on successes and challenges, than in the period since the last program review. The program reviews also have more forward-looking summaries, and they are linked to the Educational Master Plan (most directly in the near and mid-term time frames). The Educational Master Plan is a more general, forward looking planning document that serves as the catalyst for creating the Facilities Plan, the Technology Plan, the Human Resources Plan, the Finance Plan, as well as the Enrollment Management Plan. The Educational Master Plan undergoes a major review and revision on a three-year cycle, with the previous full review being conducted in 2006-2007. The 'off year' updating of the Educational Master Plan is managed by the SPBC Educational Master Plan subgroup. The 'off year' updating process was sporadic

in this cycle, and after completion of the current full review and update in the current (2009-2010) cycle a specific timeline and related schedule of topics for updating in off years will be developed to improve the quality of the updating process in light of the identified shortcomings of the current process.

The program review cycle established for 2008-2014 remains current. At present, the program review coordinator and the vice president for administrative services (formerly business services) discussed the option of separating departments and areas within business services to be consistent with academic affairs and student services. This recommendation was presented to the Mutual Agreement Council and the Academic Senate will be informed during the fall 2010 semester.

Strategic Planning & Budget Council (SPBC) members report decisions to their constituencies, thus communicating to the entire campus. The SPBC Communications/Marketing subgroup also provides an annual report to the campus and to the community. The report provides goals and accomplishments of each of the subgroups and the budget subcommittee. Additionally, personnel in the Institutional Advancement and Foundation send regular updates through emails and at times through various media.

Measuring outcomes to improve student learning for diverse students:
In the spring of 2007, the AVC Basic Skills Committee (BSC) was charged with creating goals as mandated by the State of California's Basic Skills Initiative (BSI). Committee members representing all areas of campus worked together to create seven goals that were linked to AVC's Institutional Learning Outcomes,

the Educational Master Plan, and to major campus committees. A primary and ongoing goal to create a campus culture that emphasizes and supports the holistic needs of basic skills students continues. The BSC members represent all areas on campus, including the Associated Students Organization (ASO). Each member has the responsibility of communicating to others in his or her discipline and department the committee's efforts, and is charged with encouraging colleagues to become involved. Activities for 2009-2010 focused on improving the circulation of information about BSI related to basic skills in general, innovative practices, and professional development opportunities. The BSI committee's myAVC contains publications and provides both workshop and conference information. As of spring 2010, 60 college staff members have joined.

A symposium and two BSC forums were held on campus to report BSI actions, to share knowledge from attendance at professional development events, to engage in dialogue, and to participate in activities. A Welcome Back Day session introduced the director of basic skills and the education advisor to faculty and gave an update regarding the BSC planned activities for the academic year. Regular emails are sent to the campus to provide updates.

Faculty Inquiry Groups (FIGS), also referred to as focused inquiry groups, are being explored by the BSC as a way for faculty to communicate with each other within disciplines and with other disciplines. A BSC subgroup is currently investigating this possibility for AVC, since it seems to be successful at other community colleges. In fact, a FIGS network has been created; colleges participating in the network are sharing their innovations with

others online.

In 2009-2010, nearly 40 faculty members participated in professional development opportunities related to the BSI: conferences, workshops, field trips to other colleges, and the On Course workshop in which a prominent facilitator was featured. All received recognition at the BSC symposium and were mentioned on the program for the Faculty Recognition Day. One recognized was the psychologist/counselor. She received basic skills funding for specialized training to help basic skills students resolve emotional and personal issues, considering the holistic needs of students.

Many Flex events, including BSC ones, were offered for Faculty Academy credit. Many BSC members made presentations on teaching and learning topics related to effective practices for basic skills in 2009-2010.

Another primary goal of the Basic Skills Committee is to evaluate and improve assessment and placement procedures for basic skills students. The assessment coordinator, a member of the BSC, reports that the validation research of the assessment test (spring 2009) was used to adjust cut scores in November of 2009, resulting in the adjustment of cut scores in basic skills math and English with "positive results" for math. Also, the Math, Science and Engineering Division, in conjunction with the Assessment Center now offers Pre-Assessment Workshops (PAWs) to AVC students with "encouraging results" and to feeder higher school students. The English faculty in the Language Arts Division meets regularly to discuss the possibility of using a writing sample for assessment. The BSC approved the pur-

chase of Compass Test units to provide a greater number of basic skills students access to assessment testing.

The director of institutional research and planning, in conjunction with Department of Institutional Research and Planning staff, the assessment coordinator, and with input from counselors and the BSC, developed a data-driven matrix of basic skills courses and success rates for basic skills students in concurrently enrolled college level courses. The 'Probability Based Advising Sheets' are used by Basic Skills Students working with counselors or educational advisors in guiding them into appropriate concurrent courses for their level of ability. As a next step, the director of institutional research and planning is considering other methods for broadening the use of the probability-based advising tool for 2010-2011. The DIRP received an RP Group Excellence in Research award in June of 2010 for this project, and it has been adopted by several other community colleges in the state and is under consideration by the Chancellor's Office for statewide application.

Basic skills funding was provided for tutoring and Supplemental Instruction (SI) in the Learning Center and Palmdale Center. Study skills tutors were hired in response to the growth of the Early Alert referral program. Extended tutoring sessions for students enrolled in developmental English courses are provided to students in the Writing Center upon referral by their instructors. The Center also introduced this year a Directed Learning Activity (DLA) to help students identify the purpose of the tutorial and to assess the help they need with study skills. The Math Center offered individual tutoring by appointment for basic skills students.

The education advisor, from the Office of Student Development, presented workshops on *Plan for Success.* These workshops will now be presented as part of the Learning Center workshop schedule. Learning specialists presented cross-curricular workshops, and Writing Center faculty and staff provided demonstrations of SMARTHINKING online tutoring both in the Learning Center and in visits to classrooms. Learning specialists continued to visit classrooms to teach specific topics requested by faculty. The positive effect SMARTHINKING has had on its users was presented in the May Edition of the "Notes from the Researchers," distributed by the Department of Institutional Research and Planning. The data from fall 2009 show that 75.3 percent of SMARTHINKING users were successful in their English courses. This is contrasted with a success rate of 48 percent for non SMARTHINKING users taking similar classes. This service has been beneficial to basic skills and nonbasic skills students alike. Furthermore, because SMARTHINKING is a web based resource, this service can be provided to remote students that may not have access to the AVC Learning Center for their tutoring needs.

The Library purchased online subscription services for utilization by basic skills students. The Office for Students with Disabilities (OSD) purchased resources with basic skills funding for students to assess and monitor their learning abilities.

This year, reading faculty implemented a half unit reading lab based on effective practices, making it possible for students to receive one-on-one instruction in a lab setting. In addition, reading software to facilitate student active learning and to monitor student reading rates and compre-hension were purchased with BSC approved funding. In-class tutors for math classes and two ENGL 099 classes were trained and hired by faculty learning specialists. Instructors reported that the experience of having tutors in the classroom was successful. The number of in-class tutors for math was increased due to the success last year of students who had a tutor in their classroom. Computers were purchased for the ESL Study Center as were reference books, workbooks, and document cameras for instructional use.

Early Alert is a proactive early warning system for students at risk of failure. Failure is defined as D, F, W, NC, or Incomplete, which is the Chancellor's Office definition. The idea is to intrusively connect with students at risk and match them with an appropriate intervention or service EARLY, so that they have a better chance of success. The Early Alert program is housed in the Academic Skills Center in the Learning Center. "Early" is from week three to week six of each semester, although referrals trickle in the next two weeks. Referrals come from faculty in the course in which the student is at risk as well as other faculty and staff (librarians, counselors, educational advisors, etc) who also might have concerns about a student's success. Students on academic or financial aid probation or who are reaching the basic skills limit are also referred to the Academic Skills staff.

The Academic Skills staff collects data on the Early Alert program. In fall of 2009, over 60 percent of AVC students were unsuccessful in at least one class. When the W and Incomplete grades were removed, the number was reduced about four percent, or around 56 percent of students. One hundred and one students were referred to Early Alert by approximately

twenty faculty. These numbers are consistent with previous semesters. Of the students using the Early Alert service, about one third are unsuccessful, one third drop the class, and one third are successful. Early Alert data is reported to the faculty each semester through Professional Development presentations.

The campus has had a paperless Early Alert program since 2005. During weeks three through six of each semester, faculty or other staff members who recognize that a student is in need of early intervention activities can log on to an online form which allows faculty to check one or more of the following categories: poor attendance, poor class performance, lacks motivation, late/missing assignments, writing problems, low exam/quiz scores, lacks study skills, lack of participation, poor quantitative skills, reading comprehension problems, needs tutoring, and needs personal counseling.

The referral is sent electronically to the appropriate faculty learning specialist (math, writing, reading, academic skills) in the Learning Center and to a counselor if appropriate. Students are contacted by phone (via a peer mentor), by email, and by letter and encouraged to make an appointment. Students visiting Learning Specialists are evaluated and the student and the specialist make an improvement plan. This plan might include tutoring, study skills workshops, visits to faculty office hours, etc. The Academic Skills Department acts as the primary point of contact and collects data on the students referred to the service. The electronic referral process is open all semester, but only weeks three through six are counted for early alert. The system is being revamped to connect directly with Banner. This will allow for greater ease of use (a

drop down pick list from the Faculty/Advisors myAVC page.) It will also expand the number of programs and services alerted. For example, if a probationary student gets an early alert, the Counseling Department is notified. If a disabled student gets an alert, the Office for Students with Disabilities is notified. Additionally, this new system will make data collection more efficient.

Listed in the "Campus Goals Led by the Superintendent/President" is Goal IX, which states, "Continue to develop programs, courses, and technical services that meet the changing needs of the students, business, industry, and the community, and adhere to the minimum conditions of the California Community College System." Under Goal VI, subgoal C, it states the following: "Raise awareness of college programs and services." This goal and subgoal demonstrate the college's commitment to provide basic skills courses and services to students. Each year, accomplishments are provided to confirm evidence of this commitment. As an example, each year faculty members assigned to the Basic Skills program make presentations to campus groups and the Board of Trustees. They do this to explain how basic skills programs and services help students improve their academic skills.

The college continues to offer students programs that meet the college mission and corresponding Institutional Learning Outcomes (ILOs). These programs lead to student success. The AVC Forensics Program for example is a one such program. It is a public speaking and oral interpretation of literature team that started in the fall of 2006. Students were recruited from COMM 101 and 103 classes. In the fall of that year, and again in spring of 2008,

four students went on to compete at the national forensics tournaments. One student earned a bronze medal in Impromptu Speaking. In the fall of 2009, students competed at several state level tournaments and reached success at those tournaments. In the spring, one student earned a silver medal at the state level. Five students went on to compete at the national tournament. One earned a bronze medal in Impromptu Speaking and one earning a bronze medal in the Oral Interpretation of Prose.

In the fall of 2009, many students competed at El Camino College, Azusa Pacific University, CSU Northridge, and Mt. San Antonio College, with some competitive success. This past spring, the team won third place limited entry division at San Diego State University. The team went on to compete at the State Tournament held in Fresno, California. One student was selected to go to the National Competition held in New Orleans, Louisiana. He earned a bronze medal in Impromptu Speaking and a bronze medal in Informative Speaking.

The students who have gone through the program have been accepted at major California universities and academies. Students are working towards their various degrees at the California State university system at Chico, Northridge and Bakersfield. Additionally, forensics students have graduated from the AVC nursing program; have gone on to the Fire Fighter Academy and the Academy of Art University in San Francisco. Even though their majors are diverse, these students that have engaged in forensics competitions have a competitive advantage over other students. This ultimately leads to their success.

For example, a part of the Fire Fighter Academy entrance requirements is to be interviewed by a senior fire fighter. The former forensics competitor was incredibly successful during this aspect of the entrance requirements due to his experience in the program. In fact, his parents stated "he has developed a kind of quiet confidence in the things he does."

From connecting with former students, the faculty has learned that one serves as a counselor for troubled youth in Petaluma, California. Another student owns and runs her own local dance studio and is looking forward to opening another one. Still another former student is applying for graduate school in Communications. Annually, discipline faculty for special recognition selects students who have demonstrated excellence in the subject area. For the past two years, forensics students were selected by communication studies faculty for the "AVC Communication Studies" subject award.

Student Learning Outcomes for the Forensic Program have been designed, refined and tested every semester since 2006. Currently, the SLOs are as follows: (1) Analyze literature and create and perform an oral interpretation of literature; and (2) Research, create, and deliver a platform speech. The SLOs assessment tool is to compete at an intercollegiate forensics tournament.

Another program leading to student success is the Model United Nations Program (MUN). As part of a MUN delegation, students improve their writing skills, and increase their ability to work collaboratively and diplomatically. They also gain exposure to opportunities that they never might have known had they not participated in the traveling delegation. As part

of the course requirements, students must produce a resolution. To produce a successful resolution, the students must, as a basis, have meticulous grammar and language. And the critical thinking involved in producing constructive, creative resolutions takes students to a yet higher intellectual level. The AVC student delegation has proven repeatedly that they are a delegation to be taken seriously. Receiving awards amid competitors from wide ranging and well-ranked universities, such as UCLA, Harvard, and the University of Pennsylvania, the delegates prove themselves worthy, successful competitors. Collaborative work with their teammates and fellow competitors at the conferences attended is a cornerstone of success for a MUN delegation. This sort of collaborative effort provides them not only success in the classroom; it proves to be an invaluable skill for them in the real world. Many of the students who begin on the MUN delegation do not believe they have the skills to transfer and be competitive at universities such as UC Berkeley or UCLA. As they compete however, side-by-side with students representing these universities, they gain confidence. They realize that they too could can pursue admission to schools that they once believed out of their reach. Students who compete with the MUN Delegation have had a 100 percent transfer rate to universities. By breaking down the aura and mystery surrounding these universities, MUN students experience great success and are afforded more educational opportunities.

Both the Forensic and MUN Programs meet three ILOs: (1) solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies; (2) value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development; and (3) demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society. These programs provide learning opportunities for a diverse student population.

The college diversity efforts have been greatly enhanced through various projects that received federal funding. Since 2006 the college has received three grants funded through the U.S. Department of Education: (1) Title V-Hispanic Serving Institutions Grant (2006-2011*): Opening Pathways to College Degrees for Hispanic Students: A Comprehensive and Collaborative Approach.* This is a $3.5 million, five year collaborative effort between AVC, California State University Bakersfield, and Fresno State University. Among the many goals and objectives, the main one was to increase the representation of Hispanics and other minorities in STEM majors, and promote STEM baccalaureate degree completion. (2) Minority Science Engineering Instructional Improvement Grant ($330,000 for the period from 2006 to 2009): *Implementing a highly successful instruction model to reduce attrition rate in critical mathematics courses.* Grant activities focused on curriculum redesign of mathematics gateway courses that are prerequisites to science and engineering courses. In addition, the project implemented a strong collaboration with the local high school district in order to assess high school students' early and identify possible interventions before they enroll at the college. (3) Title V-Hispanic Serving Institutions Grant (2009-2014*): Developing a Foundation for Student Success through a Comprehensive Basic Skills Program.* The Basic Skills leadership team recognized the im-

portance of Basic Skills for California Community Colleges, and secured a $2.875 million 5-year grant that focuses on centralizing the AVC basic skills program; implementing best practices as identified by research, and integrating student support services with instruction.

Podcasting continues to be an option for faculty in identifying multimedia resource and service needs. The Instructional Multimedia Center (IMC) staff work in collaboration with the faculty to research best practices and identify project costs. For example, faculty identified a need to provide lecture and classroom materials online as an augmentation to classroom instruction. As a result, the IMC developed a process by which faculty can convert recorded lectures and classroom materials into podcasts. The podcasts are available through iTunes, and are also converted to other digital formats in order to provide students with multiple access options. In addition to classroom augmentation, podcasts are also used keep students informed of campus activities, speakers, and events. The podcast site also includes Board of Trustees meetings, Distance Education, "Dialogue with the President," accreditation presentations, matriculation presentation, and student works. Podcasting is a free service available to individuals with Internet access, whether using a PC or Mac, and is available 24/7.

Additionally, the Instructional Multimedia Center was awarded a thousand dollar Antelope Valley College Foundation grant for student-created podcast content in June 2009. The grant partially funded the purchase of a laptop, camera, tripod and backpack. The technology filled backpack may be checked-out by students to create a CD or DVD as a class project.

Projects that the faculty determines to be an effective learning tool will then be published as a podcast. In spring, 2010, the Instructional Multimedia Center Podcast website hosted 24 podcast links with 14 of the podcast links directly supporting classroom instruction.

The distance education courses taught online continue to grow. In 2008 a total of 218 distance education course sections were offered for fall, intersession, spring and summer terms. In 2009, a total of 262 distance education courses were offered for fall, intersession, spring and summer terms. And for 2010, 125 distance education course sections were offered for the fall, intersession and spring terms. Additionally, 37 new distance education courses have been approved since 2007.

> ***Recommendation #4: The college must provide and sustain an environment in which all persons in the college community can interact on a basis of accepting differences, respecting each individual, and valuing diversity. It is imperative to identify and implement the processes that actively promote diversity in the everyday environment and the academic programs of the college. (Standards II.A1, II.A.1a, II.B.3d, III.A.4a, III.A.4b) Recommendation 4 was completed and accepted by ACCJC in January 2008.***

The Student Success & Equity Committee's (SS&E) primary responsibility is to work with the Department of Institutional Research and Planning (DIRP) in maintaining the Student Equity Report. The report, required by the California Community Colleges Chancellor's Office, identifies four key areas: access, course completion (retention and success rates),

degree and certificates, and transfer. Each area compares students by ethnicity, gender, age, and disability. Reports are annually presented to Strategic Planning & Budget Council (SPBC), Matriculation Committee, Enrollment Management Committee, Welcome Back Day, Faculty Professional Development Committee workshop, and the Board of Trustees. A goal for 2009-2010 was to "Continue to monitor student enrollment to ensure it mirrors the community." A current review of the college student demographics indicate that the goal has been met and SS&E monitors annually.

As a result of the 2009-2010 data, the committee identified four goals for 2010-2011: (1) continue to monitor student enrollment to ensure it mirrors the community; (2) increase student success and retention; (3) improve the success rates of students in Basic Skills/ESL; (4) increase students transfer readiness; and (5) increase completions with a degree or certificate.

During the 2007-2008 academic year, the former vice president of human resources and employee relations, in response to changes in Title 5 of the California Code of Regulations, worked with the Equal Employment Opportunity (EEO) Advisory Committee to develop the College's EEO Plan. The vice president of human resources and employee relations position became vacant in June 2008, when he accepted a position at a college out of the state. Mr. Ron Cataraha accepted an interim position and had previously served as a consultant in drafting the EEO Plan with the EEO Advisory committee. The EEO Plan Draft was completed and submitted to the Chancellor's Office for approval in January 2009. Approval of the Plan by the Chancellor's Office was de-layed due to a revision to the Chancellor's Office EEO Plan Model. It is anticipated to be ready by summer 2010.

The primary focus of the EEO Plan is equal employment opportunity in the college's recruitment and hiring policies and practices pursuant to Title 5 regulations (§53000 et seq.). In addition, it contains the steps the district shall take in the event of under representation of monitored groups. As stated in the EEO Plan, "The district will ensure equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups that are protected from discrimination." In July 2009, a newly hired vice president of human resources and employee relations, who also serves as the district's EEO compliance officer, along with the director of human resources, began developing a new hiring committee training program. In response to the training component of the EEO Plan, the program includes: 1) an online component that addresses (a) the process and the legal requirements related to hiring, and (b) the value of a diverse workforce, bias awareness, and the elements of cultural competence; and 2) an in-person training for hiring committee chairs and EEO representatives that focuses on their additional roles and responsibilities.

The EEO Advisory Committee is currently reviewing and revising the committee's mission statement and its goals and objectives. During the spring 2010 semester, the advisory committee invited Dr. Terrence Roberts to speak on growing up in the segregated South, the effects of racism on daily life, and the lessons he

learned in accepting and embracing differences and diversity. The event was promoted throughout the campus and community, with more than 350 students, faculty, staff, and community members in attendance. With the success of this presentation, the EEO Advisory Committee is considering future keynote guest speakers who will extend the dialogue on accepting differences and promoting diversity in our everyday environment and academic programs.

The college has a nondiscrimination and Equal Employment Policy statement that adheres to state administrative regulations for equal employment opportunity. Consistent with the law, EEO information is also present on our labor law postings across campus.

The college's employment policies and procedures ensuring fairness in employment are in board policies and administrative procedures, which include administrative, confidential/management/ supervisory, classified and faculty hiring procedures. These documents are available to all staff. Faculty positions are announced nationwide in various publications, on websites, and these announcements are placed in publications that will help broaden the pool of potential applicants. The purpose is to comply with Equal Employment Opportunity law and to support the district's commitment to employing qualified administrators, faculty, and staff members who are dedicated to student success. Several training workshops covering a variety of EEO/diversity topics have been offered to administrators, managers, supervisors and human resources staff during the period of 2007 to 2010. Topics include the following: Hiring the EEO Way (9/21/07 & 1/15/10); Legally Compliant Strategies for Diversity En-

hancement (3/12/09); CCR: Education Code & Title 5 (10/16/09); Diversity in Community College Employment: EEO Planning and Hiring and Creating a Culture of Respect ((1/15/10).

The district fills vacancies from the best-qualified candidates without regard to race, color, religion, national origin, ancestry, sex, age, medical condition, mental disability, physical disability, marital status, sexual orientation, or veteran status. When a vacancy occurs, the college attempts to attract an adequate pool of qualified candidates and establish an inclusive selection committee. An EEO representative, who has received training in equal employment opportunity practices, monitors each selection committee, and each committee member is given a summary of relevant equal employment opportunity procedures at the beginning of the process. The Human Resources staff monitors the employment process to ensure adherence to all policies and procedures. The college has established procedures for handling and investigating any complaints of discrimination in the employment process.

The district establishes, adheres to, and communicates, clearly written policies ensuring fairness and objectivity in all aspects of employment procedures. The district's commitment to its Equal Employment Policy is evident in all of its employment documents. Within the past year, to further ensure that hiring is based primarily on job-related evaluations and all applicants receive equal treatment, the district has added an additional EEO training component for all search committees. The human resources office ensures that all members of every search committee have taken the online EEO training course. In addition, the director of human

EEO Training - # of Employees per calendar

2007	2008	2009	2010 (thru 6/15/2010)
39	96	25	9

Recruitments and Hiring:

Employee Type	# Recruitments		# Applicants		# Employees Hired	
	7/108-6/30/09	7/1/09-2/28/10	7/1/08-6/30/09	7/1/09-2/28/10	7/1/08-6/30/09	7/1/09-6/15/10
Classified	32	15	1465	580	19	8
Confidential/ Management/ Supervisory	1	2	29	20	1	2
Educational Administrators	9	1	58	28	5	3
Faculty – Full-Time, Tenure Track & Temp. 1-Yr	3	3	42	11	3	3
Faculty – Part-Time, Adjunct	13	18	349	118	97	43
Short-Term, Non-Continuing, Non-Academic	7	8	202	506	185	176
TOTALS - ALL EMPLOYEE TYPES	**65**	**47**	**2,145**	**1,263**	**310**	**235**

resources and/or designee meets with each search committee at the first committee meeting and reviews the members' roles and responsibilities, and other key protocols, all of which have as their underlying theme that all members are responsible for protecting the integrity and credibility of the hiring and EEO processes.

The Faculty Professional Development Program (FLEX) through the years has also provided and promoted diversity through various workshops and presentations that reflect cultural, historical, and gender-related matters. Faculty are encouraged to continue their education in diversity studies by attending, as well as presenting, professional development workshops and keeping abreast of current issues facing our students. Annual evaluations demonstrate a high success rate of the FLEX program. Faculty have reported that the program itself is strong, and that it fosters a community of continued learning and collegiality.

During the 2007-2008 academic year, the FLEX program offered approximately 50 hours of professional development presentations through 22 presentations/events that focused on diversity issues, as well as a Cinema Series of foreign independent films. The program also offered the opportunity for faculty to travel to Costa Rica and experience a different culture

first hand.

Presentations for the 2007-2008 year included events encouraging learning through cultural and historical perspectives, such as "Highlights of Twentieth Century American Culture," "The South American Way," "Triumph and Turmoil in Asia" (discussion of Nobel Peace Prize winners Grameen Bank and Dr. Muhammad Yunus and their ideas about gaining peace in Asia), "Don't Ask, Don't Tell: A Brief History of Gay Men and Lesbians in the U.S. Military," "The Art of Tea," "Sunni and Shi'a Traditions in Islam," and "I Am Not My Hair" (stereotypes and social issues of African Americans). These presentations depicted various aspects of culture around the globe, promoting cultural awareness. Additionally, in conjunction with AVC's deaf student population and the certificate programs for Deaf Studies, the college offered presentations concentrating on the Deaf community, "Show Me Some Sign" and "There's a Sign Language Interpreter in My Class."

Other presentations focused on the Jewish Holocaust, including a presentation on "Women of the Holocaust." A trip to the Museum of Tolerance was taken, as well as three presentations offered by a group of our history professors on "History Via Film: The German Example." Additionally, a guest speaker, A. Beneveniste, spoke at a presentation titled "Secret Jews," discussing "crypto Judaism" in countries traditionally Catholic.

The AVIFF Cinema Series concentrated on independent foreign films, showing and discussing films such as *Cinema Paradiso* (Italy), *Whale Rider* (New Zealand), *Y Tu Mama Tambien* (Mexico), *Europa Europa* (Holland), and *Paris Je T'aime* (France). Often these showings were accompanied by question and answer sessions with producers, directors, and/or writers involved with the films. The presentations attract students, faculty, staff, and community members.

Yearly, AVC celebrates diversity through Black History Month, Hispanic History Month (and Cinco de Mayo), and Women's History Month. During these designated times, the professional development program focuses on educating faculty, students, and community members on the accomplishments, celebrations, and struggles each underrepresented group faces. For the 2007-2008 academic year, presentations/events included the annual play *The Vagina Monologues*, as well as "Current Topics in Women's Health," "Women in Art, Woman as Art," "Len Davis: Art Gallery Opening Reception Talk" (an analysis and discussion of the African American artist's work), and Cinco de Mayo. Cinco de Mayo is one of the largest attended activities on campus, where students, faculty, and the community gather to enjoy presenters, live music, authentic food, and traditional dancing.

For the 2008-2009 FLEX program, 19 presentations/events for approximately 60 hours of faculty professional development were offered and focused on issues pertaining to diversity. One way the 2008-2009 FLEX program addressed cultural diversity issues was through presentations that centered on international affairs and exploring other countries, such as "The Egyptian Kingdom," "Highlights in the History of Eastern Europe," "Spectacular New Zealand," "Ecotourism and Costa Rica," and "Bollywood Movie Night." These presentations focused on introducing faculty to new cultures, landscapes,

and politics outside our own. Presenters ranged from history to anthropology to science professors, experts in their fields, as well as offering personal experiences, whether from travel, study, and/or immigration from their homeland.

Another aspect of the professional development program addressed the cultural and historical issues faced daily in America. Presentations such as "Do I Remain a Revolutionary? The Vision of Lorraine Hansberry" and "She Had Some Poems: Joy Harjo" demonstrated through literature how complex race relations are in American society. Using African American and Native American trials, each presentation focused on how individuals not only faced racism, but succeeded in finding an identity of their own within the cultural boundaries society sets. Other presentations on this subject included "1968 With Tom Brokaw" and "What Can German Teach Us about English." Included in our diversity presentations were "How to Determine a Learning Disability," "Why Can't We All Just Get Along," and the "13th Annual Antelope Valley Independent Film Festival." These events reflect the widespread interests of our faculty and how they connect with our student population. Each one incorporated students from various backgrounds (ethnic, gender, and economic), demonstrating how the college serves the students in their efforts to gain a college education.

Presentations for the 2008-2009 program continued to represent our yearly events (Black History, Hispanic History, and Women's History Months, as well as Deaf Studies), including "Women in Anthropology" and the annual play, *The Vagina Monologues*. Each of these confronts the struggles of women in a patriarchal society, and *The Vagina Monologues* remains extremely popular with faculty, students, and the community (as is demonstrated by sold-out performances). In addition to these, "The History of the Deaf Community," "Working with Sign Language Interpreters," "Spanish Immersion," and Cinco de Mayo are also strongly attended campus events.

The 2009-2010 FLEX program again contained a wealth of 20 presentations/events for approximately 60 hours of professional development dedicated to diversity. An overview of these presentations was categorized into international, discriminatory, and cultural concerns. Additionally, annual events are scheduled, such as presentations for Black History and Women's History Months, among others.

As education reflects the world around it, international education issues have become important to college campuses worldwide. As such, the FLEX program offered several presentations from the International Education Workgroup, including a report, "Globalizing Communication and Composition in the Classroom," and "International Education: An Overview." Other presentations reflecting international concerns are "Children and Education in Bangladesh," "Bollywood Movie Night," "A Taste of Lebanon: Lebanon Mountain Cuisine," and "Peru: From Cusco to Machu Pichu."

In an attempt to offer faculty (staff and students when space permits) more workshops focused on issues facing community colleges and their communities, the 2009-2010 program addresses discrimination through workshops being presented by the AVC Human Resources and Employee Relations Office. These workshops are "Preventing Harassment, Discrimina-

tion, and Retaliation in the Academic Setting/Environment" and "Preventing Sexual Harassment." These workshops will be offered several times during the academic year, thereby allowing all faculty, staff, and students to attend and gain invaluable information on these serious issues.

To address cultural issues/concerns, the program includes presentations such as "Discrimination in Education: What Lessons We Can Learn from Littlerock," "Highlights in the History of Polynesian Culture," "Dias de los Muertos: Honoring the Ancestors," "Breaking the Huddle," "*Defiance*: Holocaust Remembrance," and "Zora Neale Hurston."

Also included in the year's program were "What is a Learning Disability?", "Deaf Students, Interpreters, Instructors, and Tutors," "Changing Role of the Female Companions of *Dr. Who*," and *The Vagina Monologues*. Each of these continue yearly as our focus stays on education and the celebration of diversity.

The college's effort to improve student learning and success for our diverse student population has been enhanced through various projects that received federal funding. Since 2006, the college has received three grants funded through the U.S. Department of Education: (1) Title V-Hispanic Serving Institutions Grant (2006-2011*): Opening Pathways to College Degrees for Hispanic Students: A Comprehensive and Collaborative Approach.* This is a collaboration between AVC, Cal State Bakersfield, and Fresno State. Among the many goals and objectives, the main one was to increase the representation of Hispanics and other minorities in STEM majors, and promote STEM baccalaureate degree completion.

(2) Minority Science Engineering Instructional Improvement Grant (2006-2009): *Implementing a highly successful instruction model to reduce attrition rate in critical mathematics courses* secured $330,120. Grant activities focused on curriculum redesign of mathematics gateway courses that are prerequisites to science and engineering courses. In addition, the project implemented a strong collaboration with the local high school district in order to assess high school student early and identify possible interventions before they enroll at the college. (3) Title V-Hispanic Serving Institutions Grant (2009-2014*): Developing a Foundation for Student Success through a Comprehensive Basic Skills Program.* The Basic Skills leadership team recognized the importance of Basic Skills for California Community Colleges, and secured a $2.875 million five year grant that focuses in centralizing the AVC basic skills program, implementing best practices as identified by research, and integrating student support services with instruction.

Lastly, the Distance Education Committee (DEC) has made progress in the ability of the college to offer online courses and other modes of distance education. The committee, during the last few years, addressed growing concerns by the faculty on the technological support provided by the Information Technology Services (ITS) Department. A consult from Strata was asked to review the campus ITS structure and to recommend organizational changes to help promote a positive technology atmosphere. One of the recommendations was this: form an Academic Computing and Technology Team whereby faculty submit technology concerns through one of their team peers to the specific ITS personnel. Another recommendation was to establish Academic

Technology Mentoring, where faculty knowledgeable on technology would mentor other faculty on the use and application of technology in enhancing student learning. Podcasting remains a desirable mode for students. Podcasts are available at http://podcasts.avc.edu/. *(Distance Education discussed in Recommendation 3.)*

Recommendation #5: The college must provide the following organizational structures that are congruent with institutional effectiveness: (1) a fully functional human resources division, and (2) adequate research capacity to gather and analyze the college's data as the basis for dialogue and informed decision making, (Standards I.B.3, IIA.1.a, II.A.1c, II.A.2b, II. A.2e, II.B.3, II.B3.c, II.B.4, II.C.2, III.A.1b, III.A.3, III.A.4a, III A.4b, IV.A. Preamble, IV.A.5, IV.B.1, IV.B.1b) Recommendation 5 was completed and accepted by ACCJC in January 2008.

(1) In 2007, a review of the organizational structure explored the need for a dean of instructional resources and extended services. After consultation with the faculty and staff affected by the decision, it was determined that the position was needed. A permanent dean was hired in July of 2008. In addition, in December of 2009, a Palmdale Center director was also hired. The director reports to the dean of instructional resources and extended services.

In the fall of 2007, the discussion to develop a tier organizational structure continued. The college completed reorganization during the 2007-2008 academic year. The College Coordinating Council (CCC) agreed to implement BP 3100 to begin a review for a campus reorganization. Due to budget reductions in state funding, and to continue to provide institutional effectiveness, the college community decided to move forward with a reorganization review. Each area, department, and division was asked to provide recommendations and suggestions. The Academic Senate also provided input, with the development of three proposals. The classified and confidential/management/supervisor also gave recommendations. After a campus wide dialogue, all the recommendations were equally considered. CCC listened, debated, and developed a final recommendation. This was done in consultation with the superintendent/president. The final recommendation was then sent forward to the Board of Trustees. Two major results of the campus reorganization were these: (1) the divisions expanded; and (2) the college identified the need for faculty department chairs/coordinators. During this time, the administration and faculty union were able to complete negotiations on contract language for department chairs/coordinators. The negotiations included the selection process, terms, duties and compensation for faculty department chair/faculty coordinator. Implementation began as a pilot program in three divisions: Math, Science and Engineering; Health Sciences; and Language Arts.

During 2009-2010, these three divisions selected department chairs and/or coordinators and the selected faculty began serving their terms. The administration and the union worked together to draft a training program for new chairs that covered such key issues as these: (1) scheduling; (2) Education Code provisions; and (3) collective bargaining agreements. During the academic year of implementation, the faculty union sent a short survey to the new chairs/coordinators to evaluate

the new positions and duties. The majority of the responses were from the Language Arts faculty chairs/coordinators. Some of the results suggested that there was some confusion on the difference between a chair vs. a coordinator. There was also confusion on how the LHE were allocated within varying divisions that had very different duties/ responsibilities. For example, the State Nursing Licensing Board required the college to allocate additional reassign time to assist with the oversight of the Associate Nursing Degree program. This was not part of the original agreement.

In negotiations during spring 2010, the administration and union discussed changes to the negotiated language on faculty department chairs/coordinators based on feedback from the short survey and from feedback gathered by the union president from discussions with the department chair/coordinators. Those negotiations are on going and should be completed in fall 2010.

It was determined that Health Science, due to the large number of discipline specific accreditation requirements, and the campus's two largest divisions Math, Science and Engineering and Language Arts had the most need for chairs. These would function as the pilot divisions. Due to budget constraints, identified department chairs for other divisions on the new reorganization charts will not be filled (unless state funding improves).

At the onset of the program and operational outcomes reviews for the Office of Business Services, a title change for the vice president of administrative services (formerly business services) was proposed. The proposed title change would help delineate the lines of responsibility

and align the department with the campus reorganization of July 2009. Currently, the Office of Business Services encompasses a diverse and comprehensive range of departments from Information Technology Services to overseeing campus safety and security. In reviewing the 72 districts of the California Community College system, 47 percent designate the vice president/vice chancellor of business services with the title, vice president of administrative services.

In accordance with BP and AP 3100, a recommendation was made to the superintendent/president for the change. The College Coordinating Council approved the superintendent/president's recommendation at its regular meeting of February 3, 2010.

The organizational charts were updated to incorporate the agreed upon terms approved by CCC, the Academic Senate, and the Administrative Council. These terms were defined this way: (1) "Division" is an academic area that consists of instructional faculty; (2) "Department" is a section of the college that deals with a particular field of service or knowledge; (3) "Area" provides a service but does not consist of faculty (it is noninstructional); and (4) "Office" identifies the organization structure for the superintendent/president and vice presidents.

The SPBC Human Resource subgroup completed the first staffing plan in June 2007. The subgroup is now revising the plan based on current program reviews and, as a result of the revised Educational Master Plan, additional planning functionality is being added to incorporate staffing designations for new buildings being completed on campus. Additionally, the

subgroup is working to develop staffing benchmarks for functional areas to further assist the District in evaluating competing staffing requests in a climate of limited funds.

The Office of Human Resources and Employee Relations is fully functional and provides human resource services to the district and the community it serves. The Office of Human Resources and Employee Relations is fully staffed and employs a vice president of human resources and employee relations, director of human resources, three human resources technicians, and two clerical assistants. The human resources and employee relations office contributes to institutional effectiveness by providing timely, legally compliant, and comprehensive services in the areas of staffing, compensation and benefits, payroll, legal compliance, employee relations, and safety and risk management.

Efforts are being made to improve the contribution of the Office of Human Resources and Employee Relations to meeting the mission of the district. The Office of Human Resources and Employee Relations instituted a survey this past year, which is sent out to all district employees annually. The results from 2009-2010 were reviewed and discussed by all human resources/risk management/payroll employees. Ideas on how to improve in areas of concern were reviewed and a plan to implement changes was developed. Based upon the feedback received, the following goals have been developed to ensure continued progress:

- Implementation of department efficiencies and transition toward a self service culture among employees for human resources and employee relations related information and

transactions through the use of technology.

- Development and tracking of meaningful metrics and benchmarks, both internal to the office (turnover rate, days to fill vacant positions, cost per fill, employee diversity, days without injury, etc.) and external (employee engagement surveys) to provide an objective measure of office performance and improvement.

- Development and implementation of a comprehensive employee training program to include: new employee orientation, required compliance training, effective supervision training, diversity appreciation training, and leadership training.

- Documentation of office procedures through project calendaring, internal manuals and, as appropriate, Administrative Procedures.

- Development of a culture of dialogue between the human resources and employee relations office and the College Community. This is accomplished through consistent and effective communication through newsletters, training, and open meetings.

- Development of a comprehensive and coherent web presence for the office to include all functional areas of the service (payroll, recruitment, classification, compensation, benefits, training, and safety).

- Completion of a skills inventory of current staff and development of a generalist ability among HR staff to allow interchangeable coverage of vital departmental functions.

(2) The Department of Institutional Re-

search and Planning (DIRP) is fully functional. Since 2007, the department has employed a research technician and a research analyst. The demand for institutional research has increased considerably as the college has adopted data driven decision making as part of the campus culture. The department has been able to establish standardized data for the following: (1) program reviews, (2) maintaining research needs; (3) the Fact Book; (4) the Student Equity Report; (5) the Matriculation Plan; (6) the Basic Skills data matrix; and (7) numerous committees. During the 2008-2009 and 2009–2010 school years, the DIRP has completed 246 and 231 projects respectively (up from 191 projects completed in the 2007-2008). These projects have been done for 61 different campus entities. Some major projects were undertaken, including FTES/LHE/ Instructional Expenditure projections for Enrollment Management/SPBC, the Probability Based Advising Sheets for Basic Skills Committee/Counseling, Consequential Validity for Matriculation/ Placement Testing, SMARTHINKING, user population, and success analysis for the Learning Center.

Training remains a function of the DIRP director, analyst and technician. To make the Board of Trustees aware of the status of AVC's accountability measures, and to train the board members on how to interpret the data, the DIRP presents the results of the Accountability Reporting for the Community Colleges to the board on an annual basis. The DIRP and the SLO Committee Faculty Co-chair gave assessment training FLEX events. During the 2009-2010 year, the DIRP has devoted significant time and energy to training the campus in the use of WEAVE Online as part of the drive for full adoption of SLO's and assessment. In addition, train-

ing on survey methodology and general research methods was given to small groups and individuals on an ongoing basis. To further train the campus on available research methods, a short and easy to read monthly publication 'Notes from the Researchers' began in June of 2009. The 'Notes' publication covers two or three individual projects a month, and features a broad variety of research subjects of campus wide concern. The short format is intended to both showcase research methods to foster learning by example, and to make the general campus population more aware of interesting and important research results.

> ***Recommendation #6:** **The Board must review and develop (1) personnel policies and procedures, including but not limited in recruitment, hiring, labor relations, classification, compensation, benefits, and staff development and training; (2) participatory governance policies (Board Policy 2051) with an eye to incorporate a directive to include data, both qualitative and quantitative, in participatory governance planning and decision making; and (3) program review (Board Policy 5041) to incorporate data-driven analysis. Furthermore, program review reports must be prepared on a regular cycle, and the report findings and recommendations must be disseminated campus wide. Report recommendations must be actively incorporated into campus planning and decision making to enhance student learning. (Standard III A.3, I.B.3, II.A.1a, IV.B.1b) Recommendation 6 was completed and accepted by ACCJC in January 2009.***

(1) It is now standard practice to regularly review, and when appropriate, revise

board policies (BP) and administrative procedures (AP). The College Coordinating Council (CCC), a shared governance council, serves as the coordinating body that is responsible for deciding which constituency group is responsible to review, and when appropriate, revise the board polices and administrative procedures. After the 2008 Follow Up Report, 23 additional revisions to Board Policies and to Administrative Procedure were made and six new board policies and administrative procedures were approved. There are seven chapters where board policies and administrative procedures are identified. They are: Chapter 1: The District; Chapter 2: Board of Trustees; Chapter 3: General Institution; Chapter 4: Academic Affairs; Chapter 5: Student Services; Chapter 6: Business and Fiscal Affairs; and Chapter 7: Human Resources. Within Chapter 1, a revision to BP 1200 District Mission was approved on July 13, 2009. Two revisions were approved in Chapter 2 to BP 2350 Speakers and AP 2510 Participation in Local Decision-Making. Four new policies and procedures were created in Chapter 3: General Institution, in addition to eight revisions. The newly approved policies and procedures included in Chapter 3: General Institution were: BP/AP 3504 Minors on Campus, AP 3506 Campus and Site Closures and Re-Openings, and AP 3721 Network Access Procedure. The revisions to existing administrative procedures and board policies in Chapter 3: General Institution included: AP 3100 Organizational Structure, AP/BP 3410 Nondiscrimination, AP 3435 Complaint Procedure for Discrimination or Harassment, AP/BP 3530 Weapons on Campus, AP/BP 3550 Drug Free Environment and Drug Prevention, and AP 3570 Tobacco Use on Campus. Six revisions were made in Chapter 4: Academic Affairs, and a new adminis-

trative procedure was created and approved on February 8, 2010, AP 4229 Course Repetition – Variable Units. Revisions to administrative procedures and board policies in Chapter 4: Academic Affairs included: AP 4100 Graduation Requirements for Degrees and Certificates, AP/BP 4225 Course Repetitions, AP 4227 Repeatable Courses, AP 4228 Course Repetition – Significant Lapse of Time, and AP 4240 Academic Renewal. Three revisions were made in Chapter 5: Student Services, and a new administrative procedure was created and approved on November 10, 2008, AP 5041 Official Communication to Students. Revisions made in Chapter 5: Student Services included: AP 5075 Course Adds and Drops, BP 5060 Enrollment Unit Load, and BP 5110 Counseling. The remaining three updates were revisions to existing administrative procedures and a board policy in Chapter 7: Human Resources, they were: AP 7236 Substitute and Short Term Employees, and AP/BP 7365 Discipline and Dismissals – Classified Employees.

The process for adopting and revising policies and procedures is defined in BP/AP 2410 Policy and Administrative Procedure. The decision to establish new or revise existing district policies and procedures is determined by any Title 5 regulation changes or changes in law. The changes that are ultimately agreed to are communicated back to the respective constituency groups. Once the policies and procedures are reviewed, they are presented to the Board of Trustees for adoption (policies) or information (procedures).

At the July, 2010 Board of Trustees meeting, the Board was informed of the editorial change to the mission statement recommended by AP&P and approved by the

Academic Senate. The editorial change did not alter the language that was approved at May 12, 2008 Board of Trustees meeting. *(The Mission is discussed in Recommendation 1).*

(2) Since the Board of Trustees approval of Board Policy and Administrative Procedure 2510, which incorporates the statement "data, both qualitative and quantitative, will be used to drive district planning and decision making" it has been implemented by campus constituencies. The data is in high demand for influencing decisions across the campus community. There are many research projects that are being utilized for more than one committee, division, department, or individual. *(Research projects are discussed in greater detail in Recommendation 1)*

(3) Program reviews are current and up to date. Since the 2008 Follow Up Report, the following academic programs completed self studies: Business, Computer Studies and Economic Development; Health Sciences; Social and Behavioral Sciences, and Technical Education. The following academic programs completed their peer review phase: Business, Computer Studies and Economic Development; Health Sciences; and Technical Education. Social and Behavioral Sciences is in peer review as of the end of spring 2010.

The following Student Services completed their self studies since the follow up report: CalWORKs, EOP&S, GED, Office for Students with Disabilities, Student Development and STAR. The following Student Services completed their peer review phase CalWORKs, EOP&S, GED, Office for Students with Disabilities, and STAR. Student Development is in peer review.

The first cycle of noninstructional areas began in fall 2008. The following offices and areas have completed their self-studies since the 2008 Follow Up report: Administrative Services (formerly Business Services), Human Resources and Employee Relations, Information Technology Services, Institutional Advancement and Foundation, and the President/ Superintendent's. The following noninstructional offices and areas completed their peer review phase: Human Resources and Employee Relations, Information Technology Services, Institutional Advancement and Foundation, and the Superintendent/President's. Administrative Services (formerly Business Services) is in peer review.

The program review coordinator and the vice president of administrative services (formerly business services) discussed the recommendation of separating the various areas of Business Services in establishing their timelines for review, to be consistent with Academic Affairs and Student Services. The Mutual Agreement Council was informed of the timeline change and the Academic Senate body will be informed during fall 2010. The new timeline for Administrative Services (formerly Business Services) was presented to the Strategic Planning & Budget Council during fall 2010.

All programs are oriented to the program review process in the spring prior to conducting their fall self study. The orientation begins with a handout and discussion of the ACCJC's Rubric for Evaluating Institutional Effectiveness Part I: Program Review, Part II: Planning, and Part III: Student Learning Outcomes. The points in the sustainable levels of each are specifically discussed as well as how the three areas interrelate.

The recently revised program review procedures for programs in Academic Affairs and Student Services include a chart showing Strategic Planning & Budget Council (SPBC) campus documents. The orientation includes discussion on the role of program review, the Educational Master Plan, the Accreditation Self Study, and how these three documents direct campus decision making. Every self study team is explicitly reminded that their program review self study report is the documentation utilized by SPBC, when considering budget requests. The procedures for noninstructional programs currently do not include the SPBC chart, but these programs are reminded about the significance of their self studies in planning and budgeting, during their program review orientations. The program review procedure for noninstructional areas will be under revision during the 2010-2011 academic year.

The new program review procedures document includes a list of standardized data that is given to academic affairs and student services programs at the beginning of their self study process. A representative from the Department of Institutional Research and Planning usually discusses this list during the orientation. Programs that are noninstructional are encouraged to request campus data relevant to their unique situations. The importance of analyzing data during the self study is emphasized.

As of April 2009, all self study reports are due October 31. During program review orientation, programs are informed that the October due date permits completion of the peer review phase prior to SPBC's spring discussions of the next fiscal year, thereby reinforcing the significance of the self study work and its relationship to campus planning.

Responses to the 2004 Self Identified Plans since the 2007 Midterm Report

Standard I: Institutional Mission and Effectiveness

A. Mission

The budgeting and planning process developed in 2005 is now well implemented by the Strategic Planning & Budget Council (SPBC), a shared governance council. SPBC considers the district mission, as it utilizes both quantitative and qualitative data for evaluation, planning, resource allocation, and re-evaluation. The budgeting and planning process, as stated in the abstract, allows the college to evaluate: (1) what it is doing; (2) review evidence; and (3) utilize evidence for informed dialogue that leads to improvement and that results in the college's ability to know itself, know what it has achieved, and ultimately plan for future improvements.

SPBC's Communication subgroup is charged to communicate the decisions and activities of the council to the campus and general community. The subgroup produces an annual report, which describes the budgeting and planning process, and includes the Blueprint for Planning and the Cycle for Evaluation. Both highlight the connection between the mission, the six Institutional Learning Outcomes to Student Learning Outcomes/Operational Outcomes, and to all the major planning documents that are derived from the Educational Master Plan (strategic plan). The emphasis through each stage of the process is communication. Beyond the SPBC Annual Report, council members are required to report out to their constituencies the activities and decisions of the council.

The mission is regularly reviewed. Annually, SPBC initiates the process to request the Academic Policies & Procedures Committee (AP&P), a standing committee of the Academic Senate, to review the college mission. AP&P, in its review process, considers any possible Title 5 revisions or specific requests from any campus wide committee. Either reaffirming the mission or implementing a revision finalizes the review process. The mission is then sent to the full body of the Academic Senate for formal action. SPBC is then informed of the action. Finally, the mission is sent to the Board of Trustees. The mission is then widely published in the following: Faculty Handbook, Student Handbook, Annual budget reports, and college website, for example. The catalog is also annually reviewed and updated and published, containing the current approved mission. The catalog is used by staff and is made available to students in hard copy and electronic form.

B. Improving Institutional Effectiveness

Now, more than any other time in the college memory, research and data collection play a vital role in how the college reviews and interprets data. It also allocates and reduces resources, and plans for the future. Data is collected through research findings that influence outcomes for program reviews, enrollment management, technology needs, staffing needs, and facility needs. The Institutional Research and Planning staff has standardized data for program reviews, tailored data for specific requests, and is center stage in the assessment of Student Learning Outcomes, Operational Outcomes, and Program Learning Outcomes. Research and data also play a vital role in the development and review data entry and analysis

in utilizing WEAVE Online. The website for the Department of Institutional Research and Planning has expanded to include "Notes from the Researchers," which are research articles that inform the public, and are, most importantly, for campus use.

The Institutional Research and Planning's staff conducts training sessions to employees on how to conduct research projects relevant to the college's various planning documents, mission, and philosophy. Participants are taught research methodology, how to interpret data, and the usage of research tools.

The Institutional Research and Planning staff has been instrumental in changing the campus culture to consider data that is relevant to the questions asked. It has also been instrumental in verifying and ensuring that similar research draws similar conclusions, and is representative of what the dialogue has identified as the questions that need to be asked. The Institutional and Research and Planning staff helps ensure that final recommendations and decisions are actionable.

Standard II: Student Learning Programs and Services

A. Instructional Programs

The Antelope Valley College Educational Master Plan stimulates continuing discussion about college programs and their effectiveness. Several campus procedures have been revised and improved that will support continued discussion in many areas of the campus community and that will foster continued quality improvement in the area of student learning.

AVC's program review cycle has been shortened from six years to four years, with an annual update report required be-

ginning October 2010. As part of the program review process, campus offices, divisions, departments, and areas review their contributions to student learning using assessment methods tied to Institutional Learning Outcomes (ILOs) to evaluate their effectiveness. Both the comprehensive four year reports and the yearly updates utilize data generated from annual SLO assessment cycles and incorporate that data into the institution's planning and budgeting processes.

The Academic Policies & Procedures (AP&P) Committee continues to facilitate the development and review of curriculum through a rigorous evaluation process. Working closely with the AP&P Committee is the Student Learning Outcomes (SLO) Committee. Before new or revised courses enter the AP&P approval process, approved SLOs must be in place. Similarly, when new programs are created, approved Program Learning Outcomes are established prior to entering the AP&P process. "Guidelines for Creating an Effective Syllabus", a document for faculty published by the AP&P Committee, ensures a uniform process for the design of course syllabi. Beginning in fall 2010, this document will include "Communicating SLOs to Students", a document developed in spring 2010 by the SLO Committee for the purpose supporting faculty-student communication and discussion of SLOs.

Beginning in fall 2010, the use of CurricUNET software will further streamline and standardize the process of curriculum development and approval. WEAVE Online, a software management system supporting documentation and integration of SLOs and assessment data into planning processes, was implemented campus wide during 2009-2010. Plans are under-

way to connect approved SLOs to Course Outlines of Record (CORs) in the CurricUNET data base. SLOs and related CORs are currently linked and available on both the AP&P Committee and SLO Committee campus web pages, allowing access to both through the college's public website. CurricUNET training for faculty and staff began during 2009-2010 and will continue in 2010-2011. There have been offered 52 sessions of WEAVE Online training since spring 2008, providing training for 210 faculty and staff members. WEAVE Online training and review has also been offered through members of the SLO Committee and Department of Institutional Research and Planning (DIRP) on an individual basis to meet emergent needs. Training will continue throughout 2010-2011.

SLOs have been established and approved for approximately 95 percent of all academic courses. During the 2009-2010 academic year faculty were asked to assess at least one SLO per course taught that year. SLO Reporting Guidelines for the 2010-2011 academic year states that faculty will assess all course SLOs at least once during for each course is offered during the academic year.

Several academic programs are in the process of establishing Program Learning Outcomes and related assessment strategies. Approximately 30 percent of certificate or degree programs currently have established Program Learning Outcomes. Fewer than 30 percent have established assessment strategies. Programs in several academic areas are currently assessing outcomes and beginning the analysis of assessment results. Preliminary General Education outcomes were written by counseling faculty in spring 2010. Ongoing dialogue and development of GE out-

comes and assessment methods will continue throughout the fall of 2010, with a goal to have established assessment methods in place by spring 2011. Student Service areas have established student and Program Learning Outcomes for all areas of service. Assessment and analysis is currently taking place in all Student Service areas.

Reports on assessments and related action plans for the 2009-2010 academic year reveal that to date 30 percent of courses offered during 2009-2010 documented assessment results in WEAVE Online. This number is expected to rise to at least 50 percent in 2010-2011 as faculty become more practiced in the use of this reporting system. When assessment data is entered into WEAVE Online, related action plans used for planning and budgeting purposes are also entered. Comprehensive reports are run through WEAVE Online by campus administrators, deans, the Department of Institutional Research and Planning, the SLO Committee, WEAVE Online Facilitators, and other campus personnel. Reports indicate which courses have established SLOs, assessments, and action plans related to the assessments. Beginning fall 2010, a mapping module will be implemented in WEAVE Online that will allow mapping of course sequences and content for each academic certificate or degree program. Mapping functions are expected to be fully operational by fall 2011.

Forums for campus wide dialogue on learning outcomes have been facilitated through training workshops offered by the SLO Committee and the DIRP. Workshops and informational presentations were offered at Welcome Back Day 2009, at Faculty Professional Development events during the 2008-2009 and 2009-

2010 academic years, in division and department meetings, in the Academic Senate, and through presentations to the AVC Board of Trustees. Workshops and presentations for the 2010-2011 academic year will focus on quality improvement of SLOs and assessment methods, analysis of SLO data, the connection of SLO results to planning processes, and semester updates where emergent issues, questions, and answers can be addressed.

Since analysis of SLOs is now incorporated into yearly program review reports, a new opportunity for dialogue has occurred. Dialogue focused on improving student learning is also expected to take place as faculty creates action plans related to SLO assessment and as campus committees, such as SPBC, discuss assessment-related action plans.

B. Student Support Services

Online application through California Community College Apply (CCCApply) was introduced to students in 2004 for the Admissions application and in 2008 for Financial Aid Board of Governors (BOG) Fee Waiver. The availability of online applications supports the college's commitment to access regardless of locations. In fall 2009 and spring 2010, 49 percent of all admissions applications were submitted to Admissions and Records electronically through CCCApply. In 2008-2009 the Financial Aid Office began offering the CCCApply Board of Governors (BOG) Fee Waiver online. The BOG Fee Waiver was available to students seeking immediate assistance for enrollment fees when the Free Application for Federal Financial Aid (FAFSA) data was not available to the college. During the 2008-2009 academic year, 1,246 online BOG applications were processed. For the 2009-2010 academic year, 2,540 online

BOG applications have been processed thus far. The success of the online BOG Fee Waiver means that at least 3,786 students were able to attend classes and have their fees paid by the BOG Fee Waiver. Students normally receive notification of the CCCApply, and their BOG Fee Waiver status within 24 hours of the online application. To expedite the availability of financial aid funds to students, Higher One was launched by Financial Aid in spring 2009. Higher One is a financial and payment system which allows students to elect a debit card, direct deposit, or a mailed check for financial aid disbursements.

Additional online opportunities for students to receive services have been introduced throughout student services. In the Counseling and Matriculation division, the initial online orientation was completed in the 2004-2005 academic year and several improvements to the orientation and a Spanish version were introduced in the 2009-2010 academic year. Also in Counseling and Matriculation, the Assessment Center administered English, math, and reading online Compass assessments at 12 feeder high schools between 2007 and 2010. Job Placement's College Central Network (CCN) provides student, alumni, and employers with access to job posting and job opening via the Web. SARS call is used throughout Student Services and provides recorded messages to students. Counseling programs use SARS to remind students about appointments and scheduled group sessions. Enrollment Services uses SARS to advise students about priority and open registration, FERPA, posting of degrees and the arrival of diplomas, Veterans priority registration, Special Admit open registration reminder and in spring 2010, SARS was used to inform students about the avail-

ability of short term classes at the Palmdale Center. Although not in Student Services, Cashier's used SARS to advise students of the drop for non-payment and, as a result, fewer students are being cancelled for nonpayment of enrollment fees.

To further facilitate student success, classroom visits were conducted by the Matriculation Counselor in the 2009-2010 academic year. During the visits, in addition to reviewing and providing the following handouts: What is Matriculation?, The Basic Components of Your Partnership with AVC, and Order of Priority Registration, the Counselor also provides information about various student support services such as the Learning Center, Financial Aid and Admissions and Records. As a result of the classroom visits, several changes have been made in Student Services. The Matriculation Committee has established guidelines that clearly identify how priority registration will be administered and criteria were developed whereby groups can request consideration for priority placement. The Matriculation Committee plans to continue discussing priority registration in 2010-2011. Also a dialogue about the student handbook resulted in the development of an online handbook that no longer aligns with the college catalog, but contains information that will assist students in navigating through the college. The online handbook now contains topics such as goal setting, exam tips, steps to financial aid, and how to get a student identification card. Two other changes that have been implemented as a result of the classroom visits include the creation of a channel which allows students to view their completed matriculation components after admissions (assessment, educational plan, counselor and orientation) and for students that enroll in online classes, the presentation is available on Blackboard or podcast.

The Information and Welcome Center's PLO and SLO requires students to navigate through the admissions process and high school students to know and complete the matriculation components respectively. The Welcome Center staff provides a demonstration about how to complete the admissions application, assessment and orientation online during high school campus orientations and written instructions are provided in the Apply, Plan and Pay brochure. This approach gives the Outreach staff an opportunity to continue supporting student success and learning and enhance achievement of the mission statement to place student success and student learning as our number one priority. As proof of the success, the high school yield for AVC feeder schools increased by 24 percent in fall 2009.

During intersession 2010, Admissions and Records deployed Add Authorization Codes (AAC) which permits students to enroll online after a class begins, but before the census date. In spring 2010, over 75 percent of students successfully used the codes to enroll online in a timely manner. In October 2009, Graduation began offering an online degree application process and thus far over 200 students have applied for graduation online. During the same year, Graduation received a VETA grant and providing students with Career Technical and Graduation information were stated priorities in the grant. Acknowledging that we have a diverse community of learners, the brochures and posters highlight the majority of the Career Technical Certificate Programs and the Graduation brochures and posters summarize the benefits of graduating from college. The Information Welcome Center, Student Services, and various aca-

demic divisions on campus provide the brochures and display the posters in their work stations.

Through grant funding from Taft College the campus was able to hire a director of extended services for the Palmdale Center. The director was instrumental in assisting the division deans in planning class schedules based on student surveys, ADR Associate's survey, and enrollment and expense data provided by the Department of Institutional Research and Planning (DIRP). The goal to obtain 1000 sustainable FTES was discussed in Strategic Planning & Budget Council and Enrollment Management Committee joint meetings. A dialogue on building efficient class schedules and student services needs and requirements also took place in the joint meetings. The availability of updated and consistent data from DIRP has facilitated data driven decisions regarding the budget impact of the class schedule. In order to ensure that the class schedules met student needs, division deans provided the campus with a list of course reduction philosophies and guiding principles for the 2009-2010 academic year. They included courses that are on track for certificates, graduation or transfer, growing Palmdale, maintain input from Basic Skills and General Education courses, target 11,500 FTES, Work Force Development and support for athletic programs. The Palmdale Center has received support from Student Services for several years now. As of spring 2010, Counseling has three counselors that service the Center and existing staff have been trained to perform registration transactions.

The development of a new college website in 2009 resulted in consistency in the presentation of Student Services electronic information. The majority of the Student Services web pages have a *Related Links* section which include a link to the recent College Catalog, Academics, Policies & Procedures, Schedule of Classes, Campus News and Events and Transcripts.

C. Library and Learning Support Services

The Library collection includes print and e-book collections, as well as a reserve textbook collection. The main book collection includes 49,833 print books, 8,842 e-books, 393 volumes of bound periodicals, 49 current print periodical subscriptions, and over 22,000 electronic periodical subscriptions. The Library also includes approximately 8,000 pamphlets, an art print file, and a map file.

Visitors borrowed 13,178 books in 2007-2008, and 13,990 in 2008-2009. There were 52,340 reserve book requests in 2007-2008, and 56,077 in 2008-2009. There were 801,564 EBSCOhost searches in 2008-2009. Approximately 1,125 students attended one of 53 specialized research methods workshops--a 51 percent drop from 2007-2008. The number of Library tutorials taken by students has grown rapidly over the past several years. In 2007-2008 students took 5,122 tutorials. In 2008-2009 the number grew to 7,477; an increase of 46 percent. In 2009, the Library began using a Web 2.0 product known as LibGuides to create research guides for students and faculty. Twenty-three LibGuides have been developed since the beginning of 2009. Total hits between January 2009 and December 2009 were 17,163. Total hits between January 2010 and June 2010 were 18,772. Four updated video tutorials were finished in May, 2010. The librarians had a total of 18,535 transactions at the reference desk for 2008-2009.

The current Antelope Valley College Library print book collection is old and not sufficient to support a student population of 12,000 FTEs. As of January 2009, 59 percent of the library collection was 20 years old or older. The total holdings of 49,833 print volumes is 43 percent below the average of similar community colleges. Antelope Valley College's expenditure of $49,833.00 is 51 percent below the average expenditures for colleges of its size. The Library began acquiring e-books in 2008 and now has over 8,000. These books have significantly improved the currency of the collection.

The Library offers instruction in information competency through credit classes, research methods workshops, on on-one instruction at the reference desk, online and video tutorials, online research guides, and other instructional materials as appropriate. The Library now has student learning outcomes for all credit classes and the online library tutorials. Assessments are in place for the credit classes and tutorials.

The Information Competency Committee has not met since before the last mid-term report. The committee needs to be reviewed by the Information Competency Librarian and a decision made concerning its viability.

Services to Palmdale began in 2007. Reference service, research methods workshops, the online book catalog, and electronic databases are available to students. A collection of reserve textbooks became available to students at the Palmdale Center in April of 2009.

The Library maintains a website on the main AVC server. The reference/ electronic resources librarian maintains this site.

The Learning Center is a one-stop facility designed to support classroom instruction by providing assistance to students with a variety of services aimed at promoting success in college and life-long learning. The areas of services include: Academic Skills Center, Reading Center, Writing Center, ESL Study Center, Math Center, General Tutoring and Supplemental Instruction (SI), and the Computer/Media Check-In area.

The Learning Center offers student-oriented tutoring with emphasis on one-to-one and small-group tutoring. The Learning Center's tutorial program is certified by the College Reading and Learning Association and uses standards established by the Council for the Advancement of Standards' (CAS) for the evaluation of learning centers. A rubric for the standards was developed by the Academic Skills Specialist and was approved for use by the Council for the Advancement of Standards at their October 2008 meeting in Washington DC. In addition, the Learning Center also offers directed learning activities; one-on-one meetings with a learning specialist to assess and identify students' learning needs and develop improvement plans; instructor-led workshops on learning strategies, study skills, as well as writing, ESL and Math topics, and sessions; and tutor training programs for Learning Center tutors. The services and workshops are designed to reinforce course content and to emphasize good study habits.

General Tutoring and Supplemental Instruction were the first to complete the cycle of data collection in a piloted study in fall 2006. Since the pilot study in fall 2006, all centers located in the Learning

Center (Reading, Writing, General Tutoring and Supplemental Instruction, ESL and Math) have entered into the analysis phase of student learning outcome measurement. Results from the analysis have guided some changes in tutor training. While the Math and Reading centers have demonstrated success, their data is not considered statistically significant due to a small sample size. However, General Tutoring and the Writing Center have demonstrated a statistically significant change in the Student Learning Outcomes.

The Instructional Multimedia Center supports and assists students and instructional programs by offering media-assisted tutoring, videoconferencing, podcasting, and other alternative modes of instruction. The development and distribution of podcasts provides 24/7 access to faculty generated audio and video materials. The Instructional Multimedia Center provides equipment and multimedia for students, staff, faculty and administrative use. Multimedia and equipment is available to all constituent groups for use in a variety of venues including classrooms, labs, cafeteria, boardroom, and even off-campus.

The demand for multimedia support and services from the Instructional Multimedia Center is increasing. During the period from fall 2004 to fall 2009, equipment circulation increased from 2,600 to 4,900 (an increase of 8 percent), media circulation increased from 3,100 to over 4,900 (an increase of 58 percent), equipment repairs increased from 7,200 to 14,430 (an increase of 100 percent), and event set-up requests increased from 360 to 850 (an increase of 136 percent).

The Instructional Multimedia Center has increased its support of instructional multimedia for the Palmdale Center. Three smart carts, each including an LCD projector, laptop, and a VHS/DVD player on a portable cart are available. Liquid Crystal Display projectors are also installed in each classroom.

Much of the equipment the Instructional Multimedia Center has acquired over the past two years cannot be repaired. Instructional Multimedia Center staff is limited and does not have the personnel to provide maintenance and repair service in a timely fashion. The lack of additional budget to fund the maintenance and repair of campus wide equipment is also a concern.

Although the Instructional Multimedia Center has developed seven Student Learning Outcomes, the first cycle of data collection and assessment of the outcomes has not yet been completed.

Currently 75 percent of the IMC media collection is accessible through the Library online catalog. In fall 2009 librarians began recataloging the collection to correct errors and bring records up to current standards. Reclassification of the Instructional Multimedia Center collection according to the Library Catalog system was initiated in fall, 2009.

Assistance in developing computer literacy skills (a subset of information competency) is offered to students who may lack the background and skills needed to use current technology. The Instructional Multimedia Center staff answers technical questions about computer use, software and access to the Internet.

Standard III: Resources

A. Human Resources

The District has a Nondiscrimination and Equal Employment Policy statement that adheres to State administrative regulations for equal employment opportunity (EEO) Consistent with the law, EEO information is also present on our labor law postings across campus.

The district's employment policies and procedures ensure fairness in employment and that all directives are in board policies. Procedures include administrative, confidential/management/supervisory guidelines, as well as classified and faculty hiring policies. These documents are available to all staff, as well as the public. Faculty positions are announced nationwide in various publications and on websites that help broaden the pool of potential applicants. The purpose is to comply with Equal Employment Opportunity law and to support the district's commitment to employing qualified administrators, faculty, and staff members who are dedicated to student success.

Due to budget constraints, a decision was made at the Strategic Planning and Budget Council to freeze all positions. When positions are able to be filled, the district fills vacancies from the most-qualified candidates without regard to race, color, religion, national origin, ancestry, sex, age, medical condition, mental disability, physical disability, marital status, sexual orientation, or veteran status. When a vacancy occurs, the district attempts to attract a pool of qualified candidates and establish an inclusive selection committee. An EEO representative, who has received training in EEO practices, monitors each selection committee, and, each committee member is given a summary of relevant EEO procedures at the beginning of the process. The Human Resources staff monitors the employment process to ensure adherence to all policies and procedures. The district has also established procedures for handling and investigating any complaints of discrimination in the employment process.

The district establishes, adheres to, and communicates clearly written policies ensuring fairness and objectivity in all aspects of employment procedures. The district's commitment to its Equal Employment Policy is evident in all of its employment documents. Within the past year, to further ensure that hiring is based primarily on job related evaluations and all applicants receive equal treatment, the district has added an additional Equal Employment Opportunity (EEO) training component for all search committees. The Human Resources Office ensures that all members of every search committee have taken the online EEO training. In addition, the director of human resources and/ or designee meets with each search committee at the first committee meeting and reviews the members' roles and responsibilities. Other key protocols are also discussed, all of which have as their underlying rationale the following: all members are responsible for protecting the integrity and credibility of the hiring and EEO processes.

EEO Training - Number of Employees per calendar year:

2007	2008	2009	2010 (thru 6/15/2010)
39	96	25	9

The degree audit for all current faculty members and administrators continues and is a process that is conducted by the

Human Resources staff. Whenever faculty and administrators are hired, degrees are verified by official transcripts received from accredited institutions. All degrees and/or credentials are checked against the Council for Higher Education's Accreditation database.

Since the Midterm Report, a director of human resources and the vice president/ assistant superintendent of human resources and employee relations were hired. With these positions filled, the office is fully staffed. The director and vice president are working with staff to develop policies and procedures for Human Resources. As a result of a campus survey on the office's effectives, the staff identified specific goals for improvement, such as: (1) implement office efficiencies and transition toward a self-service culture among employees for human resources and employee relations related information and transactions through the use of technology; (2) develop and track meaningful metrics and benchmarks, both internal to the office (turnover rate, days to fill vacant positions, cost per fill, employee diversity, days without injury, etc.) and external (employee engagement surveys), to provide and objectively measure departmental performance and improvement; and (3) develop a comprehensive and coherent web presence for the department to include all functional areas of the service (payroll, recruitment, classification, compensation, benefits, training, and safety).

During the 2009-2010 academic year, the Academic Senate discussed the need for the establishment of an Institutional Review Board, as was recommended by Statewide Academic Senate. Now that the college is committed to research, the Senate is reviewing documents and models from other colleges as to the possible committee's purposes and committee membership.

Due to budget constraints, the college has had early retirements, staff members finding employment elsewhere, and imposed AP 3100 to consider a possible reorganization. There was campus wide discussion, and as a result several divisions were organized under one dean. For example, the divisions of Social and Behavioral Sciences and Business, Computer Studies and Economic Development now report to one dean. In addition, the campus has included faculty chairs/ coordinators to the campus organization. Three divisions were identified and began serving their terms. Once the state budget improves, other identified divisions will select faculty to serve as faculty chairs/ coordinators.

B. Physical Resources

Since the passage of the $139 million Measure R Bond in 2004, the college has embarked on its most ambitious construction plan since the Lancaster campus opened in 1961 and has completed several projects. In addition, alternative funding sources have been identified, allowing the college to complete the construction projects. With the passage of Proposition 1D by California voters in 2006, additional funds complemented efforts to match and leverage existing bond funding, helping to offset new construction shortfalls. The college was awarded over $50 million in Proposition 1D funding for new construction projects.

In accordance with the Educational Master Plan, the Board of Trustees, at its regular meeting on May 12, 2008, approved the webmaster position that updates the existing Measure R construction

website. The goal of the updated website is to provide an information base for all construction projects, the funding source, and the progress for each construction schedule. The Antelope Valley College Measure R construction projects link can be found at http://*www.avc.edu/ administration/facilities/citizensover sight/.* Information is also available here on the Citizens' Oversight Committee (COC). The COC, which consists of community members appointed by the Board of Trustees, meets on a quarterly basis. Committee members are provided the status of all bond construction projects, schedules, and financial reports.

Several campus improvements and technological infrastructure upgrades have also helped to ensure that the facilities remain well built and useful over an extended period of time. The main campus was provided 900 additional parking spaces in the North Parking Lot, completed in May 2007. The college also committed funds to several projects that significantly upgraded existing facilities, such as the replacement of locks and exterior doors, exterior lighting, Americans with Disabilities Act (ADA) barrier removal and access improvements, and Library expansion and remodeling.

For example, the West Campus Infrastructure Expansion project encompasses 55 acres of the west side of the Lancaster campus and provides new athletic fields, road and lighting improvements, landscaping, a grounds support facility, a waste and recycling area, ADA/safety and code compliance, and a new stadium. Phase II of the expansion included additional parking with storm, sewer, and electrical infrastructure upgrades. The entire project was completed in spring 2010.

An additional 600 parking spaces with strategically placed emergency telephones were provided in the west campus parking lots. This construction was completed in August 2008.

Construction of a new parking lot was completed in August of 2006 on the north side of the campus. It accommodates 1,003 automobiles and includes emergency telephones located strategically throughout the parking lot.

The Environmental Horticulture Science Facility complex was completed in August 2009. It includes greenhouses, labs, and a large outdoor space that provides students with hands-on experience in landscape construction and environmental horticulture.

The Facilities Services complex was completed on July 2, 2009. It includes a new campus warehouse, a maintenance facility, office spaces, and design and blueprint rooms.

The Auto Body Facility was completed in February 2010. It is a 5,460 square-foot facility with two state-of-the-art downdraft paint spray booths which will help students acquire the skills and knowledge needed for employment in auto body repair.

The Theater Arts complex will provide instructional programs in a 400-seat facility. The complex includes the main theater and stage, a scene shop, costume and make-up areas, dressing rooms, audiovisual booths, and storage and support areas. Theater Arts courses for stagecraft, stage lighting, and other production skills will be taught in the facility. Groundbreaking for this project took place in January 2009. Due to state budget con-

straints related to the national economy and the bond market, state funding was suspended for approximately six months. This caused a short delay in project completion which is now estimated to be in February 2011.

The Math, Science and Engineering and the Health Sciences divisions will be served in a new two-story building that will provide additional space for new programs. The building will replace the existing science buildings that have become obsolete. Groundbreaking for this project took place on May 7, 2010. The estimated completion is in August 2012.

The college continues to explore alternative resources when it comes to matching funds for construction projects. The Antelope Valley College Foundation diligently helps to raise funds in support of the college programs and services through their work with the community.

The mission of the district security and campus police is to protect and serve the community, students, faculty, and guests. Campus security and campus police personnel are contracted from the Los Angeles County Sheriffs Department and work as a team with each division on campus. They can be supplemented, if the need arises, by additional Sheriffs Department personnel from the local area to ensure a safe learning environment. Since the 2004 self study report, the Campus Safety & Security personnel developed a website informing the public of crime statistics on campus that can be found at *www.avc.edu/administration/police.* The Los Angeles County Sheriffs Department personnel working on contract at the college have the responsibility, under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, to compile campus crime statistics and keep the local community and college informed of all incidents that concern safety and security matters.

C. Technology Resources
A technical trainer has been hired. Employee training has been expanded (and some training is available as video clips on the college website). Video clips allow employees to view training when it is most convenient and relevant for them.

D. Financial Resources
The LACOE system completed conversion to Peoplesoft. Fiscal reports are now posted to the fiscal reports drive on a weekly basis, and they are accessible to all managers and union officers.

Allowable growth targets have been achieved every year that there has been funding available for growth. In the most recent years, enrollment targets have been set to reduce sections, and thereby, reduce costs. These targets have also been met. The Ad Astra scheduling software was acquired and is being used for room management in association with the development of the fall 2010 schedule of classes.

Additional classrooms have been leased at the Palmdale Center to accommodate a target of 1,000 FTES. All rooms are equipped with multimedia computer projection equipment. A computer lab is also in place.

The Board of Trustees receives monthly reports regarding the financial status of the district from the Office of Business Services. Audit exceptions have been declining each year and there have been no major audit exceptions for the last two years.

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

College Coordinating Council (CCC) continues to be responsible for ensuring that any changes to major councils and college wide committees, except for the Academic Senate and its standing committees, are informed of any recommended changes to membership, terms, reporting relationships, or purposes. CCC has now developed a book, which contains all current committee forms and have made the campus informed of any revisions through myAVC.

The district has maintained its subscription to Community College League of California Polices and Procedures service, and regularly informs appropriate individuals and committees of any laws and regulations changes that require consideration for their review and recommendation. The process for review is now well established with CCC in ensuring that board policies and procedures are current and presented to the Board of Trustees for either approval (policy) or information (procedures).

The college and community have maintained open communication with the college superintendent/president. "Dialogue with the President," regarding various topics, often suggested by the college community, are held through out the academic year. The dialogue sessions are offered on different days and times to allow constituencies an opportunity to attend and contribute. The schedule with topics is presented early in the academic year with reminders as dates approach. Faculty have the opportunity to earn "Standard 1 Flex" credit for attending each dialogue session. In addition, to the dialogues, the

superintendent/president regularly meets with college leadership: Academic Senate, Antelope Valley College Federation of Teachers, Antelope Valley College Federation of Classified Employees, and Associated Student Organization. In addition, he meets with the confidential/management/supervisory employee group and the student trustee. These strategies for communication have helped ensure that voices and ideas are listened to and all are vested in the institution.

In June, the superintendent/president works with the Board of Trustees in reviewing the campus current year accomplishments and suggestions for the following academic year goals. This process has occurred since the last 2004 self study in order to: (1) encourage communication; (2) educate the campus; and (3) ensure that the superintendent/president and campus strategic goals are not in conflict. The annual "Campus Goals Led by the Superintendent/President" and list of accomplishments are available to the campus through myAVC. In addition to the annual establishment of campus goals and review of campus accomplishment, the President's Executive Council tasked the Educational Master Plan subgroup of SPBC and the accreditation faculty coordinator to develop and publish a chart, which will display the important connections (or interdependency) between (or among) accreditation standards to major planning documents and committee responsibilities. It is expected that this will keep (1) accreditation at the forefront of the campus mindset, and (2) improve the process of conducting the college's accreditation reports.

Antelope Valley College invited the college constituencies to have an opportunity for full participation, while not all were

able to directly work on the development of the 2010 Self Study, many were able to serve as a resource to the Steering Committee and Standard Committees. The entire campus had an opportunity to offer feedback to each of the standards, as well as the full self study.

B. Board and Administrative Organizations

As stated earlier, all of the board policies and procedures are current, and, when needed, either developed or revised. The Board of Trustees now has a "Board's Code of Ethics" (BP 2715) and a board policy regarding the accreditation process (BP/AP 3200).

As the 2010 Self Study makes clear, the college has invested a great deal of time and energy into making Student Learning Outcomes and Operational Outcomes a central part of the campus culture. The campus community recognizes the value of identifying what students must obtain as they leave our courses, and programs. It also recognizes the value of data in making informed decisions. Presentations on outcomes regularly occur, and the first meeting of the academic year, "Welcome Back Day", has Faculty Professional Development activities. Faculty Recognition Day, division and staff meetings, and Board of Trustees meetings are other venues where outcomes are discussed. The college has demonstrated its commitment by the establishing of the Student Learn-

ing Outcomes Committee, a standing committee of the Academic Senate. It is anchored by faculty, but also various constituencies on campus. The committee is co-chaired by a faculty Senate appointee and the director of institutional research and planning. The research analyst, who is also the WEAVE Online Administrator for the campus is also a committee member. In addition to this responsibility, he provides group and one-on-one training in the application of WEAVE Online for data entry.

The new budgeting and planning process established by the Strategic Planning & Budget Council (SPBC) has been used and tested now for several academic years. The Blueprint for Planning and the Cycle of Evaluation have demonstrated their effectiveness. It has done so both when the college has had funds for growth and when the college needed to restrict funding requests. What has been found to be most helpful in the application of these processes, is the joint meetings with SPBC and the Enrollment Management Committee. Together, there has been dialogue, review of data, and consensus on final recommendations to the college superintendent/president. These meetings have fostered a shared responsibility for the decisions made by all.

The college superintendent/president's contract was extended to June 30th, 2012.

ANTELOPE
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COLLEGE

Standard I

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. Mission
The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary
Antelope Valley College's (AVC) mission[1] is integral to the college's strategic planning and budgeting; it ensures that programs and services are: (1) meeting the needs of students; and (2) identifying the needs of the community. The mission verifies that the Board of Trustees, administrators, faculty, confidential/ management/supervisory and classified employees are committed to delivering the best programs and services to students. The Academic Policies & Procedures Committee (AP&P), a standing committee of the Academic Senate, annually reviews and revises, when required, the mission. Since 2004, the mission has been revised twice in (2008 and 2009). A revision was made, due to a Title 5 language change from Vocational and Technical Education to Career Technical Programs,[2] and as a result of the Basic Skills Initiative. As stated in the 2008 Follow Up Report, it was a result of a request by the Basic Skills Committee. In support of the Basic Skills Initiative, the mission was revised to include, "Basic Skills courses (non degree applicable) in reading, writing, mathematics, English as a Second Language, and learning and study skills."[3] During the spring 2010 semester, AP&P

reviewed and made one editorial change to the mission. The change was putting "We offer" in bold and underlined.[4] The change was presented to the Academic Senate and was approved on May 20, 2010, which then informed the Strategic Planning & Budget Council (SPBC)[5] on May 26, 2010. The Board of Trustees was informed of the editorial change at its June 2010 meeting.[6]

The mission of Antelope Valley Community College District is "to serve the community by placing student success and student-centered learning as our number one priority through higher educational standards and innovative programs and services in a professional, team-driven environment. Antelope Valley College takes pride in providing a quality, comprehensive education for a diverse community of learners. We are committed to student success, offering value and opportunity to all members of our community. **We offer** the following: Associate Degrees for students who complete the college's general education and proficiency requirements, combined with a minimum of 18 semester units in a designated major or an area of emphasis; Transfer Courses in Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, and Diversity Studies. Completion of these courses allows students to enroll in upper division (junior, senior) programs at accredited four-year institutions through articulation agreements with universities; Career Technical certificate

and degree programs comprised of technical and occupational courses designed to enhance students' knowledge and skills leading to employment, career advancement, certification, and state and federal licensure. We award both locally approved certificates and Chancellor's Office Approved certificates. In addition, we offer Basic Skills Courses (not-degree applicable and non-credit) in reading, writing, mathematics, English as a Second Language, and learning and study skills. These courses offer students essential foundation skills that are necessary for success in college level degree and certificate applicable courses; Student Support and Instructional Support Services consisting of counseling, matriculation, transfer and employment services, disabled student services, financial aid, student development, library instruction and support, instructional resources and learning assistance instruction. These services support the needs of students in pursuing and achieving their educational goals; Workforce Preparation and Economic Development through workforce programs, job preparation courses (not-degree applicable), and a variety of services that contribute to the educational and economic well being of the community; and Personal Enrichment and Professional Development through community services, not-for-credit classes and services that develop the knowledge, skills, and attitudes necessary for students to be successful members of the community. These classes enhance the community's social, cultural, and economic well-being."[7]

The college mission is widely communicated. The mission is published in the Educational Master Plan,[8] the College Catalog, the Faculty Handbook,[9] the Student Handbook,[10] the college website,[11] the Strategic Planning & Budget Council

Annual Review Report,[12] and the AVC Tentative and Adopted Budget Reports.[13]

In support of the mission, the college vision states the following: "to provide quality education that enriches lives and builds futures." In addition, the Philosophy statement indicates that as a comprehensive community college, Antelope Valley College is dedicated to provide services to a broad range of students with a variety of educational goals. It is uniquely capable of responding to the requirements of regional business, industry, and public service, as well as the social and cultural needs of the Antelope Valley.[14]

The mission, along with the vision and philosophy statement, are the basis for planning, resources allocation, and for evaluating institutional effectiveness. They are the foundation of campus dialogue of what we do, why we do it, how well we do it, and what more can be done to serve our diverse student population. The mission emphasizes the college's purpose to be student-centered by offering high educational standards and innovative programs and services as a number one priority. The mission, philosophy statement, and vision statement serve as the open windows through which the external community can view the college's expectation in meeting the needs of students.

In addition, derived from the mission and in consideration of the college vision and philosophy, are the six Institutional Learning Outcomes (ILOs).[15] The ILOs were developed in fall 2005. The Strategic Planning & Budget Council (SPBC) recognized the importance of developing a new budgeting process that identified what students upon leaving the college will be capable of demonstrating in order

to succeed and to be lifelong learners. The six Institutional Learning Outcomes (ILOs) are: (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 breath of knowledge and experience 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 a variety of technologies; (5) demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness and the role of diversity in modern society; and (6) identify career opportunities that contribute to economic well being of the community.

The mission along with the vision, philosophy, and ILOs are incorporated into every aspect of the campus community, whether in shared governance councils, campus wide committees, or student body activities. SPBC, in fall 2005, not only developed the ILOs, but an entirely new planning and budgeting process. The budget and planning process is driven by the college mission that incorporates research, planning, and evaluation into the decision making process. This process considers the college's mission, vision, and values, embedding communication within and across the campus and to the local community.[16] The Educational Master Plan, the strategic plan, is the responsibility of SPBC. The Educational Master Plan drives instructional programs, services to students, and all of the college operations. Revisions to the Educational Master Plan are based upon the assess-

ment of Student Learning Outcomes and Operational Outcomes identified and assessed in the program reviews. The SPBC subgroups develop major planning documents derived from the Educational Master Plan: Finance Plan,[17] Facilities Plan,[18] Human Resources Plan.[19] Additional plans developed in support of the Educational Master Plan from campus wide committees are: Communication/ Marketing Plan,[20] Technology Plan,[21] Enrollment Management Plan,[22] Equal Opportunity Plan,[23] Student Equity Plan,[24] Basic Skills Plan,[25] and the Matriculation Plan.[26] The Educational Master Plan is reviewed annually for revisions and modifications based upon the outcomes assessments through the ILOs and program reviews. Revisions to the Educational Master Plan are completed on a three-year cycle as reflected in Administrative Procedure 3250.[27]

Antelope Valley College affirms the rights of each individual and respects human dignity. The programs and activities of the college define the ILOs and foster the individual student's ability to think clearly, critically, socially, and independently to meet the demands of an increasingly complex society. Student success is the primary concern of the college. The curriculum, activities, and services of the college help students understand their physical, cultural, social, and diverse environment.

Self Evaluation
The mission is widely published and drives the planning and budgeting process. Through the vision, mission, and philosophy, Antelope Valley College defines its broad educational purposes, its intended student population, and its commitment to achieving student learning. The program reviews for academic af-

fairs,[28] student services,[29] and the noninstructional areas[30] have Student Learning Outcomes/Operational Outcomes as a central focus in their self evaluation. The Institutional Learning Outcomes (ILOs) connect to the Student Learning Outcomes/Operational Outcomes and program learning outcomes that are assessed and discussed in program reviews. The outcomes inform and define the college's student centered approach. These outcomes are reviewed through qualitative and quantitative assessment by the various offices, divisions, departments, and areas of the college. Data provided by the Department of Institutional Research and Planning is standardized for academic affairs and student services. Upon request, noninstructional areas also have their specific data needs met.[31] The ILO's have been difficult to evaluate with direct methods in a comprehensive fashion. The ILO's have been assessed on an annual basis using a 20 question survey[32] of AVC students. The Strategic Planning & Budget Council established a taskforce to determine if the ILOs need revision to more directly assess if they are being achieved, as well as surveying students on their impression of the achievement of the ILO's.

Each academic year, AP&P ensures that the mission is current. The committee consists of members representing each division and within student services. The review process involves all segments of the campus constituencies.

Planning Agenda
None.

ILO Assessment Survey Results

2007-2008

ILO	Average
1	74%
2	78%
3	63%
4	64%
5	58%
6	43%

2008-2009

ILO	%
1	76%
2	72%
3	55%
4	70%
5	68%
6	37%

2009-2010

ILO	%
1	71%
2	70%
3	54%
4	65%
5	63%
6	32%

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary
The college mission states that Antelope Valley College takes pride in providing a quality, comprehensive education for its diverse community of learners. The college is committed to student success, offering value and opportunity to all members of the community. Antelope Valley College offers associate degrees and certificates for both transfer and nontransfer students. The college offers noncredit courses to students who assess below college level. Due to budget restraints, the college suspended the General Education Development (GED) course offerings. A goal of the Enrollment Management Committee was to review the GED offerings and asked the Academic Senate for a recommendation. The Academic Senate recommended that the course offerings be on hiatus until 2011.[33] The college also offers student services in the area of Enrollment Services, Counseling and Matriculation, and Student Development and Student Program and Services. Within the department of Enrollment Services there are areas such as Admission and Records, Transcripts, Enrollment Management, and Veteran's Affairs Program. Within the Counseling and Matriculation Division there are areas such as the Counseling Services, Assessment Center, and Extended Opportunity Program & Services. Within Student Development and Student Program and Services there are areas such as Associated Study Body, Financial Aid, Job Placement, and CalWORKs. Beyond the student services, student support continues within Academic Affairs. Basic Skills Support Services, the Child Development Center, the Learning Center are extended to students in support of student learning.

The Learning Center includes Academic Skills Program, ESL Study Center, Math Center, Reading Center, Supplemental Instruction, Tutoring Program, and the Writing Center. Each is centered on: (1) the mission of the college; and (2) the Institutional Learning Outcomes, SLOs, OOS, and PLOs.

One example is Early Alert. Early Alert is a proactive early warning system for students at risk of failure. Early Alert intrusively connects with students at risk and matches them with an appropriate intervention or service (EARLY), and so increases the probability of their success. Early Alert is housed in the Academic Skills Center in the Learning Center.

The Academic Skills Center collects data on Early Alert. In fall 2009, it was discovered that over 60 percent of AVC students were unsuccessful in at least one class. Of the students using the Early Alert service, about one-third are unsuccessful, one-third drop the class, and one-third are successful. Early Alert data[34] is reported to the faculty each semester through the Faculty Professional Development Program (FLEX). Since 2005, the campus has had a paperless Early Alert service.

Another example is the Extended Opportunity Programs & Services (EOP&S). It is a student services program designed to supplement the regular educational programs of the college by encouraging and supporting the enrollment of students handicapped by language, social, and economic disadvantages. The program supports and facilitates the successful completion of students' educational and career goals and objectives. The Cooperative

Agencies Resources for Education (CARE) program, an additional educational support service, is designed for the EOP&S student who is the parent of at least one child under the age of 14 years, or the single head of a household. EOP&S students are qualified to receive TANF/CalWORKs cash aid and ancillary services for themselves or their children.

The EOP&S/CARE program is committed to the college mission (as demonstrated in the Program Learning Outcomes). The support services provided to disadvantaged students produce significant success, persistence and retention rates that exceed those rates for all other students in the general college population. In 2008-2009, the program served 1,229 students. Of that number, 101 program participants received AA/AS degrees; 34 received certificates; and 46 transferred to four year colleges or universities. The EOP&S student persistence rate from the fall semester of 2008 to the spring semester of 2009 was 81.1 percent.[35]

In support of the mission in providing personal enrichment and professional development, the Community Services offers lifelong learning experiences to the community through a variety of short-term, self support, and not-for-credit programs. They offer basic, technical, and professional business courses designed to develop skills that can lead to employment, job advancement and enhancement and/or certification. This service also delivers customized training to local businesses and/or organizations.

Beyond the college mission, the college, in cooperation with Antelope Valley High School District, partnered to establish the "Student On the Academic Rise" (SOAR) High School. SOAR students take both high school and college classes simultaneously and earn their high school diploma and associated degree within five years.[36]

All of the various divisions, departments, and areas whose mission is to support student learning utilizes the resources of the Department of Institutional Research and Planning (DIRP). For example, the data collection and analysis performed by the Early Alert service is conducted jointly with the DIRP. The analysis in support of the EOP&S outcomes is also conducted jointly with DIRP. The data are collected and incorporated into program reviews, and then used for budget allocation requests and in determining institutional effectiveness.

Self Evaluation

The college is either establishing or evaluating the effectiveness of student learning programs and services at all times, and utilizes current program reviews that align to the college mission and learning outcomes. The Department of Institutional Research and Planning (DIRP) provides data for both instructional and noninstructional program reviews. The data facilitates short-term and long-term planning and resource allocation requests to SPBC to implement the Educational Master Plan. The program reviews are conducted every four years, with an annual review. Program reviews state the SLOs/OOs and PLOs of many of the services and learning programs for students.[28, 29, 30] The data provided by DIRP are also used for the Enrollment Management Committee, as it considers budget restraints in determining course offerings, student learning programs and services. DIRP data also contributes to other campus efforts that seek to ensure strong offerings for students in meeting their educational goals.

For academic divisions, program reviews measure and analyze student success and retention for each course within the division. Other measures of success are also analyzed, such as certificate and degree attainment. Another important data element related to program review is that of student demographics. This type of data is scrutinized at the individual course level to ensure that there is no disproportionate impact on student minority groups. The DIRP also works with the dean of student development and student programs and services to produce annual data updates for the campus Student Equity Plan, and a member of the DIRP staff is assigned to attend Student Success & Equity Committee meetings. Noninstructional areas are given data for their program reviews by the DIRP. The data are provided in: (1) the Fact Book;[37] (2) example surveys from past relevant program reviews; and (3) suggestions on custom data that may be helpful. The programs use the data in evaluation of their program success in serving students (through population representation and through student satisfaction survey results) and in identification of campus and community needs through review of changes in population and demographics.

Planning Agenda
None

I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary
The college has a clear and well established process for reviewing, and, when needed, revising the mission. Annually, the Strategic Planning & Budget Council (SPBC), a college governance council, requests the Academic Policies & Procedure (AP&P) Committee, a standing com-

mittee of the Academic Senate, to review the mission.[38] AP&P considers any change to Title 5 regulatory laws or requests from campus constituencies. Since the last self study, two revisions have occurred. In 2008 the Basic Skills Committee requested AP&P to include Basic Skills language from Title 5 and Basic Skills Initiative into the college mission. On March 28, 2008 AP&P recommended to the Academic Senate the language for inclusion. The Academic Senate approved the action on April 17, 2008. Another revision occurred in 2009 with the change in Title 5 language from "Certificate Programs" to "Career-Technical." AP&P made the revision on May 14, 2009. The Academic Senate approved the recommendation revision on June 4, 2009. In spring 2010, the AP&P made only minor editorial changes.

The AP&P Committee ensures that there is campus wide dialogue in the review process. Committee members are required to talk to their constituencies. Constituencies are sought for their input concerning any revisions to the mission or other recommendations, if appropriate. After ample opportunity is afforded to the campus, the committee takes action on any revision or affirms the current mission. The Academic Senate is then presented the mission for final action. SPBC is informed of the action of the Academic Senate and reviews the mission as budgeting and planning for the next fiscal year begins. The affirmed or approved mission is presented to the Board of Trustees as per BP 1200 District Mission.[1] The current mission is published in the Educational Master Plan, college catalog, Student Handbook, Faculty Handbook, college website, Strategic Planning & Budget Council Annual Review Report, and AVC Tentative and Adopted Budget

Reports. college website http://www.avc.edu/aboutavc/mission.htm.

Self Evaluation
As stated, the mission is widely published and found in many of the college major documents. The college business cards are inscribed on the back with a portion of the mission: "At Antelope Valley College we take pride in providing a quality comprehensive education for a wide variety of learners. We are committed to student success, offering value and opportunity for all members of our community." The mission's last major revision occurred in 2008 per the Basic Skills Committee request, as a result of the Basic Skills Initiative. The most current review of 2010 reaffirmed the statement with a minor editorial change "We offer" was put in bold and underlined. Annually, the mission is reviewed as per BP 1200.

Planning Agenda
None

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary
Under the oversight of the Strategic Planning & Budget Council (SPBC) and the Academic Policies & Procedure (AP&P) committee, the college mission is reviewed on an annual basis. AP&P keeps abreast of any Title 5 changes, ensuring that language and/or content is incorporated into any recommendations to the Academic Senate, and in turn, SPBC and Board of Trustees. Campus wide committees can also make requests to AP&P for possible revisions to the college mission. The mission is incorporated into all major documents (i.e. Educational Master Plan,

SPBC Annual Review Report, AVC Tentative and Adopted Budget Reports). It is also presented in the college catalog and highlighted on the back of the college business cards[39] used by staff members.

The AP&P procedure requires campus wide participation and discussion. The AP&P Committee is co-chaired by the vice president of academic affairs and an academic senate appointed faculty member. The committee is made of ten faculty division representatives, one dean of technical education, one dean of transfers, and one dean of student services. There is also an Articulation Officer (nonvoting) on the committee, and two ASO representatives (one voting and one nonvoting). The committee is also supported by an academic affairs technician. SPBC's membership[40] is reflected of each constituency group, including student representation (non voting) and college superintendent/president serving as an ex-officio member.[41] The process for the annual review of the mission is well established in both procedures for SPBC, college governance council, and AP&P, the standing committee of the Academic Senate.[38]

The mission and the Institutional Learning Outcomes (ILOs) are central to the planning and budgeting process. The mission is also contained in each major document of the college. The Educational Master Plan and program review procedures ensure that the mission is considered for future planning. As offices, divisions, departments, and areas, for both instructional and noninstructional programs, conduct their self study, and as peer review teams validate their findings, the mission is center stage. At the beginning of each academic year, the Academic Senate reviews the Academic Senate Operations Manual[42] and reminds faculty of

the Faculty Handbook.[9] These documents contain the college mission, as well as, the ILOs. Students are informed of the college mission and ILOs through the college website and the Student Handbook that is updated annually.[10] The district mission is in Board Policy BP1200.

Self Evaluation
The Strategic Planning & Budget Council (SPBC) initiates a review of the mission each year. The Academic Policies & Procedures Committee, through its representatives, revises or affirms the mission. The most recent mission review resulted in a minor editorial from "We offer" to "**We offer.**"

In the spring of 2009, the Accreditation Steering Committee sent out a campus wide 2010 accreditation self study survey to evaluate awareness of accreditation related issues. Survey responses were collected from 453 students, 69 staff, 189 faculty, 20 community members, and 28 administrators. Nearly 80 percent of the Administrators, Faculty, and Staff correctly identified where to find the college mission, while roughly 50 percent of the students and community members surveyed were able to identify where the college mission is located.[43]

Planning Agenda
None.

I.A.4. The institution's mission is central to institutional planning and decision making.

Descriptive Summary
The mission is central to institutional planning and to decision making. As stated in the Antelope Valley College Educational Master Plan, "The Educational Master Plan provides a blueprint

for the future of Antelope Valley Community College District over the next 10 years. It serves as the foundation of subsequent plans for the allocation of campus resources and district goal setting."[8]

The mission is the basis for institutional planning, program development, and college operations. It is generated via input from constituents, the superintendent/president, and the Board of Trustees. Since the last self study, there was campus wide dialogue in developing a planning and budgeting process that allows the college to evaluate: (1) what it is doing; (2) review evidence; and (3) utilize evidence for informed dialogue that leads to improvement and planning with the effect of improving student learning. In fall 2005, the college had identified that process and immediately began the development of the six ILOs.[15]

The campus community also initiated the work for the development of both Student Learning Outcomes/Operational Outcomes and Program Learning Outcomes. The new budgeting process resulted in revisions and, in some cases, development of program review procedures. These were for academic affairs, student services, and noninstructional areas that specifically require identification and assessments of outcomes.[28, 29, 30] SPBC, with support of the college superintendent/president, requires current program reviews, with annual reports for new budget allocations. The use of data in SPBC, program reviews and major committees, such as Enrollment Management, have been used. The data has been both qualitative and quantitative. It has resulted in a systematic cycle of evaluation for integrated institutional planning and decision making. The Educational Master Plan remains current, with reviews and updates every

three years.

Self Evaluation

The college mission is core to all institutional budgeting, planning, and decision-making. A survey was conducted in 2010 to determine employee perceptions of program review and its link to the budgeting process. Out of 222 respondents, 79.7 percent reported their program or department had conducted a program review. Another five percent reported they had not conducted program review. The remaining 15.3 percent did not know if they had conducted program review. Survey results on whether program reviews influenced decisions and determine budget allocations found that the majority of respondents believed that their input on program review was valued and that the program review process was playing a role in budget requests and expenditures for their area. There was a slight decline in agreement on the link between program review requested needs and budget requests (66.2 percent) than the percentage who agreed that program review was a valuable tool for providing input to the process (72.9 percent). The lower percentage continued when respondents were asked to look beyond the current declining budget situation, with 65.4 percent saying there would be a correlation between budget and program review in a better budget year.[44]

Planning Agenda

None.

Standard I.B.—Improving Institutional Effectiveness

I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Descriptive Summary

Over the past six years, Antelope Valley College has made major progress in developing both a Blueprint for Planning[45] and a Cycle of Evaluation.[46] As a result, the campus has developed, revised, improved, and supplemented procedures, software, and implemented training necessary for a strong campus dialogue on how to improve the effectiveness of the college and strengthen student learning. This new planning and budgeting process for planning, resource allocation, and evaluation supports the campus wide efforts for learning outcomes as stated in the Educational Master Plan,[8] which is the college's strategic plan. In 2005, the Strategic Planning & Budget Council (SPBC), a college governance council, developed a planning and budgeting process that considers the college mission and as a result, developed Institutional Learning Outcomes (ILOs) that reflect the mission and consider the college vision and values.[47] The new process ensures that there is an evaluation of: (1) what the college is doing; (2) how it reviews evidence; and (3) how it utilizes evidence for informed dialogue. This leads to improvements in planning, with the effect of enhancing student learning.[48]

Cycle of Evaluation

Figure 1 illustrates the Cycle of Evaluation adopted by Antelope Valley College in 2005 that links institutional processes into a framework of continuous improvement for institutional effectiveness. The Cycle of Evaluation provides a comprehensive link between:

- Mission
- Institutional Learning Outcomes (ILOs)
- Educational Master Plan
- SPBC Plans
- Student Learning Outcomes (SLOs)/ Operational Outcomes (OOs)
- Effectiveness Criteria
- Resource Allocation
- Outcomes Assessment

The Antelope Valley College mission drives the vision and values, with the Institutional Learning Outcomes derived from all three. Under the Cycle of Evaluation, the mission is reviewed annually to ensure it is current with the campus long-term goals that reflect the needs of the community, the campus, and SPBC.

SPBC established the ILOs, in fall 2005 and were approved by SPBC and the Academic Senate in spring 2006.[48] They were distributed to all faculty and staff and were included in the Educational Master Plan, college catalog, Faculty Handbook, Student Handbook, and posted on myAVC. In order to link SLOs to the budgeting process, SPBC established a strategic planning and budgeting process that evaluates and prioritizes annual budget requests, thereby utilizing institutional resources more efficiently in meeting the college's ILOs and its mission.

Budget request forms require identification of the ILO's for each requested item, and the Office of Administrative Services (formerly Business Services) Budget Narrative Form directly links the budget requests to departmental mission, stating:

"*Describe briefly your department/ division goals and objectives for fiscal year 10-11 and how they align with your budget request and the institutional learning outcomes of Antelope Valley College.*"[49] The budgeting process specifically describes the role that SLOs and ILOs have in guiding the college in the decision-making process for planning and
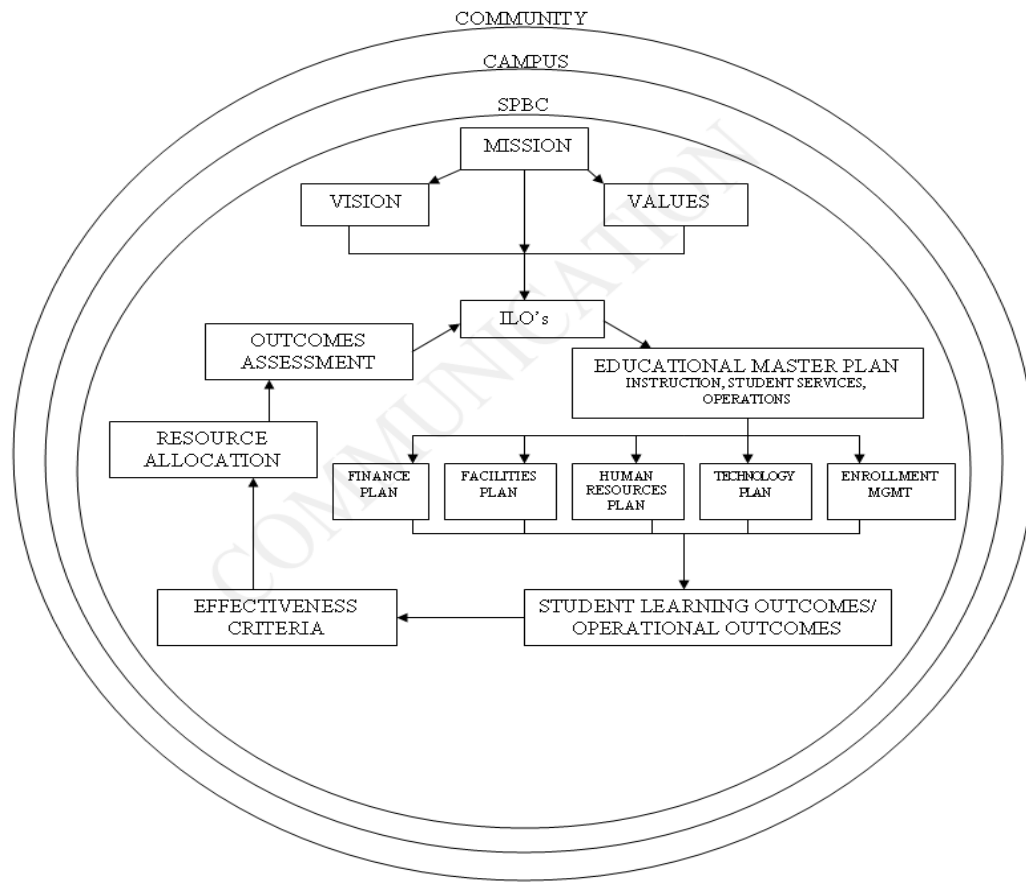
Figure 1: Cycle of Evaluation

budgeting. This process, compared to what the college had previously employed, provides a complete cycle that guides how budget allocations are distributed for each area and leads toward student success.

The mission, vision, and values are next linked through the ILO's to the Educational Master Plan. This is the key umbrella document, providing a long-term and forward looking framework for the strategic planning process. The Educational Master Plan is reviewed and updated on a three year cycle, and is used as the basis of the Finance Plan, the Facilities Plan, and the Human Resources Plan. In addition the Technology Plan, the Enrollment Management Plan, and the Matriculation Plan are also developed in support of the Educational Master Plan. These plans drive the SLOs and OOs for the various campus entities. Effectiveness is measured through the Effectiveness Criteria established as part of the SLOs, PLOs, and OOs development process.[50] Resource Allocation is driven by the Effectiveness Criteria, and are assessed and reported on an annual basis. Communica-

tion between representative groups and the segments of the components that is demonstrated in the Cycle of Evaluation is an overarching theme (Figure 1). Communication is an essential part of informing the constituent groups as well as in maintaining the dialogue essential to continuous improvement for effectiveness.

Blueprint for Planning
The Antelope Valley College Blueprint for Planning (Figure 2)[45] shows how the planning documents are integrated into one process for continuous improvement of institutional effectiveness. The center of the blueprint is the Educational Master Plan, driven by the mission through the strategic goals and the ILO's. The Educational Master Plan is aligned with accreditation recommendations and linked to program reviews and department/division/office/area SLO's and PLO's. The director of institutional research and planning and the program review coordinator maintain an ongoing dialogue on the linkage between the primarily forward-looking Educational Master Plan and the more reflective program reviews.
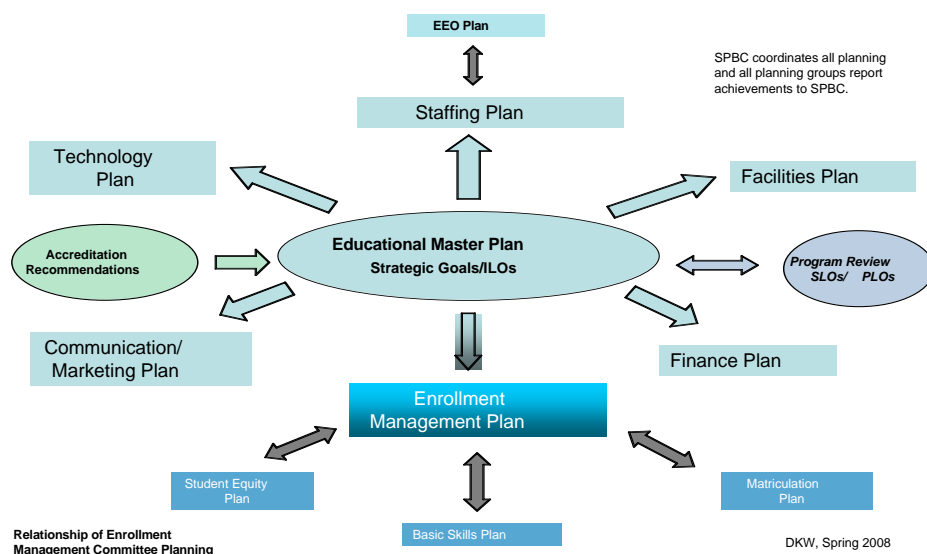
Figure 2: Blueprint for Planning

The Enrollment Management Plan[22] is developed by the Enrollment Management Committee. The plan covers three time scales, near term (up to three years), mid term (three to five years), and long term (five to ten years) and is updated on a three year cycle with review and modification on an annual basis. The other major plans directly linked to the Enrollment Management Plan are also updated on a three-year cycle with information developed within the Enrollment Management on a department, area, division, and program level. For example, all campus entities included in the Enrollment Management identify specific staffing needs on the three time scales. The staffing needs are collected by the Department of Institutional Research and Planning (DIRP) and given in summary form to the SPBC HR subgroup for starting the process of revising the Staffing Plan.[19] This process ensures that dialogue occurs within each campus entity during the development of the Enrollment Management and again through representatives of constituent groups as the individual needs are balanced on a campus wide basis. A similar process is followed for the Facilities Plan,[18] and the Finance Plan[17] that are developed by subgroups of SPBC.

The DIRP has increased capacity for research and developed and implemented SLO and assessment training. The pathway for directly linking learning outcomes to budget and planning has been clarified on budget forms and through the campus wide adoption of WEAVE Online[51] reporting, and most importantly, the campus culture has moved into cycles of assessment, evaluation, and improvement, with additional training. Faculty, staff, and administrators have adopted learning outcomes and assessment into the daily operation of the college.

Improving Institutional Effectiveness
Antelope Valley College relies on multiple planning and evaluation processes and broad communication to evaluate, plan, and improve institutional effectiveness. As outlined in the Cycle of Evaluation,[46] the mission, ILO's and goals are clearly articulated and are used throughout the institutional planning process. The campus goals tie programs, resources, and services to the mission and link all programs and services to measurable outcomes. Programs and services are required to base their missions, purposes, goals and their outcome statements on the college mission, goals and ILO's in the Educational Master Plan forms,[52] program review and annual program review reports.[53] The SPBC consists of faculty, staff, and administrators, reviews all program reviews and make recommendations regarding hiring and budgeting for each program based on input from Enrollment Management Committee, Student Success & Equity Committee, and the SPBC subgroups. The Budget subcommittee, a workgroup of the SPBC, is responsible for making sure that recommendations for budget align with the mission and vision of the district. This is accomplished utilizing budget narrative and budget line item request forms.[49] A timeline for completion of the budget narratives and requests is also submitted with the forms. The timeline serves as a checklist for the subcommittee to monitor progress and completion of the resource allocation process. The forms are submitted to the Administrative Council to be disseminated to faculty and staff. Ongoing dialogue between faculty, staff and administrators results in consistently linking institutional planning to the resource allocation process. The process is also critical to the establishment of the annual budgets and has also proven effective during statewide budget

cuts. For example, during the 2009-2010 fiscal year, the district faced $1.9 million in cuts from state growth revenue. The SPBC reversed the budget allocation process as described above. Continuous dialogue about the process with the SPBC, Board of Trustees and the district-at-large proved successful in ensuring that the district remained fiscally stable, while maintaining institutional effectiveness. The SPBC Budget subcommittee makes recommendations for allocating resources to the SPBC. The recommendations go to the superintendent/president who assesses the budget. The superintendent/president ultimately makes the final recommendations on budgeting, hiring, and facilities development and improvements. The superintendent/president sends these recommendations to the Board of Trustees and board communications outlining the budget allocations whereby they are voted upon (Board Policy 2510). According to the SPBC planning timeline, "SPBC chooses an outcome from subgroup goals and the DIRP reviews the strategic plan for measurement, effectiveness and assessment." Outcomes are discussed at the SPBC meetings[54] and the overall results are communicated in the SPBC Annual Report as achievements.

Self Evaluation

Institutional Effectiveness is further enhanced through the linkage of the planning documents as outlined in the Blueprint of Planning (Figure 2).[45] Through on going dialogue, the campus resources are allocated within the multiple and frequently overlapping and/or competing priorities represented through the Technology Plan,[21] Enrollment Management Plan,[22] Student Equity Plan,[24] Basic Skills Plan,[25] and the Matriculation Plan.[26] Effectiveness begins through the Enrollment Management Plan with its three year cy-

cle of review and evaluation of the mission and planning at the three time frames. The overlap with more reflective program reviews enable the SPBC plans to identify future plans/needs within current evaluations of all campus programs with a view to linkages toward accreditation through the Educational Master Plan on a three-year cycle.

With the development of the Cycle of Evaluation[46] in 2005, outcomes for all levels of college processes are brought in to measure achievement of campus goals. By bringing assessment of goal achievement on an annual basis into the process, campus resources are more effectively matched to needs and ultimately to supporting the mission.

The Educational Master Plan at Antelope Valley College, while directly tied to the mission and influenced by the college vision and goals, is, at its core, composed of individual plans created by data and campus dialogue. These take place at the division, department, and area levels. By starting with overarching goals, and planned with broad based input at the operating levels of the campus, all constituent groups are able to participate on plan development from a bottom up perspective. The broad based nature of the planning from a bottom up perspective produces a planning document that is comprehensive. Campus identified needs are brought into alignment with campus resources, first though the implementation of the Educational Master Plan and SPBC subgroups that are tied together in the Blueprint of Planning.[45] The SPBC subgroups and SPBC Budget subcommittee provide expert guidance through the development of the Finance Plan, Facilities Plan, Human Resources Plan, Enrollment Management Plan, and Technology Plan,

Student Equity Plan, and the Matriculation Plan, with all final budget recommendations coming from SPBC after review and discussion.

Antelope Valley College maintains a three year cycle for full updates of the Educational Master Plan. The college has an off-year review of the plan, to evaluate and update the plan as necessary. The Educational Master Plan in 2007 was expanded to include more departmental and area plans. These plans made for more campus involvement, thus expanding the bottom-up (as opposed to top down) viewpoint of the Educational Master Plan. During this reworking of the Educational Master Plan, a broad based steering committee including, faculty, staff, administration, and community members, oversaw the process. The SPBC Master Plan subgroup was tasked with overseeing the off-year review of the plan.[55] The Educational Master Plan 2010 update was managed by the SPBC's Educational Master Plan subgroup. These consisted of faculty, staff, and administrators, but with a much smaller number of individuals.

Planning Agenda
None

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary
The college has continued to expand its ongoing dialogue about learning outcomes, assessment, and continuous improvement of learning and campus operations. The dialogue has been direct in events, such as, the Faculty Professional Development (FLEX) events, Welcome Back Day, "Dialogue with the President" and various training events. Through participatory governance committees, faculty, staff, and students are afforded the opportunity to be proactive in discussions related to improving the teaching and learning environment of the college. The college has also incorporated discussion of learning outcomes in area specific workshops such as the Basic Skills Forum.[56] In addition, the collective campus engagement in the use of research, data, and assessment as a foundation for understanding and improving college learning, as well as, operational functions has been the focus of new indirect efforts by the DIRP, such as, the monthly 'Notes From The Researchers'[57] and presentations at college committees, departments, and area meetings. The success of these efforts to instill a college culture that is data driven, reflective, and focused on continual improvement can be seen in the number and variety of research projects and the increase in the use of data and analysis as the foundation for decision making.

All academic divisions and related areas have been working on identifying, revising, and assessing Student Learning Outcomes (SLOs) at the course and program level. A major effort was undertaken by the SLO Committee as documented in the 2008 Follow Up Report with SLO writing presentations at division meetings, FLEX events, and with SLO writing workshops conducted by the SLO Committee members with help from faculty from Language Arts, Social and Behavioral Sciences, and Math, Science and Engineering for all divisions. Faculty members across the disciplines are trained on importing SLO information into WEAVE Online, a software program for accountability information and reporting.[58]

The campus is engaged in the assessment and evaluation of SLOs and ILOs and links them with the budgeting process with data that is provided by the DIRP. The SLO committee is working with the DIRP staff to consolidate collecting and assessing data to confirm that assessments of SLOs are being met. These procedures and methods of assessment, including their results, are made available to each division/area and are posted on myAVC for easy access and review.[59] The procedures and methods have been developed for the entire campus, ensuring ongoing improvement and continuity. ILOs, PLOs and SLOs are continuously under review in all aspects of the college. The different areas in Student Services are evaluating SLOs by means of survey monkey, hand written surveys, and surveys from events held for specific programs throughout the year. Their PLOs and the ILOs are then tied to, (and are reviewed annually or as the program changes) any adaptation for growth within Student Services.

A key part of the college reevaluation and resource allocation process is the program review.[28, 29, 30] The adoption of a four cycle with annual short-program review was for the purpose of providing a strong link between the assessment of outcomes and the budgeting process and allocation of resources. The reflective nature of the program review process is essential in balancing the competing needs of the various campus units using a data driven approach. The evaluation of the process under the Cycle of Evaluation is also a key to continuously improving the linkage of need to achievement of goals and college mission.

The Faculty Professional Development Program (FLEX),[60] which offers activities for faculty and when space permits are open to all members of the college community and the general public. They provide a diverse number of Faculty Academy workshops and presentations that allow faculty the opportunity to participate in dialogue about improving student learning, as well as understanding college issues. The workshops and presentations provide opportunities to discuss and learn about teaching methods, enhancing the classroom environment, reaching students at a distance, and maximizing college resources. Each faculty professional development activity or workshop concludes with the participants evaluating the activity. The participant evaluations are collected and reviewed by the FLEX Committee and are used to plan for future activities and workshops.[61]

Faculty members that take leave from the college, for either a semester or academic year, present sabbatical leave reports to the Board of Trustees. Faculty discuss how they have met their goals, and how they directly impact students. These discussions are shared with colleagues. Several faculty members over the years have been able to participate in the study abroad program for both London, England and Salamanca, Spain. Faculty are enriched by these experiences. They then share their new methodologies and perspectives with both their students and colleagues.

Other examples of professional development opportunities that raise awareness, included basic skills seminars on issues, theories, and best practices related to students and instructional methods. In January 2009, a Blackboard Boot Camp, whereby faculty participated in a three-day event, role-played both students and faculty. This was in order to develop an appreciation for both sides of the online

learning environment. In February 2009, a seminar was offered on the Early Alert Program. This program seeks to improve student success and retention. In January 2009, a panel discussion on Critical Reading and Thinking Across the Disciplines was held. A list of professional development activities is online at http://www.avc.edu/organizations/flex/EventsataGlance.htm.

The 2004 self study identified a need to "hold college forums where individuals can bring forward issues and ideas in support of the college's mission to increase communication and promote dialogue.[43] In response to this, the superintendent/president conducts campus wide forums called "Dialogue with the President." Faculty, staff, students, and members of the community are invited to participate in open forum discussions on various college issues related to student learning and institutional processes. Forums are held several times each semester, and faculty are given FLEX credit for their participation. Forum topics have covered campus goals, accreditation, college budget, participatory governance, construction projects, the Palmdale Center, and distance education.[62]

The Academic Senate is a strong voice in ensuring that ongoing dialogue among and across faculty occurs on student learning and institutional processes. The Academic Senate holds bimonthly meetings on academic and professional matters, with each division having two faculty representatives. The adjunct faculty has one representative, and the faculty union president and student representative serve as nonvoting members. The Academic Senate oversees the following standing committees: Academic Policies & Procedures Committee, Student Learn-ing Outcomes Committee, Honor's Committee, Distance Education Committee, Equivalency Committee, Equivalency Committee, and Faculty Professional Development Committee (FLEX). Beyond the standing committees, the Academic Senate ensures educational excellence through the following programs: Senate Grant Program, Program Review for Academic Affairs, Student Services, and non-instructional areas. It also ensures quality student learning through the Tenure and Evaluation procedures.[63] Each of these standing committees and programs are required to provide, at minimum, two reports to the Academic Senate per semester. They are also required to provide end of the year reports to the Academic Senate. These are shared with the College Coordinating Council, the Strategic Planning & Budget Council, and the Board of Trustees.

The President's Executive Council and President's Cabinet meetings include weekly discussion of the planning and budgeting process for the benefit of student success. Regular updates are provided by the respective service area vice president or the superintendent/president regarding operational issues which may have an impact on the planning and budgeting, so that plans may be revised.

The "Campus Goals Led by the Superintendent/President"[64] are approved by the Board of Trustees at the regular meeting in June of each year. This list of goals provides a road map for the district and the setting of objectives at the division/departmental/area level. The results serve as the measure for each division/department/area Student Learning Outcomes/Operational Outcomes, as well as, progress toward the campus goals. Annually, the President's Cabinet provides data on

the progress toward completion of the campus goals, and progress toward those goals becomes a basis, in part, upon which the superintendent/president is evaluated.

Campus dialogue on budget, planning, research, outcomes and assessment is also facilitated through the Administration Council, the group of administrators and confidential management and supervisors. The Administration Council meets twice a month to discuss issues of general interest to the management team of the college. Budget updates are a frequent topic, particularly during the past two years as the economy has declined. The Administration Council is also a source of dialogue on planning and program review timelines and requirements, so that the managers can then return to their division/ department/area, thus informing the campus staff and faculty.[65]

A key component of the ongoing dialogue at Antelope Valley College is the program review process. The program review process has evolved from one that was only applied to academic programs into a process that is conducted by all major campus programs. This expansion was part of the shift to use program review as a central component of the ongoing dialogue about improving SLOs, OOs and ILOs. Program review starts the dialogue within the division/department/area, but through peer evaluation and reporting of results to the SPBC and the Board of Trustees and continues the discussion of informing the campus and community. The program review has become key in fostering broad based discussion of Student Learning Outcomes/Operational Outcomes. Program effectiveness has been expanding to cover academic affairs, student services, and noninstructional pro-

grams across campus.[28, 29, 30] The program review process has also been made more rigorous by including greater requirements on evaluations of effectiveness and communication.

Dialogue on SLOs and OOs also occur in SPBC as a formalized process for reporting by the SPBC subgroups and budget subcommittee. As part of the SPBC annual report, subgroups evaluate the accomplishments of the current year goals, and report and discuss their goals for the coming year. The Budget subcommittee meets and evaluates their accomplishments, with the discussion continued at the SPBC level so that the entire group is informed and maintains a full dialogue, rather than a simple report. Individual subgroups develop and report their own criteria for assessment of the goals, which is also discussed by SPBC as a whole.[12]

Through a web based campus portal called myAVC, groups are established that allow members of the college to join and have access to group specific documents, information, and opportunities to increase communication through discussion postings and email. Since the myAVC groups are not available to the general public, college organization webpages have been established and are made available on the publicly available college website. This can be accessed by clicking on the Campus Organizations link from the college's main page located at http://www.avc.edu.

Self Evaluation
Antelope Valley College has continued to improve and expand all of the processes and pathways for dialogue over the past six years. Key to this has been the expansion of SLOs, OOs, ILOs and assessment. The campus wide expansion of program

review to include all campus areas has also been important. Faculty development activities, staff development opportunities, SPBC subgroup and budget subcommittee goals, assessments, and reporting, have all contributed to the college's improvement. In short, the college has engaged in a broad based dialogue concerning outcomes and effectiveness. All members of the college community have had the opportunity to participate. This dialogue is ongoing, collegial, and self-reflective. It is centered on the continuous improvement of student learning and getting institutional processes right. Dialogue has occurred both on campus and through the web. It has also occurred through the press and through the public generally. In other words, the community at large has been included, and continues to be included, in the dialogue.

Throughout the years, the FLEX program has been a valuable opportunity for faculty to be exposed to new ideas and techniques. Each activity and the overall program are evaluated annually. For example, the training provided for WEAVE Online, faculty indicated that they were surprised to discover that the software program is user friendly and the results are helpful in understanding the outcomes for student learning improvements.[60]

Since 2003, there have been several "Dialogue with the President" sessions that afford employees, and sometimes community members, an opportunity to discuss issues and make recommendations on how best to improve operations at the college. At the end of each session completed evaluations were collected and reviewed by the superintendent/president. Some of the evaluations provided participants opportunities to suggest improvements or changes.[66] The following are

three samples of topics, questions, responses, comments, and actions taken. The Office of the Superintendent/ President has a binder that contains all of the completed evaluations from November 2003 through May 2010.

Dialogue Topic: "Constructions Projects Update"

Question: "How can communication regarding the status of construction projects be improved?

Response: "Have a meeting with students and homeowners to see how they feel or what they think about the projects."

Action taken: mailed letters to all homeowners inviting them to a meeting at the college to seek their input on how to best communicate the status of construction projects. At the meeting, homeowners requested that the college send a letter on the status of projects that may affect normal flow of traffic, blowing dust, and excessive noise. The Director of Facilities carried out suggestion.

Dialogue Topic: "Tolerance –Continuing the Dialogue"

Question: "Have any of the events helped you change your perspective or your beliefs? If so, how?"

Response: "Yes. Better understanding of cultures other than my own. I can better reject stereotypes. Continue to Dialogue about Diversity"

Action taken: EEO committee invited Dr. Terrance Roberts, who was on of the "Little Rock (AK) Nine." He shared the many obstacles he and fellow African-American students encountered as they were first to integrate Little Rock High School in 1957. There were more than 300 in attendance, one of the largest.

Dialogue Topic: "Accreditation Update"

Question: "Has today's discussion helped clarify where you can go to find more information about AVC and accreditation?"

Comments: "Yes. References to the web locations, accessibility via links were helpful."

In an effort to provide individuals with expanded opportunities to participate in dialogue and access to college related information, agendas, minutes, and reports are listed in myAVC groups. At the October 22, 2008 meeting of College Coordinating Council (CCC), a participatory governance council was given a presentation outlining the inconsistency of posted agendas and minutes for multiple campus wide committees and councils on myAVC. As a result, the CCC recommended that the superintendent/president direct all appropriate committees and councils to update their postings regularly. Since the CCC presentation, areas have improved the posting of agendas and minutes in a timely fashion, while inconsistencies still remain, they are being addressed.

Planning Agenda
None

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary
Antelope Valley College sets its goals based on the mission of the college: Associate degree programs, Career Technical Programs, Transfer/General Education Courses, Basic Skills Courses, Student Support and Instructional Support, Workforce Preparation and Economic Development, and Personal Enrichment and Professional Development.[1] The college utilizes an Educational Master Plan[8] to articulate and expand upon the college's core values, Institutional Learning Outcomes,[15] and strategic goals[8] necessary for ongoing and systematic evaluation[46] and planning that refine key processes and improve student learning.[45] The goals are further expanded by a set of Guiding Principles that are reviewed and updated in the Educational Master Plan[8] every three years along with the goals. The Guiding Principles serve to provide additional guidance and measurable targets for achievement of the master plan goals.

The longer term goals set in the Educational Master Plan serve as a guide to the annual goals set by the superintendent/ president for the college to achieve. Within the broad goals of the Educational Master Plan and the annual goals of the superintendent/president, academic affairs sets its own specific set of measurable goals.[67] For example, the academic affairs goals for 2009-2010 included two new focus areas that were derived from dialogue within the campus: 1) Maximize grant funding to enhance district operations and to provide opportunities to the institution by seeking external sources of funding to meet the needs of, and build partnerships with, the external community. 2) Collaborate with campus constituencies to develop and implement green practices throughout the campus and add green coursework to the curriculum.

As part of the annual goal setting process,

achievement of the previous year's goals are assessed, and if goals are not met improvements or revisions to the goals are made for inclusion to the new goals. The President's Executive Council, which consists of four vice presidents, works collectively to set annual goals. Regular meetings with each of the vice president's departments/areas or division leadership help ensure that goals that are established align with the mission of the college. SPBC subgroups and budget subcommittee set annual goals for their relevant areas, staffing, budget, communications, facilities, and the Educational Master Plan. The members of the Budget subcommittee review the SPBC goals and achievements on an annual basis, and after discussion by the full SPBC modified if the SPBC as a whole concurs. The SPBC Annual Review[12] describes the purpose and function of the SPBC, lists the ILO's, and describes the planning and budgeting process. In addition to the timeline, the subgroups list all of the "Campus Goals Led by the Superintendent/ President" and their achievements for the previous year and the subgroups' goals for the following year.

Institutional Learning Outcomes
SPBC approved six Institutional Learning Outcomes on October 19, 2005 and were supported by the Academic Senate November 3, 2005. The ILOs are: (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, mathematics; (4) solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies; (5) demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society; and (6) identify career opportunities that contribute to the economic well being of the community.[15]

Educational Master Plan Strategic Goals
Through dialogue and shared governance, Antelope Valley College identified nine strategic goals. These goals are intended to "focus on providing the foundation, resources, and environment to enable achievement of the Institutional Learning Outcomes." These nine goals include activities that: (1) ensure a diverse and growing enrollment by placing students first in designing and delivering student-friendly programs and services to the entire district; (2) strengthen external community partnerships; (3) develop a campus culture with a sense of community and a commitment to excellence; (4) improve the utilization of new and existing resources to support student learning outcomes by strengthening organizational effectiveness through research, planning, and the shared governance processes; (5) increase and effectively manage grant funding and capital financing to supplement district resources; (6) develop and maintain to ensure an innovative educational environment that supports student learning outcomes; (7) students and employees will be provided with access to the information technology resources necessary to sustain the learning and workplace environment; 8) create a staffing plan to provide appropriate staffing to account for growth in enrollment and support new and existing facilities; and (9) enhance professional development to en-

sure a well-trained, diverse staff to supports the district's mission.[8]

Since the Educational Master Plan is the district's strategic plan, defining the activities of the nine goals became elements for future planning. They also provided benchmarks for a historic review. For example, prior to the implementation of the district's budget development process in 2005, it was exceedingly difficult to develop a future strategy without knowing the current strategies and measuring their success. Another example, and a recurring theme in the program reviews, was the lack of staff to accommodate the rapidly increasing enrollments. After the district assessed enrollments and the impact on instructional programs, it was equally important to recognize that a Staffing Plan was needed. As evident in the blueprint[45] for the district's strategic planning, the Staffing Plan provides the framework to assess appropriate staffing levels.[19]

Another example of the commitment of the campus community to institutional effectiveness is the wide spread involvement in preparing and developing the previous accreditation progress report,[68] Midterm Report,[69] Follow Up Report,[70] and now the 2010 Self Study Report.[71] Campus representation of the various constituency groups, board members, students and the community at large have taken an active role to ensure that each of these reports provided clear, concise, and truthful self reflection and reporting. The commitment of the college has been consistent over the years and is reflected in the 1998 accreditation philosophy statement.[72] The college takes seriously and understands that if "we are to fulfill these goals, we must consider our self-examination honestly, openly, and objectively." The preparation of self study reports have always resulted in staff from every sector to work together to create a document that is "the best appraisal of where we are, where we want to go, and how to get there."

Self Evaluation

Program review has been used by Antelope Valley College to improve student learning since 1987. The campus initially reviewed only the academic programs; review of student services programs began in 2001. The most recent extension of program review came in 2008 with the inclusion of noninstructional programs. The results of program review are now used to continually refine and improve program practices throughout the campus. What was once the responsibility of only the academic programs is now routine for the entire campus.

There is broad participation in program review by administrators, faculty, and staff. In a survey conducted in spring 2010[44] it indicated that there is an awareness of program review. There were 95.8 percent of full-time faculty and 55.1 percent of adjunct faculty correctly responded that their program/department/division had conducted program review. Nearly all classified staff work in programs that have been through program review, with 74.3 percent of the classified respondents noted that was the case. Annual updates to the comprehensive self-studies are being phased in beginning fall 2010. The annual updates are intended to systematically support an ongoing dialogue and collaboration to refine program practices, improve effectiveness and enhance student success.

The development of the SPBC Annual Report is also defined in the planning timeline.[38] SPBC subgroups meet regu-

larly to review their goals and achievements, during the fiscal year. Updates from the subgroups are reported to the SPBC on a monthly basis and the communications subgroup chair generally provides the information to the district-at-large via "campus updates" utilizing electronic mail. The SPBC Annual Report[12] provides a clear communication of the district's Blueprint for Planning, Cycle of Evaluation, budget development and lists the goals and achievements for the fiscal year.

The college sets goals to improve its effectiveness consistent with its stated purposes. The college assures the effectiveness of its ongoing planning and resource allocation process by systematically reviewing and modifying goals and objectives through a collaborative process. As an example of increased collaboration in reviewing goals and objectives, in the 2010 Accreditation Self Study Survey,[44] participants were asked how many times in the last year did they work with others on revising a department goal. Of the 243 respondents, 55.5 percent indicated they had participated in revising goals from 1-5 times, and 14.4 percent participated 6-11 or more times. Both values are a slight increase over the results of the 2004 Accreditation Self Study Survey where 52 percent participated from 1-5 times and 11 percent participated 6-11 or more times. In contrast, the 2010 survey results revealed that 28.4 percent indicated that they did not participate at all, while 37 percent indicated the same in the 2004 survey. The results indicate a positive trend that more people are becoming engaged in the ongoing planning and budgeting process.

Antelope Valley College articulates its goals through the Educational Master Plan and supporting plans that state the objectives derived in measurable terms, so that the degree to which they are achieved can be determined and widely discussed. Since the 2004 Accreditation Self Study, an increased percentage of individuals find the articulation of the college goals to be clear. The results of the 2010 self study[43] indicate that 59.8 percent of the respondents *Agree* or *Strongly Agree* that the campus states its goals clearly, an increase from 43.4 percent in 2004. As part of communications and dialogue, the Department of Institutional Research and Planning recently initiated a short monthly newsletter featuring two to three projects with brief descriptions and one to two tables and graphs. The 'Notes From the Researchers' provides brief views of research projects in a short and understandable fashion to general readers. The 'Notes' serve to showcase research projects and provide examples of different types of research methods to help inform the campus on what is going on and to generate new research projects. The 'Notes' are distributed in electronic and hard copy formats, and are also available on the web (http://www.avc.edu/administration/research/).

To further enhance the opportunity for collaborative discussion across the campus, the superintendent/president maintains a myAVC group where individuals who login to myAVC, the campus web based portal, are able to access news and documents published from the President's Office. The 2009-2010 campus goals established by the superintendent/president are available in the myAVC group, as well as an opportunity to provide general feedback and ideas directly to the superintendent/president.

Planning Agenda
None.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary
Antelope Valley College recognizes the value of a systematic cycle in which progress toward stated goals is evaluated and continuous improvement strategies are utilized to improve student learning.

Ongoing, systematic evaluation and integrated planning takes place in a comprehensive systematic program review process that is part of the overall planning and institutional effectiveness at Antelope Valley College. Information gathered during the program review process supports informed decision-making regarding the future of the institution and resource allocation by faculty, staff, and administration. Important components in planning are two college documents: Cycle of Evaluation (Figure 1),[46] Blueprint for Planning (Figure 2).[45] Both illustrate the circular process of planning based upon evidence gained through assessment of student, program, and operational outcomes. As outcomes are assessed, that information informs future budget and planning decisions. The Educational Master Plan, the strategic plan of the district, outlines the institutional action plan for short and long-range goals. The plan incorporates a systematic framework for developing goals, evaluating effectiveness, allocating resources and assessing

the outcomes.[8] The college embraces the strategic planning process and improving student learning. Since the planning process reflects the participation of a broad constituent base, preparation of focused and practical plans requires the help of all those involved. The makeup of the SPBC consists of representatives from each constituent group on campus.[41] Student representation in the SPBC is also a key element in helping to ensure that processes and goal setting involves establishing specific, measurable and time-targeted objectives that ultimately effect student learning. For example, the College Coordinating Council (CCC), recently addressed a district smoking policy.[73] The student appointed representative was instrumental in communicating the policy to students, making suggestions, and assisting in the planning efforts for enforcement. Also, the action plans as developed by each working subgroup of the SPBC, relies on the annual goals, program reviews and student learning and operational outcomes. Faculty, staff, and administration take part in identifying the key processes and operations that are necessary to ensure the district's long-term organizational survival. An example of needing a key process was evident in the SPBC Budget subcommittee when the group attempted to align the various components of the budget development process and allocating of resources. It was clear that in order to refine communicating the strategic plan with the various budget development documents, a handbook was necessary. The draft of the handbook has been developed and is awaiting approval from the SPBC in the fall of 2010.[74] The document will be used as a resource guide for the college and merges the budget planning documents with a timeline for completion.

The Educational Master Plan also provides the framework for aligning the college budgeting of resources. As outlined in the Cycle of Evaluation, the Finance, Facilities, Human Resources, Technology and Enrollment Management plans were developed to help ensure that student learning and operational outcomes are effective and measurable. The SPBC Budget subcommittee, along with the financial working subgroup, builds the annual budgets based on historical and empirical data of the district. Budget augmentations are screened to ensure they align with the ILOs, SLOs and OOs. Budget narratives accompany all requests for augmentations. The narratives speak to how the request will improve student achievement. For example, an assessment instrument for measuring outcomes was needed for the district. Academic Affairs and Student Services requested that a software program be purchased to accommodate the request and assist the Department of Institutional Research and Planning with an efficient methodology for measurement. The request was reviewed and approved, and resources were allocated to purchase the WEAVE Online system. In assessing the outcome of the new process it has been determined that WEAVE Online has been instrumental in achieving and improving input of SLO's, and measuring their effectiveness. This achievement will also assist the district in meeting the accrediting commission expectation that institutions be at the proficiency level in the identification, assessment and use for improvements of student learning outcomes by fall 2012.[51]

The director of institutional research and planning sits on the SPBC and provides regular reports on enrollment, FTES, and efficiency as well as specific budget and planning related projections of LHE, FTES targets and how well the college is doing in meeting the targets, and projections of expenditures on instruction to aid in the planning process. The shift by the college to a data driven planning and budgeting process has been of particular benefit in the difficult economic environment currently affecting the state budget. The reductions in course offerings necessitated by the budget reductions were difficult, but were conducted based on the best available data and projections and allowed the district to minimize the effects of the reductions on student achievement goals. The use of historical data analysis, and projections of future needs and resources has become an integral part of the planning and budgeting process at the college. In the discussion not only is quantitative data used for decision, but so is qualitative data used to produce the best feasible outcome for students.[76]

The Strategic Planning & Budget Council (SPBC) utilizes the Educational Master Plan as a starting point for reviewing the college mission, vision, values, and for assessing progress toward its stated goals. Practices of the college are examined through an ongoing and systematic cycle of program evaluation that includes annual and periodic reviews of plans and programs.

Members of the SPBC are assigned to five subgroups: Facilities, Human Resources, Finance, Communications, and the Educational Master Plan. Each subgroup is responsible for monitoring the progress toward the strategic goals and Institutional Learning Outcomes of the college based on review of the plans, program review reports, annual achievement reports, and other planning documents. Each year, the SPBC discusses any modifications recommended by each subgroup

and makes appropriate changes to the institutional goals as required.

Strategic Planning & Budget Council (SPBC) Subgroups and Budget Subcommittee

SPBC Subgroups:

Facilities is responsible for developing and evaluating the effectiveness of the Facilities Plan, which oversees the district's long-range infrastructure, building and parking needs.

Human Resources is responsible for creating a Human Resources Plan that includes a long-range Staffing Plan to support program needs identified in the Educational Master Plan.

Finance is responsible for developing a Finance Plan to analyze and determine the financial impact and necessary resources to implement the Facilities, Human Resources, Technology, and Enrollment Management Plans.

Communications is responsible for developing, implementing, and evaluating a Marketing and Communications Plan with strategies to increase communications with internal and external constituents.

Educational Master Plan is responsible for annually reviewing the Educational Master Plan to ensure that the district is progressing toward its stated goals and objectives.

Budget Subcommittee is responsible to review annual budget requests. Budget requests are reviewed and prioritized based on the most efficient utilization of institutional resources, accomplishing strategic goals, and improving the Institu-

tional Learning Outcomes. Recommendations are reviewed with the SPBC body. SPBC makes final recommendations to the superintendent/president. The superintendent/president then submits budget recommendations to the Board of Trustees for approval and implementation.[12]

Program review is also used as a systematic self study and peer review process to assess the institutional effectiveness of existing programs, maintain and enhance their equality and responsiveness to student needs, identify and create plans for future program development, and provide a foundation for the allocation of resources. Part of the review process includes a requirement to develop and assess Student Learning Outcomes. The Student Learning Outcomes (SLO) Committee is a standing committee of the Academic Senate and monitors a campus wide process for the uniform implementation and assessment of Student Learning Outcomes/Operational Outcomes at the course, program, department, and area level.[28, 29, 30]

As an integral component to data collection and analysis for planning, the Department of Institutional Research and Planning (DIRP) provides quantitative and qualitative research and analysis services to any and all requesting organizations and individuals at the college.

Self Evaluation
Antelope Valley College continues to assess progress toward achieving its stated goals, and makes decisions for improvement of institutional effectiveness with the ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation.[45, 46]

Results of budget augmentations and achievements of the district's annual goals are disseminated in the SPBC Annual Report.[12] This annual review not only serves as a recap of the strategic plan, but serves as the district report card. The report also seems to provide a useful tool for communicating and public relations across traditional boundaries between the district and its communities. For example, the Antelope Valley College Foundation provides financial support to the district in the form of grants. Nearly a half a million dollars in program support, is given to faculty, staff, and scholarships for students. The college Foundation relies on the SPBC annual report to assist in its planning for solicitation of donations. Prior to awarding the grants, the Foundation leadership in partnership with the district administration, reviews the unmet needs of instructional and noninstructional programs. Supporting and improving student achievement and Student Learning Outcomes is paramount to the Foundation and its relationship to district planning. Consequently, communicating the districts strategic plans and outcomes help support partnerships, public relations, and secures financial resources, which indicates the importance of this dimension of the planning process.

Research analysis is used for planning and resource allocation as evidenced in the Enrollment Management Committee's effort to provide better enrollment opportunities for students. The first strategic goal of Antelope Valley College is to "Ensure a diverse and growing enrollment by placing students first in designing and delivering student-friendly programs and services to the district." In response to budget reductions and expected enrollment growth, the Enrollment Management Committee requested that the DIRP

conduct a study on fill rates for classes in the spring 2009 semester in order to maximize seat availability for students in the fall 2009 semester. Course enrollment was tracked daily and the date was noted for when courses hit 100 percent of maximum enrollment. This data was then used to calculate the speed at which courses fill up by time of day, day of week, and division to assist the college in maximizing availability of seats for the fall 2009 term where additional growth is expected to run into budget constraints.[75]

Data and analysis from the DIRP was also used as the basis for decision-making in SPBC discussions on budget reduction scenarios. During the summer of 2009, special SPBC meetings were held once a week in order to mitigate a lack of state funding. Based on data from the DIRP, council members were able to identify multiple reduction scenarios based on the outcomes of state funding, student demand for enrollment, and feedback from faculty and staff.

The initiation of noninstructional program review[30] in spring 2008 and refinement of review procedures in spring 2009 resulted from the college's efforts to improve its effectiveness. In addition to reviewing all campus programs to form a comprehensive view of the campus, data analysis is emphasized and forms the foundation for planning, resource allocation, implementation and evaluation throughout the campus. SLOs, OOs and their assessment results are discussed in both the program review self study and the annual update. The shorter review cycle and annual updates are expected to improve both program and institutional planning. The previous six-year cycle did not adequately foster the level of ongoing assessment and dialogue considered necessary to make

informed decisions.

As stated in the 2009 Follow Up Visit Evaluation Report,[70] the college "has made steady and solid progress" in their efforts to develop and assess Student Learning Outcomes." As a continuance of that effort, the DIRP continues to oversee collection and aggregation of learning outcome and operational outcome data. In the spring of 2010, the DIRP and the SLO Committee successfully moved the campus from a model where the DIRP was collecting and summarizing outcome assessment data to one in which the campus departments, divisions, and areas collect and upload the assessment data along with action plans and necessary budget items. Under this new model the campus community is active participants in the process of collecting, discussing, and reporting of assessments and in the process of identification of action plans and budget priorities for improving outcomes. This cultural shift from a 'Give it to Research' paradigm to one of active participation has been a critical step in the movement of the campus to a full culture of continuous quality improvement. To facilitate management and analysis of the data, the college procured the license for the web based software package called WEAVE Online. The structure of the program database is developed, and faculty and staff have been trained and are placing data in WEAVE Online.[51]

Since 2006, the superintendent/president established and was approved by the Board of Trustees, "Campus Goals Led by the Superintendent/President."[64] All constituents were asked to provide goals to be accomplished during the ensuing year. During the spring semester, all constituents are asked to provide accomplish-ments to the goals relevant to their area of responsibility. The goals and accomplishments are collected and posted on the website of the superintendent/president for public review. The goals and accomplishments are used as foundations for developing goals for the ensuing academic year.

A primary purpose of establishing these goals is to remove confusion between goals established by the Strategic Planning & Budget Council, with goals for the superintendent/president created each year by the Board of Trustees. A second purpose is to inspire a shared vision that is aimed to excite all constituents to be more active and productive. A third purpose is to encourage all constituents to work together to ensure each other's success. By collecting and posting accomplishments publicly announces the appreciation for their contributions to the college success each year.

In 2005, after receiving the recommendations from ACCJC,[68] the college immediately began discussion on how to establish a completely new budgeting and planning process, to develop Institutional Learning Outcomes, to establish a standing committee of the Academic Senate on Student Learning Outcomes, which included Operational Outcomes, to revise the program reviews for both academic affairs and student services and to develop a new procedure for noninstructional areas, including the President's Office. All were accomplished. The college over the years has found that the opportunity to conduct self evaluation and to be reviewed by a visiting team has yielded positive results for the campus community, students served and general community.

Planning Agenda
None.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary
Antelope Valley College Board Policy 3250[77] Institutional Planning states "The Superintendent/President shall ensure that the district has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research." The Strategic Planning & Budget Council (SPBC) membership reflects the spirit of BP 3250 through its robust and diverse membership. The SPBC consists of 32 members and includes the following constituencies:

- College Superintendent/President (Ex-Officio)
- Academic Senate President (Co-Chair)
- VP Administrative Services (formerly Business Services) (Co-Chair)
- VP Academic Affairs
- VP Student Services
- VP Human Resources
- Executive Director, Institutional Advancement
- Director, Business Services
- Director, Facilities & Campus Development
- Director, Information Technology Services
- Director, Institutional Research and Planning
- Director, Public and Governmental Relations
- Faculty Union President
- Classified Union President
- Faculty Representatives (7)
  o Transfer
  o Student Services
  o Instructional Resources
  o Vocational
  o At-Large (2)
  o Adjunct Faculty
- Classified Representatives (5)
- Confidential/Mgmt/Supervisory
- Deans/Directors (4)
- Student Representatives (2)

The relationship of planning and college constituency groups is illustrated in the Cycle of Evaluation (Figure 1).[46] The three rings in the process chart represent opportunities for input from the community, the campus, and the members of the Strategic Planning & Budget Council. Communicating the process of the Cycle of Evaluation and the district's Blueprint for Planning[45] is ongoing. Regular dialogues with the superintendent/president and the campus community allows for explaining the SPBC planning process on topics, such as, budget development, the budget allocation process and how statewide resources affect the district. The vice president of administrative services (formerly business services), who co-chairs the SPBC and the SPBC Budget subcommittee, is invited to present at

meetings of the Academic Senate to review the district budget, allocations, and gives an overview of how planning and resource allocation play a vital role in institutional effectiveness. Annual Board of Trustees retreats allow board members an opportunity to review the strategic planning process. Presentations outlining documents of the SPBC and Enrollment Management, keeps members abreast of the ongoing processes and how district planning affects the budget, and resource allocations that drive instructional and noninstructional programs. Board members have the opportunity to ask questions of the SPBC co-chairs and offer suggestions for improvement.

In addition to communicating the planning and budgeting process for resource allocation, is the strategic planning timeline. The timeline[38] provides SPBC a checklist to ensure that major tasks are completed and that outcomes are tied to the program review and the Educational Master Plan. The SPBC utilizes the timeline for process improvement, communicating the outcomes of the subgroup meetings, and reviewing resource allocations. Recommendations are reported to the campus community via daily and weekly updates utilizing group email, myAVC, and Board of Trustees reports that are recorded in the minutes for all meetings. Budget request forms assist the SPBC Budget subcommittee when making augmentations. Institutional goals, Student Learning Outcomes and Operational Outcomes must be matched with resource allocations prior to budget requests being submitted. This is accomplished on the budget narrative form that accompanies the budget request forms. Upon completion of the base budget, which includes ongoing salary positions, benefits, operational items, such as utili-

ties and long-term debt payments, the budget requests are utilized to bridge the institutional plans. For example, the SPBC Budget subcommittee, as listed in the Human Resources Plan[19] recommends salary budget augmentations, then it is presented to the superintendent/president, who then submits for approval to the Board of Trustees. After approval by the Board of Trustees, budgets are adjusted in the Department of Business Services. An example of how the institutional goals of the district link to the planning process was in the hiring of the director for the new Palmdale Center. Two of the goals, "Ensure staffing is sufficient to meet current and future growth and continue to increase enrollment at the Palmdale site," set the stage for the SPBC to evaluate the budget request for a new director position. The Enrollment Management Committee met extensively with the SPBC to help ensure that enrollments and student resources would be adequate to sustain the Center. The decision to move forward and hire the director for the Palmdale Center ensured that programs and courses were consistent with California Postsecondary Education Committee guidelines and the Enrollment Management Plan and to help ensure that the district will receive growth funding to maintain 1,000 FTES on an annual basis. The district has also worked diligently with the State Chancellor's Office to assist in understanding the requirements of the growth funding for centers since the passage of SB361 in 2006. Continuous sustainable quality improvement at the Palmdale Center remains at the forefront of the SPBC planning process. The SPBC evaluated the impact of funding to support the Palmdale Center and made recommendations to the superintendent/president. Redevelopment funding and limited unrestricted funds have helped develop additional classrooms that

accommodate a robust course schedule, computer labs and student support services for students. As growth is sustained and maintained at the Center, effective Student Learning Outcomes are assured. A recent student survey[78] of the Center suggests that the expansion of student services accommodates a majority of the students needs without the student having to travel to the Lancaster campus for assistance.

In addition, since the 2008 Follow Up Report, Antelope Valley College has continued to improve the broad based planning and budgeting of the campus through two main avenues, increased use of joint SPBC and Enrollment Management Committee meetings for planning and budgeting as state fiscal problems have affected campus funding, simultaneously with increased demand for course enrollment from the community, and the adoption of WEAVE Online as a tool for reporting assessments and as a direct pipeline for individual courses, departments, and areas, in providing input of budgetary requests related to the assessment of outcomes and action plans. The combination of Strategic Planning & Budget Council and the Enrollment Management Committee data[76] and analysis has been of particular benefit in responding to the budget problems, while balancing the needs of the various campus programs and constituencies.

The Department of Institutional Research and Planning provides research and analysis services to the SPBC, and other campus organizations, for assessing institutional effectiveness through the collection of data necessary to guide planning efforts.[79]

Opportunities for input and dialogue on college planning also exist through organizations such as the Academic Senate and its standing committees, including the Distance Education Committee, the Academic Policies & Procedure Committee, and the Student Learning Outcomes Committee. Through the standing committees of the Academic Senate, as well as the program responsibilities as program review faculty are able to voice their support and concerns on multiple college issues.

Other opportunities to provide planning feedback include, but are not limited to, Welcome Back Day seminars, "Dialogue with the President" open forums, Board of Trustees meetings, monthly division meetings, and participatory governance committees through constituent representatives.

In addition to "Dialogue with the President" forums, which are open to the public, Board of Trustees meetings[80] provide an opportunity for community members to give feedback on the institutional effectiveness of the college. The Board of Trustees meetings also help to inform the community about planning efforts for the Palmdale Center, construction projects on the Lancaster campus, as well as budget and enrollment issues that affect the college.

Self Evaluation
Community colleges in California are arguably facing budget challenges that negatively impact opportunities for students wishing to pursue a quality education. Antelope Valley College is not immune to the budget issues and has strived to plan for the worst and hope for the best. As a result of the 2004 Accreditation Self Study Report,[70, 71] the college was challenged to move toward a more data

driven culture in its budget and planning efforts. As such, the SPBC has strived to incorporate empirical data, as well as qualitative input, into its decision-making, as evidenced in the 2009 Follow Up Visit Evaluation Report. For example, during the summer of 2009, the SPBC met weekly to discuss budget reduction scenarios that would minimize any impact to student enrollment opportunities, but at the same time, also minimize any impact to employees of the college. Based on quantitative enrollment data and projections produced by the Department of Institutional Research and Planning, and campus wide qualitative input suggesting ways to mitigate funding shortfalls from the state and maximize resource utilization, the SPBC was able to make budget and enrollment recommendations that maximized support for student enrollment and minimized impacts to staffing and college operations.[75] Every suggestion received from individuals throughout the campus was reviewed, discussed, and debated by members of the SPBC during the special summer meetings, and balanced against the data received from the research staff. As a result, budget reduction scenarios were identified that maximized the number of class sections offered to students and avoided drastic measures such as a reduction in workforce.

The Board of Trustees meetings[80] also continue to provide valuable information to the community with updates on the budget, construction projects, and the 2010 Accreditation Self Study. Other examples of broad-based planning include the process by which the college conducted a campus reorganization.[81] Under the authority of Board Policy BP 3100 Organizational Structure and the corresponding Administrative Procedure AP 3100 Organizational Structure, the college

superintendent/president called for input on a campus wide reorganization. All constituent groups had the opportunity to provide input and suggestions on a reorganization of the entire campus. After the superintendent/president gathered and reviewed the feedback, the reorganization was conducted that incorporated many of the suggestions submitted by the campus. For instance, the Academic Senate recommended that the Social and Behavioral Science Division and the Business, Computer Studies, and Economic Development Division be combined under one dean; a combination that did occur in the reorganization. In addition the Athletics Division was also combined with the division of Visual and Performing Arts under one dean. However, not all recommendations were incorporated. Although the Academic Senate recommended that the Learning Center be moved into Student Services, the superintendent/president elected to combine the Learning Center, the Library, and the Instructional Multimedia Center under one dean in the Instructional Resources and Extended Services Division under Academic Affairs. The reorganization went into effect July 2009. Most recently, at the onset of the Program Learning Outcomes and Operational Outcomes reviews for the Office of Business Services a title change for the vice president of business services was proposed. The proposed title change would help delineate the lines of responsibility and align the department with the campus reorganization of July 2009. Currently, the Office of Business Services encompasses a diverse and comprehensive range of departments from Information Technology Services to overseeing campus safety and security. In reviewing the 72 districts of the California Community College system, 47 percent designate the vice president/vice chancellor of busi-

ness services with the title, vice president of administrative services.

In accordance with BP and AP 3100, a recommendation was made to the superintendent/president for the change. The College Coordinating Council approved the superintendent/president's recommendation at its regular meeting of February 3, 2010. The name was approved at the July 12, 2010 Board of Trustees meeting

Planning Agenda
None.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary
In an effort to maximize the dissemination of information and analysis related to quality assurance research, the Department of Institutional Research and Planning has begun posting its monthly newsletter highlighting research that has been requested and conducted by the institutional research staff. These "Notes from the Researchers," are available online at http://www.avc.edu/departments/research/index.htm. In addition the research and planning staff provide training opportunity to the campus constituencies on the use of data, methods for conducting research, and the use of WEAVE Online data entry and give presentations at the Board of Trustees meetings, Academic Senate meetings, and at major conferences.

Antelope Valley College Fact Book— The Fact Book developed by the DIRP is a reference manual containing trend data concerning the district's service area, students, faculty, staff, instructional pro-

grams and services. Data and analysis contained in the document provides background information to facilitate policy analysis and decision-making. Intended audiences for this compendium are district managers, faculty and staff, as well as other interested educational institutions and the community served by Antelope Valley College. The Fact Book is also helpful in analyzing information for program review and facilitate the work for accreditation self studies.

College Website – The college, since the Midterm Accreditation Report, hired its first full-time webmaster to oversee the college website. This has become an important communications vehicle for both internal and external audiences.

The number of visitors to the site has increased substantially. During the first week of fall semester 2008, there were 16,675 unique visitors to the site spending an average of one minute, 15 seconds on the site and viewing 1.24 pages per visit. During the same period in 2009, the number of unique visitors to the site was 24,152, an increase of 44.8 percent. The time spent on the site during the first week of the fall 2009 semester by each of those visitors averaged two minutes, five seconds, an increase of 66.6 percent, while the number of pages viewed per visit increased to 2.06.

The increased website traffic coincided with the launch in August 2009 of the college website redesign, which was intended to help people better navigate the site and to engage people in the campus community.

The number of visitors to the website varies throughout the year, with registration periods at the beginning of the fall and

spring semesters typically generating the largest number of online visits. In general, both the number of visitors and the time spent by those visitors on the AVC site has increased in the two years since the hiring of the webmaster. In the 2009-2010 academic year, the weekly number of visits reached a high of 32,632 unique visitors the week of February 8, 2010, with visitors averaging three minutes on the site and viewing an average of 2.24 pages per visit. Statistics regarding the percentage of recent visits reflects that a majority of AVC web visitors return within a week, indicating the currency of the site is valuable to the college's audience.

Recent additions to the website reflect how technology is used to foster communication including:

- Online orientation for students, available in English and Spanish language versions.

- Online graduation application.

- Online orientation for online learning.

- Library tutorial quizzes to determine students' knowledge of the AVC Library. Quiz results are sent to students and their respective instructors.

- Online workshop for students on academic probation.

- Online faculty professional development (FPD) contract forms.

Web projects currently in development include revamping of the Office of Human Resources and Employee Relations site to provide people additional information and online forms and a nursing student tracking database to follow student progress while reducing faculty workload.

There are 21 content managers from various areas on campus who help maintain content for the website. The anticipated launch of new content management system software in late 2010 or early 2011 is expected to enhance the ability of various campus stakeholders to update and maintain web content.

The college intranet site, myAVC, is useful in fostering internal communication. It is the platform for sending campus updates to employees, which employees through a survey identified as their prime source of information on the college. In addition, myAVC host sites for the Board of Trustees, college committees and various college departments where people can obtain meeting agendas, minutes, calendars, policies, procedures, documents and forms, as well as participate in online chat and message boards.

The college also relies on its partners in education to help communicate updates. For example, the Chancellor's Office of Communications "Today's News," the McCullam Reports, and the California Community College League (CCLC) provide budget and legislative updates on a regular basis. The updates are quickly disseminated by the superintendent/president to the Board of Trustees and the district's constituents groups utilizing the MyAVC.

SLO Committee webpage – The SLO Committee provides valuable information for faculty, staff, and general community on Student Learning Outcomes, Operational Outcomes, and Program Learning Outcomes. The site provides glossary of terms, handouts, and approved SLOs that contain a link to approved AP&P Course Outline of Records (CORs).

SPBC Planning Documents—The Educational Master Plan and the supporting planning documents of SPBC, along with other major campus plans (including program reviews) are posted in myAVC, as well as the public college website under Accreditation webpage.

Academic Senate—The Academic Senate and its standing committees, along with major documents are posted in the college website. Documents such as: Hiring Practices and Procedures for Full-Time and Part Time Faculty, Equivalency Procedure, Program Review Procedures; Academic Affairs, Student Services, and Non-instructional Service Areas; Faculty Handbook, Academic Senate Operating Procedures Handbooks, and Shared Governance Policy.

Office of Public and Governmental Relations (OPGR) - provides "campus updates" on an ongoing basis. After every Board of Trustees meeting, the campus is sent data and information approved by the Board. The director of OPGR also chairs the communications subgroup of the SPBC. Monthly updates from the communications subgroup to the SPBC also provides the constituent group members with pertinent information of the college and how it has communicated such to the community and stakeholders.

Self Evaluation
Quality assurance evaluations are conducted through the Department of Institutional Research and Planning (DIRP) and the results are distributed to the appropriate constituencies. Examples of quality assurance evaluations that have been conducted include the following:

Information Technology Services Survey, which is distributed to the entire campus, developed to collect the overall assessment of Information Technology Services and address technology needs among constituency groups. The results of the annual ITS survey showed campus wide assessment of the services provided by Information Technology Services improved among all constituency groups from 2007 to 2008.[82]

Job Placement Survey, which is distributed to off-campus employers within the Antelope Valley College service area, was developed to address both the needs of employment by the students and the level of employer satisfaction with AVC graduate preparedness. The results of the Job Placement Center Survey showed that 80 percent of employers agreed that AVC students hired through the Job Placement Center were well prepared for their job search and over 90 percent agreed that students hired through the Job Placement Center were good matches for their employment needs.[83]

Course validation studies are regularly completed in order to identify that appropriate prerequisites have been established to ensure students are adequately prepared for course material. Over the past two and a half years, 18 course validation studies have been requested by the Academic Policies & Procedures Committee and conducted by the DIRP. The results of the majority of these analysis concluded that an additional prerequisite would not facilitate higher success rates. Only a few of the analysis concluded that an additional prerequisite would in fact increase the success rate for a target course.[84]

Program Review self studies and peer review reports are completed every four years, with annual reports. Program reviews are conducted to use in determining

program needs and to a request for budget allocations. All program review procedures indicate that the primary purpose is to assess the institutional effectiveness of existing programs and services, maintain and enhance their quality and responsiveness to employee, student, and community needs, identify and create plans for future programs and services development, and provide a foundation for allocating and reallocating resources.[53]

Planning Agenda
None

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary
The ongoing planning and resource allocation process at Antelope Valley College is outlined in the Strategic Planning & Budget Council Processes, which consist of evaluation process that considers the effectiveness of the Educational Master Plan. The areas, in cyclical order, include: Institutional Learning Outcomes, Educational Master Plan, SPBC Plans, Student Learning/Operational Outcomes, Effectiveness Criteria; Resource Allocation, and Outcomes Assessment that link again to the Institutional Learning Outcomes. The Cycle of Evaluation (Figure 1) illustrates the cyclical aspects of the planning process.

Recent modifications to the program review procedures have enhanced the effectiveness of ongoing planning and resource allocation. The shorter review cycle and the annual updates ensure timely analysis of learning and operational outcomes as-

sessments. The inclusion of nonstructional programs in program review provides information to the campus on the plans and needs of those programs. Program review reports were previously provided in hard copy to various individuals and groups. Since 2006, electronic copies have consistently been posted on the Academic Senate, Institutional Research and Planning, and Accreditation webpages. Hard copies are also placed on reserve in the Academic Senate and the college library.[28, 29, 30]

The effectiveness of the planning process relies on the Educational Master Plan, which provides the framework for the planning cycle and is reviewed each year. Any update to the Educational Master Plan results in updates to the plans.

In June, the superintendent/president works with the Board of Trustees in reviewing the campus current year accomplishments and suggestions for the following academic year goals. This process has occurred since the last 2004 self study in order to: (1) encourage communication; (2) educate the campus; and (3) ensure that the superintendent/president and campus strategic goals are not in conflict. The annual "Campus Goals Led by the Superintendent/President" and list of accomplishments are available to the campus through myAVC. In addition to the annual establishment of campus goals and review of campus accomplishment, the President's Executive Council tasked the SPBC Educational Master Plan subgroup and the accreditation faculty coordinator to develop and publish a chart, which will display the important connections (or interdependency) between (or among) accreditation standards to major planning documents and committee responsibilities. As expected this will keep (1) ac-

creditation at the forefront of the campus mindset, but (2) improve the process of conducting the college accreditation reports.

Self Evaluation

The Educational Master Plan[8] serves as the foundation for subsequent plans for allocation of campus resources and goal setting, and is thus intended to be a "living document." The Educational Master Plan is one that is read, reviewed, and used during its planned three-year lifespan. The planning of the college remains interdependent and synergistic. The Educational Plan depends on the data from program reviews and considers accreditation standards in the development of strategic goals. SPBC subgroups develop many of the major planning documents, derived from the Educational Master Plan. The chairs of each subgroup, as well as the budget subcommittee, send agenda items and supporting documentation to its members to help ensure regular meetings. The subgroups and the budget subcommittee continue to report regularly to SPBC, ensuring continuity and accountability. The timeline for SPBC planning[38] provides a checklist for accountability and ensures that regular reporting to the subgroups is completed. Notes of the subgroups are posted on the myAVC under the respective tabs.

During the 2009-2010 academic year, the Office of Academic Affairs reduced the number of course offerings in order to meet goal #3 listed in "Campus Goals Led by the Superintendent/President," which states "Maximum enrollment not to exceed one percent above funded growth." Six guiding principles for determining what courses were to be cut and what courses were to be retained were identified under the guidance of the Goals and Guiding Principles of the Educational Master Plan and the college mission. They are: (1) save courses that are on track for certificates, graduation, or transfer; (2) grow Palmdale; (3) maintain input via Basic Skills and General Education courses; (4) hit 11,500 FTES; (5) save courses that get jobs for students (Work Force Development); and (6) support athletic programs. In addition, planning entities outside of SPBC continue to ensure that their plans are guided by the Educational Master Plan and are integrated with plans from SPBC. Ongoing and pervasive dialogue in the form of joint planning meetings with Enrollment Management Committee (EMC) and Strategic Planning & Budgeting Council (SPBC) has proven effective in addressing instructional program goals. For instance, the EMC made course allocation recommendations that were then carried out by the divisional deans in increasing course offerings at the Palmdale Center in accordance with the timeline of the Educational Master Plan and the Enrollment Management Plan. On February 3, 2010, SPBC discussed adding short-term classes at the Palmdale Center in order to plan for 1000 sustainable FTES. By obtaining the 1000 sustainable FTES at the Palmdale Center, the college anticipates over $1 million in additional funding to support the Palmdale Center. Budget allocations to support outreach and student services (such as additional classrooms and noninstructional space) was also discussed and recommended for funding. An action item from the February 3, 2010 SPBC meeting required the EMC to research additional short-term classes at the Palmdale Center in an effort to acquire the needed FTES. On February 26, 2010, the EMC recommended 11 strategies to build the FTES in Palmdale. As a result, on March 3, 2010, SPBC approved many of the recommendations in-

cluding the addition of ten short-term classes to the spring 2010 schedule. The classes were marketed to the community and students were identified and contacted that could benefit from the additional course offerings. At the March 3, 2010 SPBC meeting, DIRP and EMC members provided data regarding five key issues: (1) past, current, and future Palmdale FTES; (2) LHE and FTES for summer 2009 through spring 2010; (3) Palmdale room utilization and FTES; (4) results of a March 3, 2010 student survey regarding the desirability of short-term courses in Palmdale; and (5) the average FTES generated from online hybrid courses beginning in summer 2007 and ending in fall 2009. That data, along with the exchange of ideas and the communication in the EMC and SPBC meetings, aided the council in approving the financial support for the additional short-term classes in Palmdale during spring 2010.

Beginning in 2005, Student Learning Outcomes (SLOs) were developed for the vast majority of courses listed in the college catalog. SLOs currently include identified methods of assessment. Increasingly, they are also being used to set targets for student achievement and informing college decision-making (related to action plans). Student Learning Outcomes and Program Learning Outcomes have been developed and assessed for all areas of Student Services. Operational Outcomes, with corresponding assessments, have been established for most noninstructional areas. Some noninstructional areas have started assessing outcomes and analyzing their effectiveness, thereby influencing decisions. The college has invested in WEAVE Online, which facilitates the linkage and synthesis of assessment data for all courses, programs, services, and noninstructional areas.

WEAVE Online, combined with Institutional Learning Outcomes, is a key tool for assessing the institution's effectiveness.[59]

Planning Agenda
None

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary
Antelope Valley College assesses the effectiveness of its evaluation methods through analysis of Student Learning Outcomes, Operational Outcomes, Program Learning Outcomes, Institutional Learning Outcomes, surveys, and program reviews. Both quantitative and qualitative data is collected by the campus constituencies through the assistance of the Department of Institutional Research and Planning. Data provided by the Institutional Research and Planning staff also distributed research data to appropriate constituency groups for use in planning and evaluation.

Self Evaluation
Student Learning Outcomes (SLOs), Operational Outcomes (OOs), and Program Learning Outcomes (PLO) are currently in different stages of development or, in a number of cases (e.g. Psychology, Technical Education), in assessment. As of the spring 2009 semester, Antelope Valley College has completed approximately 90 percent of its SLOs and is assessing at least one per class. Student Learning Outcome data is collected by the Department of Institutional Research and Planning and made available to divisions and pro-

grams for planning and analysis. The effectiveness of the evaluation methods is determined through analysis of outcomes data.

In support of the development, management, and analysis of SLOs, OOs, and for extended purposes such as effectiveness evaluation, the college purchased a license for WEAVE Online, a web based Student Learning Outcome management software. The organizational structure of the database is in development and has had to be redesigned based on a restructure of the college organization. It is important to note that the Department of Institutional Research and Planning is cognizant of the need to preserve, and integrate into the new format, any data collected from the previous organizational structure evaluations so that historical consistency can be maintained.[51, 59]

The Department of Institutional Research and Planning (DIRP) also provides survey development and data collection services for college organizations requesting a need for planning data. For example, in response to a request for data from the SPBC, the faculty union, and the classified union, the DIRP provided assistance in the development of a survey to poll college personnel on budget reduction options.[85] The DIRP constructed the survey to union specifications and distributed the survey to the campus community. Results from the survey were used in negotiations and budget planning. More examples of DIRP research support is available online at http://www.avc.edu/departments/research/index.htm in the monthly newsletter published by the DIRP.

Planning Agenda
None.

Standard I—Institutional Mission and Effectiveness Reference Citations

1—Board Policy 1200: District Mission

2—May 4, 2009 Academic Policies & Procedures minutes: mission revision—Career Technical Program

3—March 27, 2008 Academic Policies & Procedures minutes: mission revision—Basic Skills

4—April 22, 2010 Academic Policies & Procedures minutes: mission revision: **We Offer**

5—May 26, 2010 Strategic Planning & Budget Council meeting: informed of mission editorial change

6—June 12, 2010 Board of Trustees meeting: informed of mission editorial change

7—2010-2011 College Catalog, 8

8—AVC Educational Master Plan: www.avc.edu/aboutavc/planning.html

9—Faculty Handbook: www.avc.edu/administration/organizations/senate/documents.html

10—Student Handbook

11—AVC College website: www.avc.edu

12—Strategic Planning & Budget Council Annual Review Report

13—Tentative and Adopted Budget Reports

14—2010-2011 College Catalog: Philosophy, 8

15—Institutional Learning Outcomes, 2005

16—Strategic Planning & Budget Council minutes, fall 2005

17—Financial Plan: www.avc.edu/aboutavc/planning.html

18—Facilities Plan

19—Human Resources Plan: ww.avc.edu/aboutavc/planning.html

20—Communication/Marketing Plan

21—Technology Plan: www.avc.edu/aboutavc/planning.html

22—Enrollment Management Plan: www.avc.edu/aboutavc/planning.html

23—Equal Opportunity Plan

24—Student Equity Plan: www.avc.edu/aboutavc/planning.html

25—Basic Skills Plan: www.avc.edu/aboutavc/planning.html

26—Matriculation Plan: www.avc.edu/aboutavc/planning.html

27—AP 3570: Tobacco Use on Campus

28—Academic Affairs Program Review Procedure: www.avc.edu/aboutavc/planning.html

29—Student Services Program Review Procedure: www.avc.edu/aboutavc/planning.html

30—Noninstructional Program Review Procedure: www.avc.edu/aboutavc/planning.html

31—Program Review Standardization Data Sample

32—Strategic Planning & Budget Council ILO Survey

33—April 1, 2010 Academic Senate Meeting: GED Program

34—Early Alert 2009 Data

35—EOP&S/CARE Program Data

36—SOAR Agreement

37—AVC 2009 Fact Book: ww.avc.edu/ aboutavc/planning.html

38—Strategic Planning & Budget Council Annual Timeline

39—AVC Business Card Sample

40—Academic Policies & Procedures Purpose and Membership

41—Strategic Planning & Budget Council CCC Information Sheet

42—Senate Operating Procedures Handbook: www.avc.edu/administration/ organizations/senate/ documents.html

43—2010 Accreditation Self Study Survey

44—2010 Strategic Planning & Budget Council Program Review Survey

45—Blueprint for Planning Graph

46—Cycle of Evaluation Graph

47—2005-2006 Strategic Planning & Budget Council meetings dates

48—March 12, 2006 Academic Senate Meeting: New Budget Process

49—Strategic Planning & Budget Council Budget Request Form Sample

50—SLO Committee Rubric

51—WEAVE Online

52—Educational Master Plan Form

53—Program Review Self Study and Peer Review Team Report

54—Strategic Planning & Budget Council Minutes-sample

55—Educational Master Plan Subgroup membership

56—Basic Skills Forums and presentations

57—*Notes from the Researcher*: http:// www.avc.edu/administration/ research/

58—SLO WEAVE Online Training Schedule

59—SLO Data Assessment Results

60—2009-2010 Faculty Professional Development (Flex)

61—Flex Evaluation Form—sample

62—*Dialogue with the President* presentation list

63—Academic Senate Organizational Chart

64—*Campus Goals Led by the Superintendent/President*

65—2008-2010 Administrative Council minutes

66—*Dialogue with the President* evaluation form sample

67—2009-2010 Academic Affairs Goals

68—2006 Accreditation Progress Report: www.avc.edu/aboutavc/ planning.html

69—2007 Accreditation Midterm Report: www.avc.edu/aboutavc/ planning.html

70—2008 Accreditation Follow Up Report: www.avc.edu/aboutavc/ planning.html

71—2010 Accreditation Self Study Report, Steering and Standing Committees, 13-16
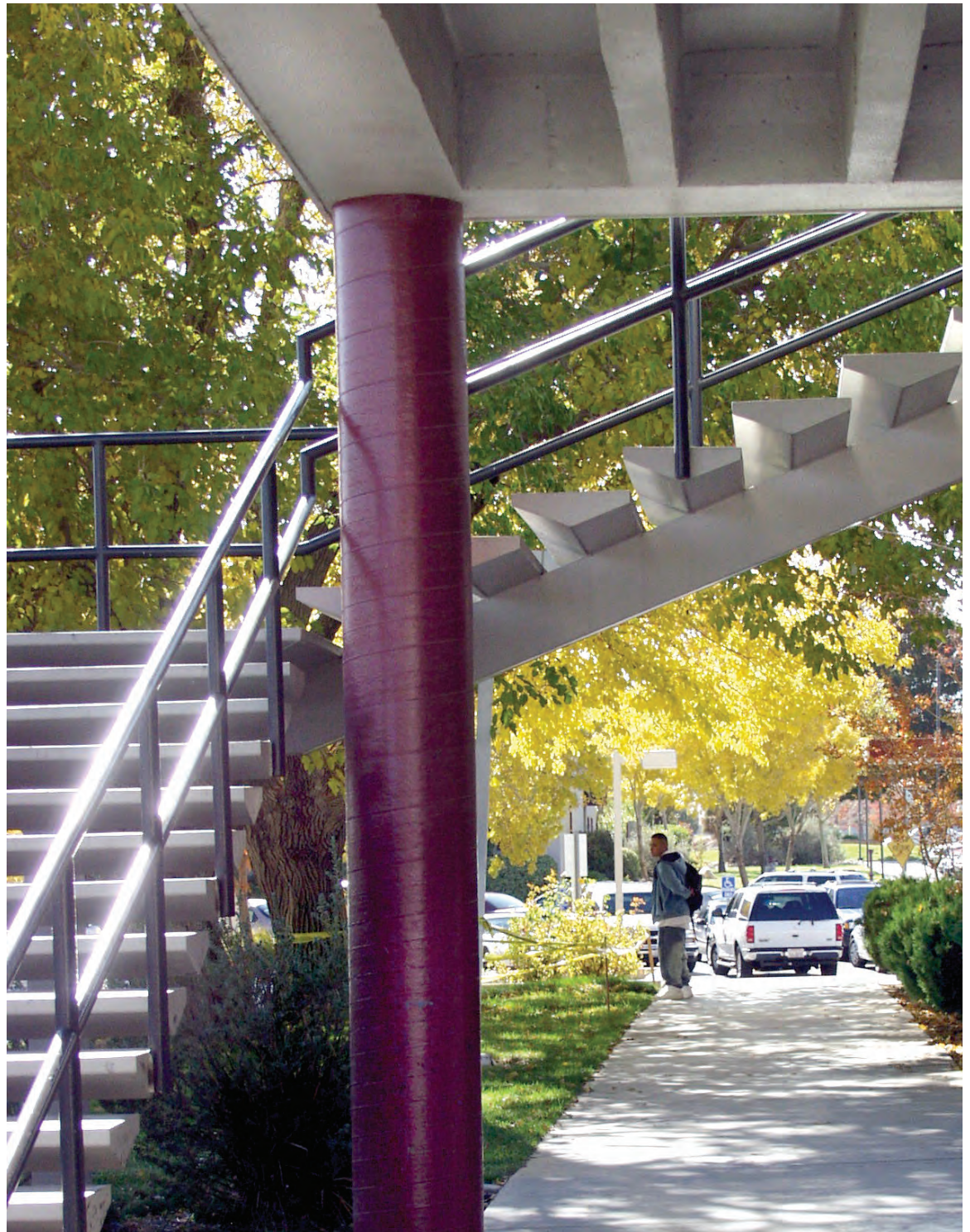
Standard II

Standard II—Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assume currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution an uphold its integrity.

Descriptive Summary

Antelope Valley College ensures that its programs and curricula, regardless of location or means of delivery, are current through on-going assessment of programs and curricula provided through a variety of campus policies and procedures. As confirmed by the college mission,[1] the college takes pride in providing a quality, comprehensive education for a diverse community of learners and considers student-success and student-centered learning the college's number one priority. Whether courses are delivered face to face on the Lancaster campus, at the Palmdale Center, in various community

locations such as Fox Field or Palmdale Head Start offices, or through distance education technology, AVC courses and programs meet the mission of the college and maintain the institution's integrity. Careful integration of planning, policies, and procedures through several campus documents, processes, and organizations provides clear direction for instructional programs.

One purpose of the Educational Master Plan[2] is to stimulate continuing discussion about college programs and their effectiveness. The Educational Master Plan stipulates that all college programs reflect the college mission and connect to Institutional Learning Outcomes,[3] and describes the institution's Strategic Planning & Budget Council's Blueprint for Planning[4] that incorporates the Cycle of Evaluation.[5] Action plans related to learning outcome assessment data are required as part of this process.

Program Review,[6] conducted on a four year cycle with yearly annual updates, examines currency of course assignments, methods of evaluation, methods of instruction, ensuring consistency with the Educational Master Plan. One purpose of the program review process is to generate continuous, ongoing dialogue about student learning and achievement and how it can be enhanced through program improvement. Programs are evaluated for their contribution to the college mission and vision. Integration of ILOs is part of this process. During program review, fac-

ulty are asked to develop and refine assessment plans that will enable them to examine the degree to which students have achieved learning outcomes for courses and/or programs.

Faculty at the discipline level initiate the College's instructional programs. The Academic Policies & Procedures (AP&P) Committee, a standing committee of the Academic Senate, adheres to rigorous standards regarding course and program development. In section II of the course approval form, faculty state how the course meets at least one stated mission of the college. The stated mission of the college includes associate degree programs, career technical programs, transfer/general education courses, basic skills courses, student support and instructional support, workforce preparation and economic development, and personal enrichment and professional development.

To ensure that the college provides high quality and appropriate programs and services, existing courses, programs, certificates, and degrees are periodically reviewed as part of the AP&P procedures, in faculty dialogue at department and divisional levels, through program review, and by advisory committees. According to AP&P Standards and Practices,[7] existing courses are reviewed and revised at least every five years. During the review process, faculty ensures that course content and objectives remain current, and that the most recent applicable textbooks and materials are used, and that as SLOs and/or course objectives change, corresponding changes are made in assignments and methods of evaluation.

Various advisory committees to the college provide ongoing dialogue with regional business, industry, and public ser-

vice leaders regarding their employment needs. Advisory committees tasked with helping AVC's vocational programs remain dynamic and in touch with the community. The advisory committees, with members including employers and employees in the field, program faculty and administration, and students in the program, provide advice on skills, knowledge, program currency, and attitudes important to the vocation. Advisory committees help recommend improvements in degrees, certificates, program objectives, equipment, and facilities. Examples of programs, which rely on advisory committees for expertise, are Aeronautical and Aviation Technology,[8] Fire Technology, Radiologic Technology, and a variety of other fields represented by degree and certificate programs.

Curriculum development is a faculty-driven process. At every point of development, from inception to implementation, faculty play a leading role in course and program development. AP&P standards ensure that Title 5 requirements are met throughout the process and that dialogue and discussion occurs with colleagues in the discipline and division, including the dean and the divisional AP&P representative. Faculty research programs and course offerings at other colleges and universities are also discussed, and whether the course or program is appropriate to the college's mission.

As part of the course approval and content review process, justification for the course is necessary. If the course is vocational, approval of the appropriate advisory committee is needed. Documentation of advisory committee meeting minutes must be attached to program and course proposal forms when new vocational courses are in development. The college

articulation officer is consulted regarding transfer options and a college librarian is consulted regarding instructional support.[9]

For the course development process, faculty review ILOs to ensure connection between course and institutional outcomes. Student Learning Outcomes, connected to the ILOs, are then established and must be approved by the SLO Committee before the course proceeds into the approval process.

As Course Outlines of Record (CORs) are developed, faculty continue to review proposed courses with discipline colleagues and the divisional AP&P representative. Through the content review process, faculty and the AP&P Committee, in consultation with the college articulation officer, validate category descriptions for course classification, SAM Codes, and course transferability categories.

When completing the content review portion of the course proposal, faculty are instructed to specify knowledge, skills, and competencies that they believe the student must possess upon entry into the course under review. If, through this process, faculty believe corequisites or prerequisites and/or advisories should be placed on a course, similar courses at CSU/UC campuses are reviewed, and the content and objectives of requisite courses are examined. While no validating documentation is required for advisories, course validation studies and attachment of CORs from requisite courses are required before corequisites or prerequisites may be established for an existing course. In the case of a new course, CORs from requisite courses must be attached. A course validation study is automatically conducted for a two-year period. At the end of the two-year study, prerequisites or corequisites are removed if the study does not validate content review.

Once the faculty have submitted required course proposal forms and the proposed Course Outline of Record (COR), technical review takes place to ensure that all requirements are met and that the writing is technically sound. Final steps in the process require that faculty involved in the course development meet with the AP&P Committee for final review, discussion, and dialogue pertaining to the course. The AP&P Committee requires a similar, though far more comprehensive, process for development of programs leading to a certificate or degree. These processes ensure that all instructional programs meet the mission of the college and uphold its integrity.

Self Evaluation

Antelope Valley College provides 71 degree options and 59 certificate options in 43 areas of study that allow students to obtain associate degrees, complete transfer and general education courses, pursue vocational and technical certificates and degrees, participate in workforce preparation and economic development, personal enrichment, professional development, and basic skills courses.[10]

The 2009 Fact Book[11] provides supporting data to the following:

Over a five year period, from the 2004-2005 to the 2008-2009 academic years, Antelope Valley College (AVC) saw an increase in degree recipients of 24.7 percent. Over the same period AVC saw an increase of certificate recipients of 45 percent. Taken together, degree and certificate recipients increased 28.7 percent.

Most notable are some demographic trends in the degree and certificate recipient category. For example, females, across all five academic years, have been the majority when it came to receiving a degree; however, male degree recipients saw an increase of 47.3 percent, and male certificate recipients nearly doubled over the same five year period. Hispanic and African American degree recipients increased 48.6 percent and 36 percent respectively. The number of White, Non-Hispanic Degree recipients, declined over this same period (from 459 being awarded degree in 2004-2005 to 417 awarded degrees in 2008-2009).

The college has incorporated review procedures that meet or exceed Title 5 regulations and ensure that programs and course offerings meet the college mission, appropriate academic and industry standards, and needs of the local community.

Planning Agenda
None.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary
To meet the varied educational needs of students and the community, Antelope Valley College offers a diverse set of programs, including courses from the developmental through advanced competency and honors levels. Standardized student placement tests are used for student assessment in the areas of math, English, and reading. The college utilizes the services of the Department of Institutional Research and Planning to identify student learning needs, as well as to set cut scores for assessment tests and validate course prerequisites. To identify community and student needs the DIRP collects and analyzes data in the Educational Master Plan update on a three year cycle; the Fact Book, the Basic Skills Baseline Data Matrix, Matriculation Report, and Student Equity Report on an annual basis, and individual data requests by divisions, departments and campus committees as needed. The assessment coordinator tracks student placement numbers by course level and recommends to faculty any necessary adjustments in assessment test scores and student placement. A Consequential Validity Study is conducted every three years to evaluate and modify the cut scores for placement testing as part of the cycle.[12]

As an example, the suggested changes for English Basic Skills courses cut scores were the following:

1. A slight increase in the cut score for ENGL 095 led to a proposal for a new course of remedial English for students that score lower than 20 on the Writing Placement Cut Scores (CWM).

2. A slight increase in placement score (CWM) for ENGL 097 led to suggesting that the students in the .21 (21 percent) success rate go into a lower level of English.

3. Another suggestion was to increase the cut score for ENGL 099 (CWM) to better place the nonsuccessful group in the lower course (where they might have better success).

4. It was recommended that nonsuccessful students in bottom level courses should visit an Academic Skills Specialist to see if there are other issues besides content deficiencies. This may improve the success rate for those students that fall in that range.

After a dialogue between the English faculty, the assessment coordinator, and the director of institutional research and planning, all suggestions were adopted and implemented for future placement of students.

All occupational programs (also referred to as Career and Technical programs) are required to have advisory committees that meet at least once a year to review and guide the program curriculum and direction. Assuring that these programs receive input from professionals in the field, allows curriculum to be updated and remain relevant and current. Recommendations from advisory committees are documented and incorporated into the program development process. Additionally, in order to qualify for Perkins Act funding, these programs must submit an application that identifies SLOs and PLOs, indicates that CORs are up-to-date, and includes comments and recommendations from the advisory committee. The Accountability Reporting for the Community Colleges (ARCC)[13] report also provides three years of data with peer group comparisons for Annual Successful Course Completion Rate for Vocational Courses that are used to evaluate overall effectiveness of the Career and Technical Programs.

The college partners with appropriate businesses, school districts, and community groups to provide quality Career and Technical Education programs by giving

students work experience. As an example, internships are part of the Airframe and Powerplant Program. Northrop Grumann has developed a strong relationship with the Aircraft Fabrication & Assembly Technician Program. Students enrolled in nursing and other health science programs participate in clinical experiences at local hospitals and medical centers. Child and Family Education students are placed in early childhood classrooms to complete supervised field experiences that fulfill practicum requirements for the state-issues Child Development Permit.

To meet the needs of students who intend to transfer, clearly defined course patterns are outlined in the college catalog. Steps of preparation for transfer to four year institutions are also clearly described along with information on General Education (GE), Intersegmental General Education Transfer Curriculum (IGETC), and GE requirements and admission eligibility for California State University and University of California campuses.[10] Overall transfer rates are produced by the DIRP from the Chancellors Office MIS website Transfer Velocity Project Cohort tool, a new research tool that more accurately measures transfer rates.

The communities in the Antelope Valley are characterized by a high population percentage of residents with little or no college education. Meeting the educational needs of the community of necessity includes a large component of basic skills courses. The Basic Skills Committee and the Student Success & Equity Committee have both put considerable efforts into identification instructional and student support needs, in planning needs for basic skills students. The DIRP collects and analyzes data for assessment of the success of the plans as well as in

evaluation of support activities for these students.[14] The ARCC report provides Annual Successful Course Completion Rate for Basic Skills Courses and Improvement Rates for Basic Skills Courses that are used to assess overall progress towards the educational goals for basic skills students.

Students appear to express a moderate to high level of satisfaction with services and programs offered at Antelope Valley College. In the 2010 Accreditation Self Study Survey,[15] students were asked to respond to the statement, "AVC provides services and programs that address the needs of students." Of the students who responded to the question, 72.8 percent (n=265) indicated that Antelope Valley College *Always* or *Almost Always* meet their needs through services and programs. Students were also asked whether "The college promotes sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of its students." Of the students who responded, 63.7 percent (n=193) *Strongly Agree* or *Agree* that Antelope Valley College promotes sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of its students.

Self Evaluation
Student placement tests have identified the need to develop faculty programs designed to raise knowledge and awareness of issues, theories, and best practices related to basic skills students and their instruction. The Assessment Center at Antelope Valley College conducted a consequential validity study to determine if placement tests were appropriately placing students in the math, English, and reading courses. As a result of the study

conducted by the DIRP, the Compass Placement Test cut-off scores were adjusted to better fit the student population at the college. Consequently, the Faculty Professional Development programs began offering the Basic Skills Forum.[16]

Analysis by the DIRP identified Basic Skills courses as a major block for student progress towards degrees, certificates, and transfer status. A novel research project was conducted to estimate pass probabilities for courses taken concurrently with the Basic Skills courses based on the level below college from the placement scores. These 'Probability Based Advising Sheets'[17] are used by students with the guidance of a counselor and are being adopted on a statewide basis. After the first year of use, the DIRP analyzed student success and counselor attendance and found that the students who did not meet with a counselor made 'good' concurrent choices only about 50 percent of the time compared to over 90 percent of the time for those who meet with a counselor. Methods of encouraging students to see a counselor is being explored, and the advising sheet will be revised and evaluated again in the fall of 2010.

The Student Assessment Procedures, which are available in the Assessment Center, outlines multiple measures that assess other areas of student readiness and experience, and are used to determine student eligibility for courses, including the need for course prerequisites. Assessments encompass one of the components in the matriculation process and are used for course exemption with credit for prior education at another institution of higher learning, and are used to support student eligibility for priority course registration. CORs and individual course syllabi state two things: (1) the knowledge each stu-

dent is expected to have prior to enrolling in a course; and (2) the knowledge that may be gained from the course. SLOs describe how broad, overarching goals for learning (that students are expected to achieve) are based upon successfully completing course objectives). Information on Student Learning Outcomes and Course Outlines of Record are filed in the Office of Academic Affairs, posted on the college website, and are expected to be fully available on both WEAVE Online and CurricUNET by the end of the 2010-2011 academic year. Copies of these documents, as well as copies of current course syllabi, are also available through each division.

Tutoring and academic skill support services are available through the Learning Center for all students. Enrolled students are able to obtain tutorial assistance for most classes as well as assistance in analyzing their learning styles and improving study skills. Within the Learning Center there are the following support services: Academic Skills Center, ESL Study Center, Math Center, Reading Center, Supplemental Instructions, General Tutoring Center, Writing Center, as well as an open lab. Students are also able to check out videos and DVDs on academic support related topics. Another service provided by the Learning Center is the Disabled Student Service High-Tech Center, which provides specialized adaptive computerized hardware, and software that includes screen reading programs, dictation programs and cognitive retraining programs to name a few. Financial Aid provides financial assistance to students, who, without such aid, would be unable to attend Antelope Valley College. Financial aid is able from various sources: federal and state programs, community organizations, and individual donors. EOP&S/

CARE is another student support program that provides assistance to low-income, educationally disadvantaged, who want to attend college. The program provides: priority registration, orientation to college, counseling, books, grants, and assistance as well as referrals to additional services.

Additional student and instructional support programs can be found in the college catalog, the current class schedule, Office for Students with Disabilities, and the Student Development and College Activities that are in service to the diverse student population.

The college catalog[10] and current class schedule[18] are evidence of the varied courses, programs, certificates, degrees, and transfer options available to students. Included in these publications are admission procedures, explanations of student services, and certificate programs. The college catalog is available in both in hard copy and college website, and the class schedule is available online. Additionally, computers are available in Admissions and Records, and the Business Education Building that allow students to access the online catalog, class schedule, and online registration services.

Multiple methods are used to evaluate programs and services at Antelope Valley College. Methods include assessments of Program Reviews,[6] Student Learning Outcomes;[19] student evaluations administered by faculty during the semester.[20] Each provides feedback regarding course content and classroom and nonclassroom faculty, and faculty evaluations for tenured, non-tenured, temporary, adjunct, and intern faculty. Formal faculty reviews are conducted based on the faculty member's professional status, with completed fac-

ulty evaluations maintained in the Office of Human Resources and Employee Relations.

In addition to the required evaluation procedure for faculty, faculty members are required, per the Faculty Contract Article VIII 2.1,[21] to conduct student evaluations every semester. The student evaluations are used to identify areas needing improvement and for implementation of new methodologies.

Planning Agenda
None.

II.A.1.b.The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary
Antelope Valley College utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of students. In addition to offering face to face classroom instruction during 16 week semesters, the college also offers courses during Intersession and Summer terms, weekend courses, Double eight courses, online and hybrid courses, Instructional Television (ITV) courses, and courses augmented with podcasting.

All modes of instructional delivery follow the required guidelines stated in the AP&P Standards and Practices Handbook.[7] When completing a proposed Course Outline of Record, whether for a new or revised course, faculty are required to specify the "Method of Instruction" applicable to the course. While faculty have the freedom to structure and

teach courses according to their expertise, utilizing a number of different pedagogical approaches, all approaches must be appropriate to the stated course objectives, assignments, and methods of evaluation. Course assignments and methods of evaluation must be varied enough to allow faculty a choice in type and methodology; however, they also need to be specific enough for consistency among faculty and reflective of all stated measurable objectives. The COR is a key component in establishing Student Learning Outcomes at both the course and program level.

To facilitate the utilization of delivery systems and modes of instruction that are compatible with the objectives of the curriculum and are appropriate to the needs of students, the college offers instruction to faculty in the use of various classroom delivery systems through the Information Technology Services Department. The Information Technology Services (ITS) Department provides specialized training sessions that include, but are not limited to, online instruction, utilization of the Blackboard Course Management System, and the use of podcasting to augment instruction. The Faculty Professional Development program also offers sessions to introduce and train faculty in the appropriate use of technology to deliver course content.[22]

Self Evaluation
Whether courses are taught online or face to face in a classroom, faculty are required to follow a Course Outline of Record[23] with consistent objectives and content. Assignments and methods of evaluation must be equivalent and vary only where the needs of technology dictate, regardless of their mode of delivery; approved CORs for all courses, can be

found in the Academic Affairs Office, on file in divisions, in the Academic Policies & Procedures website, and on CurricU-NET.

Both formal and informal methods are used to identify student needs regarding class offerings and modes of delivery. Informally, they are gathered through student assessments conducted near the end of each course. Faculty informally assess delivery methods, discuss effective methods with other department faculty, and use those deemed appropriate within the guidelines of the Course Outline of Record. Formally, research is conducted by the Department of Institutional Research and Planning, often times per the request of the Enrollment Management Committee or area deans. For the Palmdale Center, students were surveyed for preferences in courses in 2008 to facilitate meeting students needs when growth in course offerings at the site was planned.[24] In the spring of 2010, students at Palmdale were again surveyed on course preference when SPBC, in consultation with the superintendent/president and the Enrollment Management Committee, reviewed Palmdale FTES data and targets for the year and made the decision to offer up to ten late start courses at Palmdale.[25]

Methods of instruction and delivery methods are validated through the AP&P course approval process. The AP&P Committee consistently reviews new and revised curriculum according to the policies and guidelines published in the AP&P Standards and Practices Handbook.[7] These policies and guidelines reflect Education Code, Title 5, and Chancellor's Office requirements.

Student Learning Outcomes (SLOs) were developed as a result of faculty dialogue, now assessment results are being discussed in similar fashion. Analysis of SLO results provides faculty with an opportunity to ask how course delivery systems can be improved. One area of expected discussion is comparison of SLO data for courses taught face to face as opposed to those taught online. Other areas of dialogue concern assessment results in courses taught on the Lancaster campus as opposed to those taught at other sites within the community. Both the SLO Committee and the DIRP are available to assist faculty in this dialogue. The DIRP conducted an analysis for online courses versus the same course taught in a traditional course setting, while there was considerable variability in results, overall there was a small decline in success and retention for online courses.[26]

The spring 2008 Information Technology Services (ITS) survey requested that students, faculty, and staff provide their assessment of the status of ITS services on campus.[27] The spring 2008 Information Technology Services Survey resulted in a recommendation to reevaluate the current course management delivery system, Blackboard.

A thorough assessment and evaluation of Blackboard, the contracted course management delivery system being used for online classes and traditional in-class modes of instruction, as well as other available course management systems, was conducted through the Distance Education Committee to assess the effectiveness of each system to meet the needs of both faculty and student. The Distance Education Committee hosted and recorded six course management system vendor demonstrations. For faculty who were unable to be present, the demonstra-

tions were posted online during the course management system review process, and feedback was requested through a campus wide email announcement. The Distance Education Committee reviewed the feedback and made a unanimous decision to recommend Blackboard for use as the college's course management system to the Academic Senate. The Academic Senate approved the recommendation at the June 4, 2009 meeting and sent the recommendation the Strategic Planning & Budget Council.[28] The budget request at the Board of Trustees meeting on July 13, 2009 was approved.

The college course management system administrator works with the Blackboard organization to compile statistics regarding the use of the current system, and faculty are queried by the Distance Education Committee to gauge how well the system effectively meets both faculty and student needs.

Faculty may also use myAVC to post course materials for enrolled students. Students appear satisfied and generally find that the myAVC delivery system is adequate. In the 2010 Accreditation Self Study Survey, students were asked about services offered though myAVC. Students were asked how strongly they agreed or disagreed with the following statement, "The online services offered through myAVC meet my expectations for what online services should be." Of the 265 respondents, 74 percent (n=196) *Strongly Agree* or *Agree* with the statement.

While students have been surveyed through the accreditation self study, at Palmdale, and individually by faculty, a formal campus wide satisfaction survey has not been developed or implemented that would collect student feedback re-

garding delivery modes.

Planning Agenda
Each year develop and administer a questionnaire that will collect perceptions of students to determine their degree of satisfaction regarding the various methods of delivery and how effectively these methods of delivery meet students academic and support services needs. Incorporate questions regarding both on campus and online delivery systems, with possible modification from the instrument used at Palmdale in 2007-2008. Results collected from the questionnaire will be used to improve the delivery of existing programs and services, and add new methods when funding is available.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary
The Student Learning Outcomes (SLO) Committee,[29] a standing committee of the Academic Senate, provides guidance and support in the identification of learning outcomes for courses, programs, certificates, and degrees. The SLO Committee determines a campus wide process for the uniform implementation and assessment of Student Learning Outcomes at the course and program level. Student Learning Outcomes are written and assessed by faculty who also collect the data, enter the data into WEAVE Online, and after analysis dialogue with other faculty, and write related action plans. Faculty represent the driving force to the entire process of SLO creation and assessment.

SLOs are derived from measurable course

objectives and represent overarching goals for student learning. These outcomes constitute what faculty believe students will be able to know or apply through successful completion of the course objectives. SLOs are derived from and closely related to the course objectives approved as part of the COR by the AP&P Committee. Since course objectives have been rigorously reviewed by the AP&P approval process, and since SLOs are derived from these measurable objectives, faculty and students can have confidence that SLOs are set at the collegiate levels appropriate to each course.[19]

At present approximately 95 percent of AVC courses have approved SLOs; 30 percent of academic programs possess Program Learning Outcomes (PLOs). Three preliminary General Education outcomes were written the end of spring 2010 and will be the subject of continued dialogue within the Counseling and Matriculation Division at the start of fall 2010 before proceeding to the SLO Committee.[30] All student service areas and departments have developed SLOs and/or PLOs.

SLO assessment cycles run from first of August to the end of August. At the end of each cycle, faculty enter SLO assessment results into WEAVE Online. WEAVE serves as a repository of SLO data that can be compared from one academic cycle to another. Many faculty have chosen to enter data for each term and aggregate data at the end of a cycle in order to prompt comparison of differences from term to term, or even from evening section to daytime section of the same course. Based upon these comparisons and other forms of analysis, faculty begin to dialogue and ask questions about course improvements that should be con-

sidered. Since AVC recently completed its first full assessment cycle, this dialogue is in the early stages. Some faculty quickly realized that the originally established assessment methods did not effectively measure course SLOs or were too cumbersome to administer and/or interpret. This has prompted revision of SLOs and assessment methods in several areas. Other faculty have chosen to collect data through a second assessment cycle, in order to collect larger sample sets, before fully analyzing data. Once data is entered into WEAVE and analysis begins, faculty enter action plans into WEAVE, based upon what they are discovering through analysis of the data. Action plans[31] allow faculty to identify and document needs that could improve the way the course is taught and ultimately improve student learning. As part of the action plan, faculty are asked to specify dollar amounts needed for any budgetary requests, justify the recommended action, establish a timeline for completing the plan, specify the level of priority the plan should be given, and establish who will monitor or lead completion of the plan. This information is then readily available for use in college planning processes, including divisional budgets and program review. Documentation of budgetary requests in WEAVE will ultimately be required in order for budget requests to be considered.[32]

Self Evaluation
As reported in the 2008 Follow Up Visit Evaluation Report, "The College has made steady and solid progress" in the development and implementation of Student Learning Outcomes (SLOs).[33] The college has an open and ongoing dialogue in regards to SLOs for courses. Discussion between faculty and division deans regarding Student Learning Outcomes occurs in division meetings. Faculty also

discuss Student Learning Outcomes with students, colleagues, and coworkers outside of division meetings. According to the 2010 Self Study Survey, the majority of faculty have discussed SLO with students, colleagues, and coworkers at least three times during the 2008-2009 academic year.

Members of the SLO Committee make presentations at division meetings and send email updates regarding the status of Student Learning Outcomes assessment, training opportunities, and reporting guidelines. Most importantly, the SLO Committee has made available a series of documents to assist faculty in creating and assessing SLOs. Documents such as "SLOs Step-by-Step", "SLO Reporting Guidelines", "Pros and Cons of Assessment Tools", and "Communicating SLOs to Students" are posted on the SLO Committee myAVC webpage.[34]

To ensure faculty have current training in developing outcome criteria, assessment measures, and data collection, several Faculty Professional Development workshops were offered by the SLO Committee during the 2008-2009 and 2009-2010 academic years. Members of the SLO Committee have trained faculty and staff in the development, assessment, and revision of SLOs and have provided information on assessment-related issues in a variety of settings: Faculty Professional Development events, Welcome Back Day, division meetings, and individual help and training sessions. Additional training sessions on topics such as "Learning Outcomes Analysis and Evaluation" and "Learning Outcomes Update" are planned for 2010-2011. Additional training sessions are scheduled as emergent needs in SLO/PLO development, WEAVE utilization, and assessment methods are recog-

nized.[35]

During the 2008-2009 academic year, divisions began collecting and compiling SLO assessment data and submitting it to the DIRP. The DIRP tracked the level of participation division by division and course by course. As assessment data was collected, faculty began to develop action plans. Dialogue occurred as faculty wrote program review reports and discussed assessment methods and results with discipline faculty.

In 2008, Antelope Valley College purchased a license for WEAVE Online, an assessment management system that integrates learning outcome assessment with action plans, budget, planning, and program review processes. Faculty training in the use of WEAVE Online as a database for documenting SLO results began in fall 2009. By the end of spring 2010, faculty began entering SLO data directly into WEAVE and are no longer submitting data directly to the DIRP. Approximately 25 percent of courses taught during the 2009-2010 academic year had entered SLO assessment results and began creating action plans by the end of spring 2010. Campus administrators, members of the Department of Institutional Research and Planning, SLO Committee co-chairs, and other members of the campus community can now run a variety of reports showing the status of SLO assessment within specific courses, departments, divisions, or areas.[32]

The WEAVE Online mapping function is being piloted during summer 2010 with the Child and Family Education Program and will begin implementation in both the Health Sciences and Technical Education divisions in fall 2010. Full utilization of the WEAVE mapping functions is ex-

pected fall 2011. Mapping functions will allow programs to show how outcomes and objectives are integrated throughout the program and to indicate the specific bodies of learning that occur in each course required for program completion. This function allows faculty members to post specific information and assessment measures such as rubrics or capstone project formats, related to program level assessment.

Training sessions for WEAVE Online were provided for faculty and staff through the Faculty Professional Development program (FLEX) and informative sessions were provided during division meetings. Information and training in the development of PLOs are being offered to academic programs wherever PLOs are still in the developmental stages. Workshops focusing on development, assessment, and evaluation of both SLOs and PLOs continue to be offered to faculty and staff by the SLO Committee members.

Planning Agenda
Increase Student Learning Outcomes assessment and reporting to at least 50 percent of courses offered by the end of the 2010-2011 academic year. Goal is to have reached 100 percent prior to the midterm accreditation report due 2013.

Develop Program Learning Outcomes and assessment measures for all degree and certificate programs by spring 2011.

Complete one cycle of assessment, for the Health Sciences and Technical Education divisions, that currently have established Program Learning Outcomes, by spring 2011. This will provide a documentation of a full assessment cycle in WEAVE Online that will provide models for other campus programs to follow.

Achieve full implementation of the WEAVE mapping functions by the end of fall 2011 that will allow all established programs to document the integration of course content, sequencing, and alignment with the stated outcomes of the programs and the college mission.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary
As stated in the college mission, the college is committed to "providing a quality, comprehensive education for a diverse community of learners," and it does this "by placing student success and student-centered learning as our number one priority through higher educational standards and innovative programs and services in a professional team-driven manner."[1]

Antelope Valley College offers collegiate courses and programs, developmental and basic skills courses, and community service courses. These instructional courses and programs, whether credit or non-credit, go through a rigorous curriculum review process by the AP&P Committee when they are first developed. All Title 5 requirements must be clearly delineated in the Course Outline of Record and in the program development process, which ensure the quality of our instruction. All

CORs contain measurable course objectives and course expectations regardless of the method of instruction and type of credit awarded, which helps ensure that our students receive a quality educational experience.[9] [23] As for course and/or program improvement, the program review procedures requires that approved courses and programs are then evaluated every four years by discipline faculty, who make necessary revisions for improvement and submit them, again, to the AP&P Committee for review.

Self Evaluation

According to the Antelope Valley College Accreditation 2006 Progress Report,[36] a number of classes were developed as a result of the dialogue among the Academic Senate, the Academic Policies & Procedures Committee, Institutional Research and Planning staff, division deans, and faculty chairs/coordinators. During the 2008-2009 academic year, the college approved 25 new credit courses, 10 distance education courses, 145 revised courses, and removed 37 credit courses. From July through December 2009, Antelope Valley College approved ten new courses, 94 revised courses, and removed 22 courses, including one online section.

The college offers collegiate, developmental, and basic skills courses and programs, community service, short term, and work experience courses. Except for the community service courses, all faculty utilize the same COR, which includes course objectives and course expectations regardless of the method of instruction and type of credit awarded.

All curriculum and CORs are reviewed on a four-year cycle by faculty within the discipline. Faculty revise and update each course in the third year of the cycle, en-

suring that the updated course will be ready for approval and inclusion in the class schedule no later than the fourth year of the cycle.[37] Revisions and modifications to the Course Outlines of Record are submitted to the AP&P Committee for an extensive review. The committee is comprised of faculty, staff, and administrators. The Course Outline of Record has areas that require review from librarians regarding support materials, input from faculty within the discipline, approval by the division, and review by the appropriate dean.

The AP&P Committee approved the purchase of the CurricUNET software program[38] from Governet in May 2009. This software allows the customization of the CORs and course proposal form. The CORs will have an addendum that will include the SLOs for each course. This program will facilitate tracking and development of courses and programs and streamline the approval process.

All programs and courses must first go through AP&P Committee approval process, be submitted to the Board of Trustees, and then go to the Chancellor's Office for approval. One of the AP&P Committee's charges is, "review pertinent information relating to curriculum from the Education Code, Title 5 regulations, Matriculation regulations, the Chancellor's Office, or the State Academic Senate" and to ensure that all forms are accurate and complete.

Again, the AP&P Committee utilizes a rigorous process. The AP&P Standards and Practices Handbook[7] details all the steps necessary for new course and program development. This process is faculty driven. Faculty within each discipline, when appropriate, obtains input from ad-

visory boards and industry representatives to develop courses based upon input from the community, four-year institutions, and other constituencies. When determining the appropriate credit type and course delivery mode, again discipline faculty plays a leading role in the process. The committee reviews the proposed COR along with the course proposal form to ensure that course unit values have been correctly calculated. Calculations are based upon the Carnegie formula found in Title 5. The method of course delivery remains consistent and appropriate to the course objectives. The location where courses are offered is not a decision made by AP&P, but is based upon program needs and available classroom space.

The AP&P Committee, the Board of Trustees, and the Chancellor's Office, for approval, evaluate course and programs developed through the curriculum process. Additional evidence of quality curriculum can be found in the Course Outline of Record. CORs contain an appropriate description of the course, measurable course objectives, a detailed outline of the course content, sample methods of instruction, and specific methods of evaluation tied to the course objectives. Units and contact hours are identified as well as any advisories, corequisites, or prerequisites. Sample assignments specific to areas such as reading, writing, computation, and "other types" are specified in the outline. As previously noted, when the college moves completely into the online CurricUNET format, student learning outcomes will be an addendum to the COR. All new and revised courses must have approved SLOs before the committee will review the COR. The course proposal form requires that discipline faculty identify how a new course meets the mission of the college.[39]

Instructional programs and courses are developed in response to community, student, and program needs. Faculty and administration examine the educational objectives of a program or discipline, take into consideration changes in the discipline or industry, and revise or develop courses and programs accordingly. In some cases, discipline faculty survey students using indirect assessments such as self-reflective or self-evaluative writing assignments, administer student evaluations near the end of the course or program, or visit prerequisite courses to answer questions and document feedback regarding student needs. In still other cases, these investigations are related to information discussed as part of the program review or SLO assessment process. One example was a decision made by Child and Family Education faculty during the spring 2010 semester: When discussion prompted by SLO assessments revealed that student retention was problematic in the CFE 201 and 202 Child Development Practicum courses, faculty identified the need to give students considering enrollment in CFE 201 specific information regarding course requirements. Faculty visited CFE 105 classes, the prerequisite course for CFE 201, during spring 2010 to provide information such as TB and fingerprint clearance procedures and requirements, course expectations, assignments, and attendance policies. Students also had an opportunity to ask questions regarding the courses, the program, and requirements for obtaining California Child Development Permits. Faculty will reevaluate course retention rates in fall 2010 and spring 2011. It will be determined if there is a positive relationship between this new mode of communication with students and student retention rates.

Courses and programs are regularly reviewed as part of the program review cycle.[40, 41] Every four years divisions undergo extensive self-evaluation and peer review, considering and evaluating each course and program offered. Considerations include which courses need revision, what new courses should be created, currency of assignments and methods of instruction and evaluation, the supportive relationship of SLOs and course objectives, how courses and programs meet Institutional Learning Outcomes, and checking for consistency with the Educational Master Plan.[2] One stated purpose of program review is the continuous, ongoing dialogue about student learning and achievement and how it can be enhanced through program improvements. Beginning in fall 2010, an annual program review report will be required. The annual report requires faculty to develop and/or refine assessment plans for SLOs and PLOs and enables faculty to examine the degree to which students have achieved SLOs for courses and/or programs.

Planning Agenda
None.

II.A.2.a.The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary
The Academic Policies & Procedures Committee (AP&P), a standing committee of the Academic Senate, has the primary responsibility to oversee the development, review, renewal, and recommendation of curriculum to be approved by the Board of Trustees (Title 5 §55002). Curriculum review and development necessarily reflect the collegial decision to meet student needs for course work that is encompassed within basic skills, general education, transfer, and major programs of study, which include a wide array of occupational and liberal arts disciplines and areas. In addition, the process for establishing prerequisites, corequisites, advisories, and limitations on enrollment falls under the purview of the curriculum committee (Title 5 §55003, §53200 §53204).

Faculty have primary responsibility for course and program development through participation in the AP&P Committee approval process. The AP&P Standards and Practices Handbook identifies a standard set of guidelines to be followed throughout the development and review process for credit courses, noncredit courses, community services courses, locally approved certificates (6-17 units), and certificate and degree programs (18 units and above).

The SLO Committee, a standing committee of the Academic Senate, provide guidance and support in the identification of learning outcomes for courses, programs, certificates, and degrees. The SLO Committee facilitates a campus wide process for the uniform implementation and assessment of SLOs at the course, program, and department level. As faculty develop or revise SLOs and assessment methods, the committee reviews them for consistency with course objectives, use of measurable language, and assessment methods appropriate to the SLOs. If, after review, the committee feels more work is needed, notations are made regarding improvement and the SLO is returned to the discipline faculty for revision. Once approved,

hard copies of the SLOs are filed with hard copies of the CORs in the Office of Academic Affairs.[32] Now that course SLO data is entered in WEAVE Online, the SLO Committee will review SLOs online and also record any recommendations to discipline faculty online. To ensure that in the near future 100 percent of AVC courses will possess approved SLOs, no new or revised course is accepted by AP&P for approval without documentation of approved SLOs.[32] [39]

As PLOs are developed, they are reviewed by the SLO Committee. The committee may make recommendations regarding improved language or assessment methods, but has agreed that discipline faculty are the best authorities regarding appropriate content and assessment. For this reason, PLOs are acknowledged rather than approved, and once acknowledged are entered into WEAVE Online by discipline faculty. Hard copies of PLOs are available in division offices. Electronic copies are posted on the SLO Committee webpage.

In addition to the layers of instruction and support services provided throughout the college campus, student success is measured in a myriad of ways. In Learning Center, success looks differently than it does in a large lecture hall. The chemistry lab recognizes a job well done differently than the Theater Arts Department. Through the faculty leadership, the Model United Nations (MUN) program has its own definition of success. As part of a MUN delegation, a student is successful when they improve their writing skills, increase their ability to work collaboratively and diplomatically and gain exposure to opportunities they never might have known had they not participated in the traveling delegation.[42]

Another program in which the faculty are central to student instruction and improved learning is the Forensics Program. It is a public speaking and oral interpretation of literature team that started in the fall of 2006 with students that were recruited from COMM 101 and 103 classes. In the fall of that year, students competed at forensics tournaments at CSU, Northridge and CSU, Long Beach. Four students went on to compete at Phi Rho Pi, the national forensics tournament, held in Fort Worth, Texas with one student earning a Bronze Medal in Impromptu Speaking.

In the spring of 2008, four students competed at both the State tournament held in Concord, California and at Phi Rho Pi held in St. Charles, Illinois respectively. In the fall of 2009 students competed at El Camino College, CSU Northridge, and CSU Long Beach, with students reaching competitive success at those tournaments. In the spring, the team had success at the state level, with one student earning a silver medal in the Speech to Entertain event. Five students went on to compete at the national tournament in Portland, Oregon, with one earning a bronze medal in Impromptu Speaking and one earning a bronze medal in the Oral Interpretation of Prose.

In the fall of 2009, many students competed at El Camino College, Azusa Pacific University, CSU Northridge, and Mt. San Antonio College, with some competitive success. This past spring of 2010, the team won third place in the limited entry division at San Diego State University.[43]

Self Evaluation
Individual faculty who meet minimum qualifications for their respective discipline areas begin the course or program

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development process by researching other colleges for similar courses and programs. They also meet with colleagues in their discipline, receive input from students and community members, and review current discipline-related professional literature. Credit type and delivery mode are determined by the faculty but are approved by the Academic Policies & Procedures Committee. Location is determined by need, budget, available facilities on campus, and resources within specific rooms relative to the needs of particular courses.

Faculty identify appropriate SLOs during the initial stage of course and program development. Once course development has begun, faculty submits its course or program to the division for discussion, revision, and approval. After division approval, Student Learning Outcomes are submitted to the SLO Committee for approval. Once the outcomes are approved, the course proposal and Course Outline of Record are submitted to the Academic Policies & Procedures Committee for further discussion, revision, and approval.

Annual program review updates ensure that faculty regularly review and assess both student and Program Learning Outcomes. Results of the evaluations are documented as a requirement for inclusion to the budgeting and planning process as part of the Cycle of Evaluation.[5]

In 2008, Antelope Valley College purchased a license for WEAVE Online, an assessment management system that facilitates the connection of learning outcomes and assessment to planning and program review processes. Additionally, in 2009, Antelope Valley College purchased a license for CurricUNET, an online curriculum development and work-flow automation program that facilitates all phases of the curriculum development and approval process. WEAVE Online is currently being implemented with full CurricUNET implementation beginning fall 2010.

Approved Student Learning Outcomes[34] and approved Course Outlines of Record[44] are posted on the college website. A link from the AP&P Committee webpage connects viewers to the SLO Committee webpage, where approved SLOs are posted. A reverse link from the SLO Committee webpage connects viewers to approved CORs on the AP&P webpage. Additionally, SLOs are available to WEAVE users on AVC's WEAVE Online website. The SLO Committee faculty co-chair, in coordination with the academic senate coordinator, are attempting to post each COR side by side with its corresponding SLOs. CORs are available on AVC's CurricUNET website and will be linked to an addendum with related course SLOs. This task may be deferred contingent to additional funding and coordination with a WEAVE contract agreement.

Faculty are central to improving instructional and learning opportunities to students. Those students who participate early in the Model United Nations (MUN) program delegation do not believe that they have the skills to transfer to competitive, large universities, such as UC Berkeley or UCLA. As they compete, side by side, with students representing these universities, they gain confidence that they too could pursue admission to schools they once believed out of their reach. Students who compete with the MUN Delegation have a 100 percent transfer rate to the upper division universities, many into the CSU and UC systems.[42]

The Forensics Program has directly contributed to student success beyond the classroom. Student Learning Outcomes for the Forensics Program have been designed, refined and tested every semester since the program came into being. Currently, the SLOs are as follows: (1) Analyze literature and create and perform an oral interpretation of literature; (2) Research, create, and deliver a platform speech. The assessment tool for the SLOs is: Compete at an intercollegiate forensics tournament.

The students that have gone through the Forensic program are working towards their various degrees at the California State Universities, such as Chico, Northridge, and Bakersfield. Additionally, forensics students have graduated from the AVC nursing program; have gone on to the Fire Fighter Academy and the Academy of Art University in San Francisco. Even though their majors are diverse, these students that have engaged in forensics competitions have a competitive advantage over other students. This ultimately leads to their success. For example, a part of the Fire Fighter Academy entrance requirements is to be interviewed by a senior fire fighter. The former forensics competitor was successful during this aspect of the entrance requirements due to his experience in the program. Faculty involved in the Forensics Program now have their former students involved in the community in a myriad of ways: one serves as a counselor for troubled youth in Petaluma, California. Another student owns and runs her own local dance studio and is looking towards opening another one and one former student is applying for graduate school in the Communication field.[43]

Planning Agenda
Implement CurricUNET campus wide during the 2010-2011 academic year. Conduct training sessions to ensure that faculty play a central role in establishing and improving instructional courses and programs. Every two years administer an assessment process to determine how well these courses and programs are well documented and follow established procedures for the design, identification of learning outcomes, approval, administration, delivery, and evaluation.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary
Antelope Valley College relies on faculty expertise in the identification and assessment of measurable learning outcomes through the development of CORs and SLOs. Where appropriate, advisory committees provide input in the establishment of new courses and the identification of learning outcomes. Advisory committees consist of community members and local businesses or organizations, as well as faculty members from the college. Regular assessment of student progress towards achieving learning outcomes is conducted through faculty evaluations of student performance, based upon measurable objectives as identified on the COR and through SLO assessment.

Self Evaluation

Vocational courses and programs require the input and recommendation of advisory committees prior to submitting requests for approval to the AP&P Committee. The name of the advisory committee, the date(s) on which the course/program was discussed, and highlighted portions of the advisory committee minutes must accompany the proposal documents.

Vocational divisions such as Business, Computer Studies, and Economic Development; Health Sciences; and Technical Education seek the input of community members through the use of advisory committees in areas such as accounting, nursing, radiologic technology, commercial photography, and aerospace. The Business, Computer Studies, and Economic Development Division hold an annual advisory committee meeting, inviting community members from industries such as accounting, banking, computer networking, retail, office technology, and real estate. As indicated in the 2009 Fact Book,[11] during the past six terms the number of degrees and certificates awarded has increased.

Measurable Student Learning Outcomes, while written by discipline faculty, are often influenced by industry standards and certification and licensing requirements as well as input from advisory committees. In programs such as Child and Family Education, capstone course projects serve as demonstration of student learning. Matrices, which indicate skills levels such as introduction, development, and mastery, are required when Program Learning Outcomes are developed. These skill levels are reflected and documented using WEAVE mapping functions.[45]

Planning Agenda

None.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

Antelope Valley College is committed to ensuring diverse course and program offerings. Matriculation and program completion processes ensure that students acquire core competencies. Faculty, in consultation with members the AP&P Committee, regularly addresses the various aspects of curriculum, such as breadth, depth, and rigor of both courses and programs. Additionally, some programs utilize standards set by outside accrediting bodies when determining course and program level learning outcomes.

Through the Faculty Professional Development Program, and through Academic Senate committees such as the Academic Policies & Procedures committee and the Distance Education Committee, the college utilizes a variety of methods, procedures, and policies to insure high-quality instruction with appropriate breadth, depth, rigor, and sequencing in all courses and programs. Antelope Valley College believes that high-quality instruction begins with ensuring high-quality faculty. Selection of qualified faculty is accomplished through the Procedures and Practices for Hiring Full-Time and Adjunct (Part-Time) Faculty[46] process approved by the Academic Senate. Additionally, all faculty are evaluated using the Tenure and Evaluation Procedure[47] developed by the Academic Senate and the faculty union that was approved by the Board of

Trustees.

Appropriate course sequencing and timely degree completion is accomplished through collaborative planning by administration, faculty, and staff. Curriculum program review and utilization of Student Learning Outcomes ensure that all courses and programs provide high quality instructions and appropriate breadth, depth, rigor, and sequencing. These processes provide opportunities for on-going systematic evaluation[40, 41] of the quality of instruction and effective student learning.

Self Evaluation
Antelope Valley College seeks to ensure high-quality instruction through the processes of hiring, professional development, faculty evaluation, curriculum development, and program review.

Qualified, knowledgeable, and experienced faculty are hired and evaluated through a hiring process approved by the Academic Senate. A strict procedure is followed in hiring of full-time and adjunct faculty to ensure faculty meet the most current minimum qualifications.

Faculty maintain and enhance their instructional quality through ongoing professional development, seminars, conferences, and the faculty evaluation process. A comprehensive Faculty Professional Development Program (FLEX) is offered yearly and includes a variety of training opportunities to assist in serving a diverse student population. Examples include technical training in the use of technology, online tools, video podcasting, and training in innovative pedagogical approaches such as critical thinking and basic skills forums. [22, 35]

The faculty evaluation process is a vital component in maintaining quality instruction. Evaluation is a continuous process that provides faculty the opportunity to review the effectiveness of their performance in order to maintain the institution's standards, quality of instruction, and support services. Although the timelines and procedures for each category contract (probationary), temporary (full-time temporary and adjunct), and regular (tenured) differ, all must complete the following guidelines for student evaluations, classified input (when appropriate), peer input, and self-evaluation. All faculty are evaluated using the following criteria: (1) effective job performance; (2) effective interaction with students and evaluation of student work; (3) fulfillment of responsibilities to colleagues, discipline/ department, division and college; (4) respect for colleagues and the teaching profession; and (5) continued professional growth.[47]

All faculty being evaluated submit a written self-evaluation narrative that requires reflection and self-assessment of all aspects of their jobs and how performance can be improved. Part of this self-evaluation requires faculty to evaluate their level of participation in writing, facilitating, and assessing student learning outcomes.[48]

CORs guide the depth, rigor, and sequencing of courses, and are approved by the AP&P. The CORs include prerequisites, corequisites, and advisories so that students enrolled are adequately prepared for courses. Student Learning Outcomes are developed by faculty for both the course and program level. Each faculty is required to follow the COR to ensure uniformity in course objectives and identified outcomes for all sections of the course.[49] Distance learning is also addressed through the development of distance edu-

cation curriculum that follows AP&P guidelines to ensure consistency in breadth, depth, and rigor regardless of the instructional delivery modes.

In addition, to the curriculum review process, each division evaluates instructional quality, breadth, depth, and rigor through program review and evaluate program effectiveness by assessing learning outcomes at the program level. As part of program review, faculty review and update courses, validating appropriateness and currency of course textbooks and materials, goodness of fit between course objectives and SLO. All courses and programs include: transfer, basic skills, online, variable formats, offsite, and non-credit courses follow an identical review process.

Course scheduling is a collaborative effort of deans, department chairs, and instructional staff. Schedules are designed to ensure students have access to sufficient courses in proper sequence so students can accomplish their educational goals in a timely manner. Courses are offered in various locations, through multiple formats, and at a variety of times. In order to assist students, the college catalog lists recommended plans of studies showing students the sequence of courses necessary for completion of degree and certificate programs.

Planning Agenda
None.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary
Antelope Valley College faculty are primarily responsible for determining and implementing appropriate instructional methods and techniques to meet the diverse needs and learning styles of students. Through professional development presentations, departmental meetings, shared research, conferences, and evaluation activities, faculty receive information about diverse learning styles and optimum pedagogical methods to address different student needs. Based on professional expertise and experience, faculty chooses appropriate methodologies when designing a course. Administration, deans, and faculty collaborate on schedules to ensure course delivery in various formats, term lengths, and at a variety of locations.

Self Evaluation
The AP&P Committee approves the CORs[7] that explicitly describe instructional delivery modes to determine effective communication of course content and objectives and address the diverse needs of students. The committee initially approves and regularly reviews the methods, required assignments, and types of assessments designed to elicit maximum student learning. Faculty incorporate innovative teaching methods, which include role-playing, peer feedback, writing projects, service learning, portfolios, clinical practice, and labs. Services provided by the Office for Students with Disabilities and the Learning Center provide faculty with information and assistance to meet the needs of students with alternative learning styles.

Based on student assessments through the Office of Students with Disabilities, reasonable accommodations are imple-

mented to ensure curriculum is accessible to students with special needs. Course materials are provided in alternative formats and assistive technology is available to meet the needs of students. For example, videos can be closed captioned for deaf and hard of hearing students. An alternative media specialist is available to work with faculty as they develop online course material to ensure compliance with accessibility standards.

The Learning Center provides easy access to multiple academic support services for students, including the Early Alert program that identifies students who may need additional assistance early in the term. Varying levels of ESL courses provide skills English Language Learners need to perform successfully in college level courses. The Basic Skills Committee has developed goals and activities to implement effective teaching methods based on best practices that engage basic skills students in their own learning.

As part of an evaluation of the teaching methods used by faculty, the Tenure and Evaluation procedure[47] requires faculty to identify methods or techniques of instruction, assessments used, and how these pedagogical strategies help students learn or reach their goals.

Faculty also attend professional development activities that address a variety of methodologies in an effort to ensure their students' success. Assessment instruments, such as essay and objective tests, faculty designed rubrics, oral presentations, and student produced projects, are utilized to measure student learning outcomes and judge how well students have achieved course outcomes and objectives. Methods for evaluation of student per-

formance are listed in the approved CORs.[49]

Faculty communicate SLOs to students in a variety of ways: through inclusion on course syllabi, as an attachment to course syllabi, or posted online in course specific files.[50] Approved SLOs documents are filed with the approved CORs in the Academic Affairs Office, are posted on the SLO Committee webpage, and documented in WEAVE Online. Data obtained from SLO assessments allow faculty to analyze the effectiveness of instructional methods, delivery modes, course assignments and activities textbooks and related course materials and revise them accordingly. Division and department meetings include discussions and reflections regarding the effectiveness of delivery modes of instruction and assessments. For example, at a Child and Family Education Department meeting on January 28, 2009, program faculty discussed and revised practicum assignments and assessments.

Assessments of student learning styles and needs occur in the Office for Students with Disabilities (OSD) and the Antelope Valley College Academic Skills Center. Qualified specialists in the OSD make recommendations to individual students and faculty regarding the most effective teaching and learning methods for students with identified disabilities. The Academic Skills Center conducts a learning assessment battery that identifies learning styles including cognitive control, learning modality preference, and study habits for students. Course evaluations completed by students and peer observational evaluations provide additional means of assisting faculty in determining the most appropriate methodologies for courses.

Planning Agenda
None

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary
The college's program review process guides courses and programs through a comprehensive, systematic review process at department, division, area, and institutional levels.[40, 41, 51] Program review examines and evaluates each program's relevance, appropriateness; achievement of Student Learning Outcomes, Operational Outcomes, currency, and future needs and plans. The systematic program review process addresses the development and assessment of SLOs for all courses and PLOs for all approved certificate and degree programs. Reviews, which utilize both quantitative and qualitative data, are used for overall institutional strategic planning in areas of staffing, budget, facilities, and contribute to the Educational Master Plan.

Courses are evaluated on a regular basis through the AP&P course revision process and their relevancy assessed as programs are reviewed. Principles identified to guide the program review process include collegiality, relevance, practicality, effectiveness, and timeliness. Faculty who have developed course level SLOs must assess at least one annually.[52] Although SLO assessment is in the early stages of data collection, and not all courses have begun assessing learning outcomes, data from established assessments is used to analyze and determine the achievement rates of SLOs.

Self Evaluation
Through a collaborative discussion facilitated by the Academic Senate, Antelope Valley College considered the merits of shortening Program Review from a six-year cycle to a four-year cycle with a brief annual updating component. The expectation was that a shorter self study report with a focus on data and a standardized annual review report would be more productive and informative to the campus constituents and more practical in influencing budgeting decisions.[53] As a result, Antelope Valley College developed and implemented a new systematic program review procedure based on a four-year cycle, with short annual reviews that are user friendly and data driven. Since the new program review model has not yet completed its first cycle, evaluation of its effectiveness and helpfulness to divisions, departments, and areas for planning and decision-making is ongoing.[54]

The systematic program review process evaluates the adequacy of course offerings relative to appropriate aspects of the college Institutional Learning Outcomes, and requires that programs complete an annual review update that assesses their relevance, appropriateness, learning outcomes, currency, and future needs. This process drives future planning.[1] Data provided by the DIRP is used to examine the degrees and certificates awarded, number of units generated by courses, retention/attrition rates, and success rates for courses. The annual program review report is used to update goals and objectives, future plans, and student program outcomes and assessment. Division and departments use program review data to determine achievement of identified goals, predict future needs, and develop appropriate plans. The systematic program review process also provides input

for the Educational Master Plan.

Student Learning Outcomes have been developed for approximately 95 percent of all courses. Quantitative data is being compiled to assess the achievement of the identified outcomes. Through the systematic program review process, SLOs and PLOs enable faculty and administrators to examine the degree to which students have achieved the desired learning outcomes for a course, a series of courses, and the program. Additionally, vocational and career programs conduct regular advisory committee meetings that assist in the review and planning of programs. Technical and career programs that are subject to industry driven assessments, evaluate program relevance and effectiveness based on student success in their required assessments.

Planning Agenda
None

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary
Ongoing systematic evaluation and integrated planning takes place in a comprehensive systematic program review process that is part of the overall planning and institutional effectiveness at Antelope Valley College.[40, 41, 51] Information gathered during the program review process supports informed decision-making re-

garding the future of the college and resource allocation by faculty, staff, and administration. Important components in planning are two college documents: Blueprint for Planning[4] and Cycle for Evaluation.[5] Both illustrate the circular process of planning based upon evidence gained through assessment of student, program, and operational outcomes. As outcomes are assessed, the information generated informs future budget and planning decisions. The Educational Master Plan,[2] the strategic plan of the district, outlines the institutional action plan for short and long range goals. The plan incorporates a systematic framework for developing goals, evaluating effectiveness, allocating resources and assessing the outcomes. The district embraces the strategic planning process and improving student learning. Since the planning process reflects the participation of a broad constituent base, preparation of focused and practical plans requires the help of all those involved. The makeup of the SPBC consists of representatives from each constituent group on campus. Student representation in the SPBC is also a key element in helping to ensure that processes and goal setting involves establishing specific, measurable and time-targeted objectives that ultimately effect student learning. For example, the College Coordinating Council (CCC) recently addressed a district smoking policy. The student appointed representative was instrumental in communicating the policy to students, making suggestions, and assisting in the planning efforts for enforcement. Also, the action plans as developed by each working subgroup of the SPBC, relies on the annual goals, program reviews and student learning and operational outcomes. Faculty, staff, and administration take part in identifying the key processes and operations that are necessary to en-

sure the district's long-term organizational survival. An example of needing a key process was evident in the SPBC Budget subcommittee when the group attempted to align the various components of the budget development process and allocating of resources.

The Educational Master Plan also provides the framework for aligning the college budgeting of resources. As outlined in the Cycle of Evaluation, the Finance, Facilities, Human Resources, Technology and Enrollment Management plans were developed to help ensure that student learning and operational outcomes are effective and measurable. The SPBC Budget subcommittee builds the annual budgets based on historical and empirical data of the district. Budget augmentations are screened to ensure they align with the ILOs, SLOs and OOs. Budget narratives accompany all requests for augmentations. The narratives speak to how the request will improve student achievement.[55] For example, an assessment instrument for measuring outcomes was needed for the district. Academic Affairs and Student Services requested that a software program be purchased to accommodate the request and assist the Department of Institutional Research and Planning with an efficient methodology for measurement. The request was reviewed and approved, and resources were allocated to purchase the WEAVE Online system. In assessing the outcome of the new process it has been determined that Weave has been instrumental in achieving and improving input of SLOs/OOs, and measuring their effectiveness. This achievement will assist the college in meeting the accrediting commission's expectation that institutions' identify, assess, and use SLOs for improvement by fall 2012.

Results of budget augmentations and achievements of the district's annual goals are disseminated in the SPBC Annual Report.[56] This annual review not only serves as a recap of the strategic plan, but also serves as the district report card. The report also seems to provide a useful tool for communicating and public relations across traditional boundaries between the district and its communities. In addition, the college Fact Book[11] provides valuable information regarding students the college serves and their success. For example, the Institutional Advancement and Foundation provides financial support to the district in the form of grants. These grants are given to faculty, staff and students. The SPBC annual review is used to assist in the Foundation's planning and for solicitation of donations. Prior to awarding the grants, the Institutional Advancement and Foundation in partnership with the district administration, reviews the unmet needs of instructional and non-instructional programs. Supporting and improving student achievement and SLOs is paramount to the Foundation and its relationship to the planning of the district. Consequently, communicating the districts strategic plans and outcomes helps address partnerships, public relations, and secures financial resources, which indicates the importance of this dimension of the planning process.

Self Evaluation

Since the last comprehensive 2004 Accreditation Self Study, Antelope Valley College has transitioned from a six-year program review cycle to a four-year review cycle to provide a more user friendly, data-driven process. Comprehensive program review now occurs every four years, focusing broadly on the program and improvement of student learning. This extensive review utilizes a proc-

ess of self study, which incorporates both quantitative and qualitative data, and peer review. The self study process generates continuous and ongoing dialogue about student learning and achievement, and also serves as the foundation of an annual update report, submitted each October. The systematic program review, the Fact Book, and annual reports evaluate criteria such as the number of students who received a specific degree or certificate, retention and attrition rates for courses, and success rates for courses. Course Outlines of Record and Student Learning Outcomes assessments are reviewed for currency and consistency. Assessment cycles of Student Learning Outcomes and Program Learning Outcomes are documented and evaluated for effectiveness of stated outcomes. Goals and objectives of programs, both current and long-term, are examined and updated to meet identified needs.

As part of the systematic program review process, faculty develop and refine assessment plans for SLOs and PLOs. This enables them to examine the degree to which students have achieved the desired learning outcomes for a course, series of courses, and a program. Self study reports are made available to the college community through postings on the college website.[6]

Ongoing, systematic evaluation and integrated planning is evident in systematic program review self studies, related program review documents, and the college's Blueprint for Planning[4] and the Cycle for Evaluation.[5]

With the purchased of WEAVE Online, a web based assessment data management system will facilitate integration of the elements affecting institutional effective-

ness within the planning and budgeting process. WEAVE Online not only supports the integration of assessment data into planning and budgetary processes, it provides documentation of SLOs, PLOs, methods and criteria of assessment, achievement rates, and allows faculty, staff, and administration easy access to information from past and current academic years. Faculty upload assessment data that documents evidence that can be utilized for program and course improvement planning. Data can then be analyzed to determine where additional support might be needed. WEAVE Online was selected after three applications were reviewed by the SLO Committee with input from administration, faculty, and Information Technology Services (ITS). The SLO Committee identified pros and cons of each system, identified and selected the program that was most cost effective and customizable for the college, and provided the best fit for college goals. Professional development workshops have been provided to help faculty gain the knowledge and skills necessary to effectively utilize the system.[32]

Planning Agenda
None

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary
Programs in the Health Sciences Division utilize industry-related standardized examinations. For example, at the conclusion of the registered nursing program, students qualify to take external certification or licensing examinations that further validate student learning. Various depart-

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ments, including Math, Science and Engineering and Language Arts, utilize common examinations for methods of assessment. Methods for measuring learning outcomes at the course and program level are determined by faculty and may include use of publisher's test banks and other commercially produced examinations, embedded test questions common to all course sections, and rubrics developed, evaluated, and normed by faculty. The DIRP is able to provide assistance in developing and selecting appropriate assessment tools.

Self Evaluation
Several Health Science Division programs use externally validated exams as part of student preparedness for licensure exams. For example, the LVN and ADN program faculty administer validated exams developed by Health Education Systems Inc. (HESI). The exams are administered at the end of most courses and at the end of the programs and reflect content taught in the programs. Results of the external exams correlate with student performance in the courses and provide predictor and indicator information about potential for success on the national licensure exams.

The Math Program has adopted a Department Final Exam for four math courses (MATH 050, 060, 070, and 102). Although the test has not been formally validated, it was designed by the faculty and is intended to determine if the Course Outline of Record has been covered and to determine if the student learning outcomes have been met.

Planning Agenda
None.

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary
The CORs state course objectives and methods of assessment for awarding grades and credits. Course syllabi must be consistent with the COR and communicate learning objectives, learning outcomes of the course, and the faculty's method of awarding grades.[57] Grades are awarded based upon the measurable course objectives as assessed through the stated methods of evaluation. SLOs are based up and derived from the measurable course objectives. The college catalog outlines policies on grading, prerequisites, corequisites and advisories, and indicates courses that transfer to CSU and UC campuses. IGETC courses that satisfy general education requirements at CSU and UC campuses must be completed with a C or better. A student earns units for the course based upon the Carnegie formula found in Title 5: one hour of lecture = one unit of credit; three hours of lab/studio/shop/activity = one unit of credit; 1.25 – two hours of lecture/lab = one unit of credit.

Self Evaluation
The AP&P Committee reviews each course to ensure it meets appropriate levels of rigor, examines the connection between course objectives and methods of evaluation, and ensures that curriculum offerings are of the highest possible quality. Articulation and transfer agreements ensure course work reflects generally accepted norms or equivalencies in higher education.

Planning Agenda
None.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary
The college awards degrees and certificates based upon student achievement of course objectives, which are closely related to the program's stated learning outcomes. Through continuous dialogue as well as program review, faculty and staff examine and assess data from the SLO process and use it to modify course content, objectives, and outcomes with a focus on improving student learning.

The AP&P committee has a step by step process for developing degrees and certificates. The guidelines can be found in the AP&P Standards & Practices Handbook.[58] Before beginning the process of degrees and/or certificates faculty are counseled to review the Program Approval Handbook published by the Chancellor's Office for the regulations, steps, and forms that need to be reviewed and filled out. Faculty are also directed to the college catalog to become familiar with the college's mission, the list of approved programs, the catalog format for programs, and other related courses and programs. The criteria for evaluating student learning for credit are clearly stated in the college catalog and are consistent with Title 5 regulations. The college awards credit for student achievement based on faculty established student learning objectives and the COR. Faculty develop a syllabus based on the COR which describes in detail the course description, purpose, content, learning objectives, and methods of evaluation. Grades and successful completion of courses are awarded by faculty based on student demonstration and performance of having achieved the objectives of the course and stated criteria in the syllabus. The college awards degrees and certificates based upon student achievement of course objectives, which are closely related to the program's stated learning outcomes. Through continuous dialogue as well as program review, faculty and staff examine and assess data from the SLO process and use it to modify course content, objectives, and outcomes with a focus on improving student learning.

Self Evaluation
The college has an open and ongoing dialogue in regards to learning outcomes. Discussion between faculty and division deans regarding program and SLOs occurs in division and department meetings. Faculty also discuss SLOs with students, colleagues, and coworkers outside of division meetings. According to the 2010 Self Study Survey,[15] the majority of faculty members have discussed SLO with students, colleagues, and coworkers at least three times during the 2008-2009 academic year. Additionally, discussion of SLO related issues takes place in the Academic Senate at least twice each semester when the SLO Faculty co-chair presents reports, in Board of Trustees meetings, at Welcome Back Day, at Faculty Professional Development events, in advisory committee meetings, division meetings, and in a variety of shared governance committees.

Course assignments are based upon the learning objectives as stated in the approved COR and may contain assessments embedded for the purpose of evaluating SLOs. Students are evaluated as successful when evidence is shown that

they have achieved the course objectives.[57] Degrees and certificates are awarded based on the successful completion of the certificate or program requirements. In order to create consistency of instruction and awarding of credits to students, the college requires faculty to align their syllabus to the COR, guidelines are provided in the AP&P handbook. All faculty are required to submit their syllabi to their dean by the first week of the semester.

Faculty in a variety of settings develops SLOs for degrees and certificates. Where professional or industry standards exist, these likely form a foundation for PLOs. Likewise, where professional licensing or certifications is required, standards base upon certification and licensing requirements are included in learning outcomes. During spring 2010 counseling faculty identified three General Education Program Learning Outcomes based upon AVC's conviction that those who receive degrees "must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines." Dialogue regarding the proposed outcomes will occur in fall 2010 and the counseling department will establish assessment methods with the guidance from the SLO Committee.[30]

The criteria for awarding credit for degrees, certificates, and courses are based on Title 5 regulations. All degrees and certificate programs are submitted to the AP&P Committee, the Academic Senate, then to the Board of Trustees and the Chancellor's Office for approval. The degree and certificate requirements are clearly outline in the college catalog.[10]

Planning Agenda
Complete General Education Program Learning Outcomes and related assessments by spring 2011, which will serve as a guide for administrators, faculty, and staff to begin assessing outcomes and to use the collected data and analysis for future planning and program improvement.

Complete the establishment of Program Learning Outcomes for existing degree and certificate programs by 2011. This will further facilitate planning and quality improvement by allowing the assessment of Student Learning Outcomes in concentrated areas of study, supporting continuous quality improvement in all certificate and program areas.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary
The college adheres to Title 5 regulations that clearly identify and define what constitutes general education as stated in our college catalog: Courses or a combination of courses which meet GE philosophy and objectives will: 1. Provide an introduction to basic concepts, principles, and methodology of study common to a given discipline; 2. Lead to better self-understanding in relationship to the physical environment, culture, economy and society; 3. Provide an opportunity to examine values

while proposing solutions for major social problems; and, 4. Provide a breadth of knowledge and experiences, which contribute to a well-rounded education.[59]

Included in general requirements are courses in natural sciences, social and behavioral sciences, humanities, language and rationality, plus courses which are designed to expand knowledge in general education or self-understanding and diversity courses where issues of racism and sexism are explicitly covered.

If faculty request that a course be included in the list of general education courses, it must meet the above criteria and fall within one of the academic categories stated above. The AP&P Committee reviews the course and determines if it meets all requirements for general education before approval.

Self Evaluation
The AP&P Committee examines and approves college courses for inclusion in General Education requirements. The faculty initiate this process and the appropriateness of each new or revised course must be discussed with disciplined faculty and other faculty in the division and with the dean before it is submitted to AP&P. A thorough content review is conducted. Since faculty both develop courses and sit on the AP&P Committee, these remains a faculty driven process.

The college relies on the expertise of the AP&P Committee, and the faculty to determine the appropriateness of each course for inclusion in the general education curriculum. Once the AP&P Committee reviews the new or revised courses or programs and approves the proposals, the co-chair takes the recommendation to the Academic Senate, and then finally to

the Board of Trustees.

New and existing courses must have approved and established Student Learning Outcomes in order to complete the AP&P approval process. Since measurable course objectives and learning outcomes are closely related, these criteria are considered when proposed G.E. courses are discussed in the AP&P Committee.

Planning Agenda
None.

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary
The college's philosophy of general education requires that all academic and technical degree programs include courses designed to introduce the students to the variety of means through which people comprehend the changing world. This is clearly stated in the college catalog and reflects the conviction of Antelope Valley College that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons should be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self understanding.[59]

The college's general education patterns meet transfer breadth and depth as required by articulation agreements. The college recognizes the importance of educating students to become productive in-

dividuals. This is clearly stated in the college's catalog. The mission emphasizes the college's commitment to student-centered learning and providing a high quality, comprehensive education for a diverse community. As part of students Associate degree requirements and the philosophy and rationale for each of the general education areas, students are required to successfully complete a minimum of 21 GE units/courses in following specified areas: A. Natural Sciences (3 units); B. Social and Behavioral Sciences (3 units); C. Humanities (3 units); D. Language and Rationality (6 units); E. Additional Breadth (3 units); F. Diversity (3 units). The area of Diversity Studies has grown and contains courses from 14 different academic disciplines, such as Business Studies, Film and Television, Political Science, and Economics.

Students earning an Associate in Arts (AA) or an Associate in Science (AS) degree must also demonstrate the proficiency requirement for reading, writing, and mathematics. Courses in the Natural Sciences present critical thinking and problem solving methods. These courses also explore the relationship that exists between people and science. Courses in the Social and Behavioral Sciences focus on people as members of society. These courses promote appreciation of how societies and social subgroups operate. Courses in the Humanities present cultural activities and artistic expressions of human beings. These courses help students in developing aesthetic understanding and the ability to make value judgments. Courses in Language and Rationality present principles of languages which lead toward logical thought, clear and precise expression and critical evaluation of communication. Courses or a combination of courses in the Performing and Visual Arts and Physical Education provide both theory and practice in human artistic and physical development. Courses in Foreign Language include substantive content of the culture from the relevant country. Ethnic Studies and Multicultural courses are designed to enhance the ethnic cultural awareness of students and are offered in most general education categories. Students are required to complete 21 units of General Education and, at a minimum, achieve competency in college level composition, intermediate algebra, critical reading and study skills.

Each course submitted for General Education inclusion is examined by the Academic Policies & Procedures Committee (curriculum committee) relying upon the expertise of its faculty to determine a course's applicability for general education and to assure that its compliance is consistent with college's general education philosophy.[7, 59]

The AP&P Committee also oversees the development and revisions of courses and programs for content and methodology. The committee also reviews course proposals to be included as an associate degree and general education requirement. Course to be included in general education are reviewed by the committee, the articulation officer, for appropriateness and Title 5 compliance. The college has general education areas of knowledge in Natural Sciences, Humanities, Fine Arts, and Social and Behavioral Sciences.

Successful students are able to transfer their understanding of the basic content and methodologies of the major areas of knowledge to subsequent coursework, as demonstrated by completion of courses that build upon the understanding and application of previously learned outcomes.

The college catalog defines courses in Natural Sciences, Social and Behavioral Sciences, and Humanities, and communicates their alignment with California State University and the Intersegmental General Education Transfer Curriculum (IGETC) transfer requirement.[60]

The counseling faculty were tasked during the 2009-2010 academic year to develop PLOs for the general education courses identified for the associate degree. Three were developed and will be reviewed during the 2010-2011 academic year and the assessment tool developed by the counseling faculty, guided by the SLO committee. The three general education PLOs are: (1) students demonstrate critical thinking skills and the competencies to function effectively within society; (2) students develop an appreciation of the physical environment and culture in which we live; and (3) students gain a self-awareness and self-understanding relative to our diverse society and global community.[30]

Self Evaluation

The Academic Policies & Procedures Committee has specific guidelines for course development and revisions in order for a course to be included in a general education area it must meet the requirements for that area. Faculty are encouraged to consult with their dean, their Academic Policies & Procedures representative, co chair, articulation officer during the development or revision of courses or programs for appropriateness in these areas. Faculty submit courses to the Academic Policies & Procedures Committee for inclusion into general education, the

Course Outline of Record, which contains course objective, content, and the methods of evaluation, is scrutinized to ensure that it meets the definition of the particular general education area, according to Title 5 requirements for which it is being proposed. The Academic Policies & Procedures guidelines inform faculty that they are required to review the guidelines for developing course in these areas. Faculty are also required to review the college catalog and consult with the articulation officer when developing these courses. The college catalog gives detailed descriptions for these areas of study. If the course fails to meet the definition, it is sent back to the faculty for revision. If the proper revisions are not made, the course is denied inclusion into the general education curriculum.

The Student Learning Outcomes Committee reviews Student Learning Outcomes and verifies that they fit the definition of the particular general education area for which the course is proposed. Beginning with the 2008-2009 integrated Course Outline of Record format, assignments and tests are reviewed for their connection to measurable student objectives. The faculty are required to design or revise courses that integrate Student Learning Outcomes, assignments, course content, and methods of evaluations. The design requirement ensures that student achievement is realized through the number of students who successfully complete the course.

Planning Agenda

None.

II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary
Courses at Antelope Valley College are designed in accordance with the standards outlined as requirements in Title 5, which include oral and written communication, scientific and quantitative reasoning, critical analysis, and logical thinking.

Students must also demonstrate competency in three proficiency areas: Reading, Writing, and Mathematics.

The AP&P Committee oversees the development and revisions of all courses taught at the college.[7] Courses that are developed by faculty go through an extensive and detailed process. All courses are submitted on a COR form that indicates the course description, prerequisite requirements, objectives, content, methods of instructions and evaluation. Certificate and Degree requirements are also under the purview of the committee and are developed and or revised utilizing the Chancellor's Office Program and Course Approval Handbook and Title 5 requirements.

Self Evaluation
Degree applicable and transfer level courses at Antelope Valley College meet all standards and requirements of Title 5. The standards and requirements are included in the AP&P Standards and Practices Handbook provided to faculty for course development. In addition, the handbook outlines the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies required for developing courses in the vocational programs. This course development process ensures that Antelope Valley College courses meet collegiate standards.

Learning outcomes at the institutional, program, and course levels are designed to enhance student abilities to be lifelong learners, while applying critical reasoning in written and oral communication.

By using the AP&P Standards and Practices Handbook[7] in the development of courses, faculty ensure that the expected skill levels are included in COR under the section "Measurable Objectives" and that these objectives are included in the "Methods of Evaluation" section of the COR. Courses may include a variety of assessment techniques such as tests, papers, oral examinations, laboratory practical exams, skills demonstrations, performances, recitals, exhibits, portfolios, and multimedia presentations.

Grades and other written or oral evaluations are used to provide students with additional feedback regarding their progress in achieving the desired student learning outcomes in a course. Successful students should have the ability to transfer skills to subsequent coursework.

Discussions by the Academic Senate and AP&P Committee continue to propose Information Competency as a graduation requirement. The Information Competency graduation requirement would ensure that information competency and the ability to acquire knowledge through a variety of means would also be required of all graduating students.

Planning Agenda
Within two years, develop and implement an Information Competency requirement through faculty dialogue and collaboration with the Academic Policies & Procedures Committee. After a year of implementation conduct an assessment to its effect on how well students are competent in using various technology to improve learning.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary
Board Policies 4025 Philosophy and Criteria for Associate Degree and General Education[61] and BP 4400 Community Services[62] Programs establish that course work in areas which incorporates being an ethical human being and effective citizen; qualities that include an appreciation of ethical principles; civility and interpersonal skills, respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally be incorporated into the curriculum. The Academic Policies & Procedures Committee, a standing committee of the Academic Senate, is responsible for the development of curriculum.

The Strategic Planning & Budget Council developed and the Academic Senate approved six Institutional Learning Outcomes (ILOs). The ILOs were developed from the college mission and in consideration of the college vision: (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 communications, critical thinking, and listening skills, planning and decision-making skills, information literacy and a variety of technologies; (5) Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness and the role of diversity in modern society; and (6) Identify career opportunities that contribute to the economic well being of the community.

Self Evaluation
Required courses from Area B-Social and Behavioral Sciences seek to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. Area C Humanities requirements help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments.

In an effort to encourage respect for cultural diversity, historical and aesthetic sensitivity, and the willingness to be a socially responsible individual, Area F-Diversity studies, incorporates 26 courses from 14 disciplines, offered at Antelope Valley College include Native North

Americans, Cross-Cultural Literature in America, African-American Literature, Economics of the Underclass, Introduction to Chicano Psychology, and Psychology of Prejudice. Courses from this area explicitly cover issues of racism and sexism.

Community Services also provides a wide range of programs that include basic skills development and customer service programs, while focusing on workforce improvement, community education, cultural improvement, personal exploration and enhancement, and business development. Community Services programs[63] are designed to contribute to the physical, mental, moral, economic, and civic development of an individual or groups, and is open for admission to adults and to minors. Additionally, vocational education courses identify SCANS, which also address ethical principles, civility, and interpersonal skills.

Examples of programs placing a high priority on application of diversity and ethics include Health Sciences programs. The 2006-2007 Health Sciences Self Study states, "All courses include information and practice in application of diversity principles and multicultural perspectives, as it is impossible for a graduate of a health care curriculum to practice without cultural competence. The associate degree nursing program, vocational nursing program and respiratory care/therapy program have student learning outcomes related to diversity in healthcare."

SPBC has now acquired several cycles of data in assessing the ILOs. This past academic year it was agreed to establish a Taskforce to determine if the ILOs need revision and/or an improved assessment tool.

Planning Agenda
None.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary
The college offers two different types of associate degrees according to Title 5 regulations: degrees which have a designated major of 18 units or more in a specific discipline or degrees which have an "area of emphasis" of 18 units or more that is interdisciplinary in nature. All degrees also include an identified list of electives. The college also offers Certificates of Achievement which have a designated core of 18 units or more which provide patterns of learning experiences designed to develop certain capabilities that may be oriented to career.

The college's Liberal Arts and Sciences Degree, provides students with the opportunity to earn an Associate of Arts and Sciences in one of three options, Math and Sciences, Social/Behavioral Sciences, and Arts and Humanities. This degree is designed for students who wish to explore different disciplines before deciding on a definite major program. With an student educational plan this degree offers a solid foundation in the transfer process.[64]

Students who choose the Math and Sciences option take courses that will prepare them for possible majors within the many fields of Science, including Allied Health Sciences, and related fields. Courses in Mathematics emphasize mathematical and quantitative reasoning skills. Social and Behavioral Sciences option allows students to take courses that prepare them for possible majors within

the fields of Psychology, History, Sociology, Political Science and related disciplines. These courses are designed to stimulate critical thinking and encourage students to evaluate how societies and social subgroups operate in the world. Arts and Humanities option allows students to take courses that prepare them for possible majors within a variety of liberal arts disciplines. Courses in Arts and Humanities promote critical thinking and emphasize the cultural humanistic and artistic expression of people throughout the world, past and present.

Self Evaluation
All degree and certificate programs at the college are submitted to the AP&P Committee as a draft proposal and must address the following criteria: (1) program goals and objectives (including evidence of SLOs and PLOs); (2) catalog description (see AVC catalog for examples); (3) a list of required (core) courses and electives (include course title, number, units); (4) a list of any new courses that will need to be developed with a timeline; (5) background and rationale; and (6) transfer information, if applicable.[7]

Certificate programs must also show evidence of recommendations for the program made by the advisory committee, which is made up of a community and industry members in consultation with college faculty. Faculty must also consult with the library to make sure that the college has the necessary instructional support material and, if a transfer program, to the articulation officer in order to ensure that articulation agreements are in place.[60] If the committee approves the proposal, faculty then continue to develop the program and when finished submit the formal program proposal, which must adhere

not only to Title 5 regulations but also the standards established by the Chancellor's Office, including all necessary documentation. All AP&P approved programs are then submitted to the Academic Senate for approval before being sent to the Board of Trustees.

Planning Agenda
None.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary
Courses and programs at Antelope Valley College follow the guidelines outlined in the AP&P Standards & Practices Handbook.[7] Courses and programs are developed to meet some or all of the following standard and/or requirements: (1) Title 5 requirements for credit courses; (2) measurable objectives and Student Learning Outcomes around which the course is designed; (3) SCANS skills and competencies, as required by the Secretary of Labor for vocational courses; (4) recommendations from advisory committees representing businesses and industry, state regulatory boards, or other outside agencies; and (5) exit exams from outside agencies that have established validity and reliability.

Faculty who write CORs are required to incorporate these requirements within their courses where applicable.[65] Therefore, when a successful student completes his or her course work, he or she is prepared to meet external expectations and requirements.

Self Evaluation

Currently, nursing students are tracked after their graduation via the Board of Registered Nursing reports and individual student's performance on NCLEX-RN. This exam utilizes a pass/fail system; thus no individual scores are reported. Furthermore, Antelope Valley College receives a report from the Board of Registered Nursing (BRN) every quarter showing students' performances and aggregate data from the group that took the exam in the past quarter. The Board of Vocational Nursing and Psychiatric Technicians (BVNPT) report similar information on quarterly bases. Antelope Valley College nursing school graduates have a high pass rate (82.7 percent for 2007-2008) on the Registered Nursing State Board Examination. The pass rate for the 2007-2008 Vocational Nursing Program is also high (88 percent). Finally, of the students who take the National Registry Exam for Emergency Medical Technician, approximately 80 percent pass the exam on the first attempt. The Nursing Program maintains data on the performance of RN and VN students, and the database applies only to students who took the exam in California and not in another state.[66]

Antelope Valley College's newest program, Radiological Technology, graduated its first class in December 2010; therefore, no performance data is yet available for this program. The Respiratory Care program graduated its third class in June 2010.

The Emergency Medical Services agency (EMS) of the Los Angeles County Department of Public Health sends Antelope Valley College semiannual reports on the performance of Emergency Medical Technology students (first-time test takers) on the county certification exam.

However, Antelope Valley College, based on a cross check of records with the Los Angeles County list of test takers, does not receive accurate aggregate data about the students' performance; repeated requests to the National Registry are only met with a general statement of "we are working on it."

The Board of Registered Nursing grants accreditation to the Associate Degree (AD) nursing program. The Board of Registered Nursing issues licenses to the AD nursing graduates so they may practice as registered nurses, which ensures that the graduating nurse is not only licensed but also qualified to work in the field. The Board of Vocational Nursing and Psychiatric Technicians does the same for the Vocational Nursing Program, and the EMS agency grants certification to the EMT students who pass the county's skills and theory exam. The EMS agency does not grant accreditation, but does approve programs. The Department of Public Health approves Antelope Valley College's nursing aide and home health aide courses.

Graduates of the Antelope Valley College's Airframe and Powerplant Program who gain employment as aircraft maintenance technicians are required to take the Federal Aviation Administration (FAA) Airframe, Powerplant, and General Exams. Information on the pass rates from 1998 to present is available on the FAA website. As of 2004 the two-year cumulative score in all three areas Airframe, Powerplant, and General exams is rated at 100 percent, with FAA's national norm being 94 or 95 percent, depending on the subject area.

Anecdotal and self reported evidence from students completing Child and Fam-

ily Education certificates or degrees suggests that a high percentage of former students are employed in state and federally funded early childhood programs throughout the Antelope Valley. Since qualifying for a Child Development Permit is a condition of employment in these programs, it can be inferred that a high percentage of former AVC students have also qualified for this state certification.

Core Indicator Information for 2010-2011 from the California Community Colleges Chancellor's Office indicate that the college completion rates for Certificates and Degrees for students from Vocational Career and Technical Programs are at 81.21 percent. This is 2.3 percent higher than the District negotiated level. The data for employment is 75.61 percent, which is only 0.3 percent below the District negotiated level.[67]

Planning Agenda

Each year, the Institutional Research and Planning staff will lead the way in helping employees examine and improve current methods for systematically tracking student transfer rates, student performance on licensure examinations, and how employed graduates utilize their college experience. Results will demonstrate how well students are being appropriately prepared to meet current professional and industrial standards. The Department of Institutional Research and Planning, in conjunction with faculty, can thereby identify areas for program improvement.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course

requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Descriptive Summary

The college provides clear and accurate information in the college catalog for students and prospective students on certificates, degree requirements, and transfer policies. The college catalog is available to students in both printed and digital formats. Information in the catalog is reviewed and updated annually. Publicity brochures outlining areas of concentration are also available to students. Degree and certificate brochures[68] are available at different areas on campus including the Student Services Center. Faculty provide students with information about specific courses through a course syllabus.

Self Evaluation

Since all degrees and certificate programs must be approved by the Chancellor's Office, their descriptions and the sequences of courses, as well as their goals and objectives, must meet State Educational Code requirements, and be based on the Course and Program Approval Handbook Supplement.

All publications are reviewed and approved by the Public and Governmental Relations Department to ensure clarity and accuracy before printing and distribution occurs.

Students also receive clear and accurate information about educational courses through the course syllabus. Faculty submit copies of their syllabi to the division dean by the end of the second week of the semester, and provide students with a syl-

labus within the first week of classes. The Academic Senate approved "Guidelines for Creating an Effective Syllabus[65] based upon the COR." These standardized guidelines are distributed to all faculty before the start of each semester and are also available in the AP&P Standards and Practices Handbook[7] and the Faculty Handbook.[69] In addition, the Faculty Professional Development Program offers workshops where discussion and instruction regarding syllabus development, assignments, and methods of evaluation based upon the official COR are facilitated. The COR is the primary vehicle for course development, and the primary document from which faculty must develop their syllabi. In spring 2010, the SLO Committee published a one page document, "Communicating SLOs to Students"[50] and is being referred to in the syllabus guidelines and the Faculty handbook for fall 2010. The guidelines highlight the importance of communicating SLOs to students through the course syllabus, as an attachment to the course syllabus, or as part of course specific files posted online. COR and SLOs for each course in the various divisions are available online through the AP&P Committee and SLO Committee web pages. SLOs may be viewed through WEAVE Online and in the near future, CORs through CurricUNET.

As part of the faculty evaluation and tenure process, faculty are evaluated in part on the preparation and distribution of a course syllabus. Each classroom faculty member must prepare a syllabus consistent with the COR to distribute to each student. In addition, two areas of evaluation according to the "Antelope Valley College Supplemental Evaluation Criteria List" include the following: I.A.1. (this adheres to Course Outline of Record re-

garding content and objectives); and I.A.2. (this provides the student with a clear syllabus that adheres to the course objectives). Student evaluations verify that classroom faculty provides them within a week a course syllabus. In the self evaluation, faculty are required to discuss their role in the development and assessment of SLOs.[47]

Planning Agenda
None.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary
Antelope Valley College makes available to students, in the college catalog, clearly stated transfer-of-credit policies. To facilitate certification that the expected learning outcomes for transferable courses are comparable to other schools, the articulation officer works with individual colleges to establish articulation agreements, and these agreements are approved by institutional officials at the individual CSU, UC, or private college/university. Courses are submitted on an annual schedule set by the University of California and California State University. The articulation officer adheres to a schedule for submission of new courses to be considered for articulation and for General Education consideration.[60]

When new courses are developed, some specific programs in universities request direct articulation outside of their respective systems. For example, colleges often solicit courses required for a Liberal Studies major separately. In such cases, the articulation officer submits the COR directly to the specific educational institution. Additionally, when new courses are developed that seem appropriate for articulation to private colleges and universities, the articulation office submits those courses for their consideration.[60]

Self Evaluation
Antelope Valley College courses are listed on "ASSIST" (Articulation System Stimulating Inter-institutional Student Transfer), an online statewide database that can be used by students, faculty, and staff to verify transferability of course offerings to public institutions in California. New courses approved by the Academic Policies & Procedures Committee are also entered into a statewide system called "OSCAR" (Online Services for Curriculum and Articulation Review) for consideration by the University of California, the California State University, and for certain other programs required by the state university, namely American Institutions (AI) and the Lower Division Transfer Pattern (LDTP).

IGETC (Intersegmental General Education Transfer Curriculum) requirements and the CSU GE Breadth requirements are listed in the college catalog and reviewed annually by the articulation officer. Each course is designated with its transferability to the CSU or UC systems. The designations are attached to each course description in the college catalog and also appear in the schedule of classes.

Students can make appointments with counselors/advisors at the Counseling Department and Transfer Center to ensure that their proposed coursework is valid for transfer to a particular program. Counselors prepare a Student Education Plan (SEP) for the student to follow consisting of a listing of courses which transfer directly into a specific program at an institution the student designates. Plans are held in a confidential student file, stored in a secure vault, and are only available to authorized individuals. Antelope Valley College also offers the services of an honors counselor to assist students who are in the Honors Transfer Alliance Program (TAP). The Transfer Alliance Program offers the opportunity for priority admission to many major universities throughout the state, and course offerings are designed to facilitate transfer to a four-year university.

Planning Agenda
None.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary
Antelope Valley College is committed to support programs that fulfill the goals of the mission and the ILOs for students. When programs are eliminated or program requirements are significantly changed, Antelope Valley College makes appropriate arrangements so that enrolled students may complete their college goals in a timely manner and with a minimum of disruption. The college utilizes the Program Discontinuance Procedure[70] when declining trends are identified in student

enrollments for a specific program.

Self Evaluation
The college developed AP 4021 Program Discontinuance Procedure when a program is considered for elimination. When the division dean and faculty of a specific program have identified a declining trend, the division dean contacts the appropriate vice president and Academic Senate President, at which time the Program Discontinuance Procedure is followed.

For individual courses, each division periodically considers whether courses should be offered or be categorized as obsolete and should be removed from the college catalog. The Academic Policies & Procedures Committee also reviews major changes to and elimination of programs, with the input of division representatives, counselors, and the Transfer Center. Changes mandated by the State Chancellor's Office, as well as the California State University systems, are also reflected in changes to the programs at the community college level.

In fall 2006, the enrollment in the Electronics Technology collapsed. The enrollment had been weak for several years, but that semester, it was so low that there were insufficient classes at minimum enrollment to make load for the full-time faculty. It was determined that the program should be reviewed through the Program Discontinuance Procedure.

A committee was formed and criteria for program continuance and discontinuance were identified. The criteria were: (1) student interest; (2) employer need; (3) facilities and equipment need; and, (4) curriculum currency. The committee decided that if any one area was extremely weak, or if there was some weakness across all

areas, and the program could not be revitalized, the Electronic Technology Program would be discontinued.

The committee reached the following conclusions.

1. There were a small but significant number of students interested in the program. The highest interest in the program was among students enrolled in Intermediate Algebra. These students also possessed the mathematical skills needed to be successful in the program.

2. The employer need was small but significant to the local area. Employers included the Federal Aviation Administration, NASA, Edwards, AFB, and the emerging unmanned aerial vehicle industry. These employers pay above average wages and have excellent employee retention rates. The employers were extremely supportive of the program.

3. The facilities had just been painted and new work benches had been installed. The laboratory equipment was state-of-the-art and less than three years old. Equipment could not be used by any other program.

4. The curriculum was current and met the needs of the area employers.

The committee developed a plan for program revitalization. The focus of the plan was targeted recruitment of Intermediate Algebra students every semester and increased involvement of employers through activities such as field trips and guest speakers.

By implementing the plan, the program continued and enrollments improved to a point of sustaining the load for the full-

time faculty and at least one adjunct faculty for each semester.

Planning Agenda
None.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and service.

Descriptive Summary
Faculty within each division annually review respective course and program information published in the college catalog, and update the information as required. The Academic Policies & Procedures Committee works with the Academic Affairs Office when reviewing and revising all relevant sections of the catalog with regards to curriculum and academic policies.

The college catalog and schedule of classes are available through the college website. Emailed campus updates and local media releases related to specific college issues and events are prepared through Public and Governmental Relations.

The college commitment to accreditation is described in the college's accreditation philosophy statement, which notes that we "view the accreditation process as an opportunity for reflection and self-examination…though (which)…we hope to refine our programs and services, identify areas that need strengthening, and determine the future direction of the institu-

tion."[71] The college has always maintained a strong relationship with the Accrediting Commission for Junior and Community Colleges and has maintained it accreditation status throughout its institutional history.

Self Evaluation
Faculty and divisional AP&P Committee representatives prepare revisions and updates of program information and CORs. To ensure consistency between objectives, content, and evaluation methods, revisions and updates are submitted to the AP&P Committee for review and approval.[7]

Keeping information on the college website current continues to be a challenge. However, in July 2008, a full-time webmaster was hired to manage the website and provide assistance to website content managers. Along with redesigning and updating the website, the webmaster is also creating content guidelines that will help content managers keep their respective portions of the site up to date.

AP&P Committee annually reviews the college mission for any changes to Title 5 or as a result from a campus wide committee request. Any revision or affirmation of the mission is send to the AP&P Committee, then to the Academic Senate for action. The SPBC is then informed of the completed review.[72] The mission is considered as the SPBC process for budget allocations are being considered to ensure consistency in policies and planning processes. This is reflected in both the Blueprint for Planning[4] and Cycle for Evaluation.[5]

Planning Agenda
None.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary
In order to ensure the academic integrity of the teaching and learning process, and to make clear the college's commitment to the free pursuit and dissemination of knowledge, Antelope Valley College uses, and makes public, Board Policies that address academic freedom, student academic honesty, and specific institutional beliefs. Board Policies and Administrative Procedures are available to the public on the college website.

The Board of Trustees of Antelope Valley College established BP 4030, Academic Freedom.[73] In the policy, the Board refers to freedom of expression as a legal right and as a fundamental right "in the pursuit and dissemination of knowledge in an educational environment…" The policy also states that faculty shall not be censored or disciplined only on the grounds of their expressed opinions or views. The policy declares that faculty have a "responsibility to present the subject matter of their courses as announced to students and as approved by the faculty in their collective responsibility for the curriculum." Faculty are free to choose course materials, to select methods of presentation, and to express differing points of view without censorship or discipline. The policy applies to research and publication as well as teaching.

The Academic Freedom Policy of the Antelope Valley Community College District is part of the Antelope Valley College Faculty Collective Bargaining Agreement with the District and is outlined in Article VII, Section 7.0, Academic Freedom. The policy is available in the college catalog, on the Antelope Valley Federation of Teachers website, and Faculty Handbook.

Board Policy 5500, Standards of Conduct,[74] is concerned with student conduct and academic honesty. In part, the policy states, "The Board of Trustees of the Antelope Valley Community College District expects students to conduct themselves in a manner consistent with the educational purposes of the college," and provides guidelines for student conduct. In addition to appearing in Board Policy, the academic honesty policy also appears in the college catalog, which is available to students in printed and digital format. The Student Handbook[75] also contains information on academic honesty, which is available online. The accreditation standard's committee discussed the suggestion of requesting to AP&P a recommendation to include "Recommended Language for Academic Honesty" into the "Guidelines for Creating an Effective Syllabus."

Self Evaluation
The college clearly articulates its expectations for faculty academic freedom, staff professional ethics, student ethics, and Board ethics as indicated in approved board policies and procedures. Many of these approved documents are made available in printed and electronic version. At the first Academic Senate meeting the Faculty Handbook and Academic Senate Operating Handbook are reviewed with Senators. Senators are asked to pre-

sent and review materials at their next division meeting. Campus staff and Board Members also review their ethic documents at staff and Board Meetings.

Planning Agenda
None

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary
The faculty at Antelope Valley College recognize that membership in the academic profession carries with it special responsibilities, and strives to distinguish between personal conviction and professional accepted views in their disciplines.

Through a statement of ethical standards, the college also recognizes that academic freedom is of paramount importance to ensure the open exchange of ideas. Furthermore, the statement is designed to provide guidance to all faculty members in the pursuit of the highest standards of excellence in their profession.

Self Evaluation
The Tenure Review and Evaluation Procedure outlines the evaluation process for all faculty categories (that is tenured, nontenured, temporary full-time, and adjunct faculty).[47] The procedure requires an evaluation of a faculty member's "fulfillment of responsibilities to colleagues…and respect for colleagues and the teaching profession." Specifically, item 11 on the Peer Input Form used in faculty evaluation asks peer faculty to respond to the statement, "The faculty member acknowledges and defends free inquiry in the exchange of criticism and

ideas." Furthermore, students are asked to respond to the following statements found on the Student Evaluation of Classroom Instructor form:

Item 11: "The instructor promotes an atmosphere of mutual respect among students."

Item 12: "The instructor respects me as a person when she/he discusses my opinion or ideas."

In the Tenure Review and Evaluation Procedure posted in the myAVC group, contains Instructional Observation (Peer Version) criteria by which faculty are evaluated. Evaluation committee members are required to observe faculty for the following areas: (1) rapport; (2) responds constructively to student opinions; (3) encourages mutual respect among students; (4) is able to admit error and/or insufficient knowledge; (5) respects constructive criticism; (6) content; and (7) presents views other than own when appropriate.

As an example, for faculty on a nontenured track at the start of every academic year, all participants, evaluators, and evaluees must attend a mandatory training session. At the training session, the Tenure Review Coordinator reviews evaluation procedures and forms, and faculty are required to use the Tenure Review and Peer Input forms to evaluate nontenured faculty. The Student Evaluation form is used to solicit input from students, and the faculty forms are used to solicit input from faculty peers.

Board Policy 4030 Academic Freedom contains the college's statement on freedom to pursue and disseminate knowledge in the academic environment. The policy states in part that faculty can "present and discuss subject matter in a practical and relevant format."

The Faculty Handbook[69] contains the Code of Ethics: Faculty Rights and Professionalism section outlining three primary principles: (1) we respect the dignity and rights of all people; (2) we strive for honesty in education, provide an environment in which learning is stimulated, and document how we know what we know; and (3) we carefully consider the consequences of our actions in order to protect ourselves and the educational mission of the college.

Planning Agenda
None.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary
The Board of Trustees of the Antelope Valley Community College District expects students to conduct themselves in a manner consistent with the educational purposes of the college and establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty. Academic affairs and student services work together to ensure that students are aware of current policies and penalties regarding academic honesty and student conduct. The Office of Student Services publishes a booklet "Student Code of Conduct"[76] that clearly lists and discusses the expected behavior for in and out of the classroom. The booklet informs the student of the various levels of punishment for various types of violations. Students are also informed of their due process rights. The college catalog and student handbook that is provided to students each academic year, also contain the code of conduct information.

Self Evaluation
Through Board Policy 5500 Standards of Conduct, student expectations regarding academic honesty are established and published in the college catalog, on the college website, and on myAVC within the Board Policy group page.

Administrative Procedure 5520, Procedures for Discipline Related to Standards of Conduct,[77] provides details about enforcement of BP 5500, starting with the faculty and a referral to the vice president of student services and superintendent/ president, a college hearing panel (for maximum suspensions), and the Board of Trustees (for hearings involving the recommendation of expulsion).

The Student Code of Conduct is included in the Student Handbook,[75] which is available to students at the start of each semester and is posted online starting in the fall of 2010. The "Guidelines for Student Conduct," "Procedure for Discipline Related to Standards of Conduct," "Appeals Involving Maximum Suspensions," and "Student Due Process" are also included.

Planning Agenda
None.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary
Antelope Valley College requires staff, faculty, administrators, and students to adhere to specific codes of conduct as

outlined in policies published in the college catalog, Student Handbook, Faculty Handbook, and on the college website.

Self Evaluation

Specific codes of conduct are published and made available to staff, faculty, administrators, and students through the section Guidelines for Student Conduct in BP 5500 Standards of Conduct. The policy is published in the college catalog, on the college website, and in the myAVC Board Policy group page.

Administrative Procedure 5520, Procedures for Discipline Related to Standards of Conduct,[77] provides details about the enforcement of BP 5500, starting with the faculty and progressing to the vice president of student services and superintendent/president, a college hearing panel (for maximum suspensions), and the Board of Trustees (for hearings involving the recommendation of expulsion).

The Student Code of Conduct is also included in annual editions of the Student Handbook.

Administrative Procedure 5530 Student Rights and Grievances[78] may be found in the college catalog, on the college website, and in myAVC. The policy addresses a student's right to file a grievance regarding, but not limited to, the following: (1) sex discrimination as prohibited by Title IX of the Higher Education Amendments of 1972; (2) sexual harassment; (3) financial aid; (4) illegal discrimination; (5) course grades, to the extent permitted by Education Code Section 76224(a); and (6) the exercise of rights of free expression protected by state and federal constitutions and Education Code §76120.

Antelope Valley College's policy on non-discrimination and sexual harassment, as well as complaint procedures, are referenced in the college catalog; BP 3410 Nondiscrimination[79] and BP 3430 Prohibition of Harassment;[80] Administrative Procedures AP 3410 Nondiscrimination,[79] AP 3430 Prohibition of Harassment,[80] and AP 3435 Complaint Procedure for Discrimination or Harassment.[81]

Planning Agenda
None.

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Not applicable to AVC.

Standard II.A.—Instructional Programs Reference Citations

1—BP 1200: District Mission

2—Educational Master Plan

3—Institutional Learning Outcomes

4—Blueprint for Planning Graph

5—Cycle of Evaluation Graph

6—Program Review Self Studies and Peer Team Reports: www.avc.edu/administration/organizations/senate/programreview.html

7—Academic Policies & Procedures Standards & Practices Handbook

8—Aeronautical and Aviation Technology Advisory Committee—minute sample

9—Academic Policies & Procedures Process for New Course Development: www.avc.edu/administration/organizations/app/documents.html

10—2010-2011 College Catalog, 53-54

11—2009 Fact Book

12—Consequential Validity Study

13—Accountability Reporting for the Community College Report

14—Department of Institutional Research and Planning—Research Project list

15—2010 Accreditation Self Study Survey

16—Faculty Professional Development Program—Basic Skills Forum

17—Probability Based Advising Sheets

18—Fall 2010 Class Schedule

19—Approved Student Learning Outcomes Spreadsheets

20—Student Evaluation Form—sample

21—Faculty Contract—Article VIII 2.1

22—Faculty Professional Development Program—Technology Training

23—Academic Policies & Procedures Role of Course Outline of Record: www.avc.edu/administration/organizations/app/documents.html

24—2007-2008 Palmdale Student Survey Results

25—Spring 2010—Palmdale Student Survey Results

26—Department of Institutional Research and Planning Research Project: Traditional Course Setting versus Online Courses

27—2008 ITS Survey: Blackboard

28—Academic Senate Minutes: Blackboard Platform approved

29—SLO Committee: Faculty Handbook

30—General Evaluation: Program Learning Outcomes

31—SLO Action Plan—sample form

32—Interview: Melanie Parker, SLO Committee Faculty Co-Chair, and Ted Younglove, SLO Committee Administrative Co-chair

33—2008 Accreditation Follow Up Report

34—SLO Webpage—www.avc.edu/administration/organizations/slo

35—2009-2010 and 2010-2011 Faculty Professional Development Program

36—2006 Accreditation Progress Report

37—Course Outline of Record Matrix

38—CurricUNET Contract

39—Interview: Maria Clinton, AP&P Faculty Co-Chair

40—Academic Affairs Program Review Procedure: www.avc.edu/administration/organizations/senate/programreview.html

41—Student Services Program Review Procedures: www.avc.edu/administration/organizations/senate/programreview.html

42—Interview: John Vento, Political Science Instructor

43—Interview: Harish Rao, Communication Arts Instructor

44—AP&P webpage: www.avc.edu/administration/organizations/app

45—Interview: Aaron Voelcker, Research Analyst and WEAVE Online Administrator

46—Procedures and Practices for Hiring Full-Time and Adjunct (Part-time) Faculty

47—Tenure and Evaluation Procedure

48—Faculty Self Evaluation form

49—Approved Course Outline of Record—sample

50—Communicating SLOs to Students handout

51—Noninstructional Program Review Procedure: www.avc.edu/administration/organizations/senate/programreview.html

52—Interview: Carol Eastin, Program Review Faculty Coordinator

53—Mutual Agreement Council Meeting: Program Review Procedure change—six year cycle to a four-year cycle with annual reports.

54—Academic Senate Meeting: Program Review Procedure change—six-year cycle to a four-year cycle with annual reports

55—Strategic Planning & Budget Council Budget Request Forms—sample

56—Strategic Planning & Budget Council Annual Report

57—Course Syllabi and corresponding CORs—sample

58—AP&P Standards & Practice Handbook, 48

59—2010-2011 College Catalog: General Education Philosophy, 49-50

60—Interview: Dr. Lee Grishman, Professor, Articulation Officer, Career/Transfer Center Coordinator

61—BP 4025: Philosophy and Criteria for Associate Degree and General Education

62—BP 4400: Community Services Programs

63—Community Services Programs Schedule

64—2010-2011 College Catalog: Liberal Arts and Sciences Degree Option I, II, III, 51-52

65—AP&P Guidelines for Creating an Effective Syllabus

66—Nursing Program Performance Data

67—2010-2011 Core Indicator Information

68—Degree and Certificate Brochure—sample

69—Faculty Handbook

70—AP 4021: Program Discontinuance Procedure

Standard II.B.—Student Support Services

II.B. Student Support Services
The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary
As stated in Antelope Valley College's mission,[1] "The mission of the Antelope Valley Community College District is to serve the community by placing student success and student-centered learning as our number one priority through higher educational standards and innovative programs and services in a professional, team-driven environment." Placing student success and student-center learning as our number one priority is at the heart of the mission. Within the framework of the college's strategic goals[2] listed in the Educational Master Plan, Student Services supports the overall college mission by providing a comprehensive system of programs, instruction, educational opportunities and services delivered to a diverse population that enhance student success and facilitate achievement of lifelong educational, technical, and personal goals. Throughout Student Services, a variety of quality and efficient programs and services are designed to make a student's transition into college, pursuit of a degree

or certificate, transfer to another college, entry into the workforce, advancement in basic skills, or personal and professional development a positive and enriching experience.[3, 4] Open access to quality programs and services is a critical component of the Student Service's philosophy and a cornerstone of institutional efforts to provide a supportive learning environment face-to-face and online. The continuing expansion of outreach efforts, creation of assessment services off site, and the growth of online services in Financial Aid, Enrollment Services, Counseling, Human Development classes, Job Placement, Career Center, CalWORKs, and orientation are direct evidence of the institution's continuing efforts to enhance access for students in our geographically large service area.

The Student Services' staff and faculty support student learning needs, promote diversity, encourage student engagement, monitor student progress, and work closely with students and instructional faculty to promote student success through a wide array of programs and services including the following:

- Assessment Center
- Associated Student Organization (ASO)
- CalWORKs
- Career Center
- Counseling and Matriculation
- Discipline Adjudication
- Enrollment Services (Admissions and Records, Transcripts, Graduation, Veterans and International Students)

- Extended Opportunity Program & Services (EOP&S/CARE)

- Financial Aid

- Health Services (Care-a-Van)

- High Tech Center (Office for Students with Disabilities)

- Human Development classes (HD)

- Information and Welcome Center (including Outreach)

- Inter Club Council

- Job Placement

- Office for Students with Disabilities (OSD)

- STAR (TRIO Program)

- Student Activities

- SOAR High School (early college high school)

- Transfer Center

Several key committees and groups regularly meet to discuss the use of technology to support the educational process and how best to assist first time and continuing students in understanding the college environment, and how to more effectively access all available support and academic resources. Committee members from support programs work in concert with the instructional faculty and staff to identify pathways to student success. These groups and committees include the following:

- Assessment Committee

- Banner Student Committee

- Basic Skills Committee

- Categorical Directors

- Enrollment Management Committee

- Higher Education Consortium

- Marketing Task Force

- Matriculation Committee

- Student Success & Equity Committee

Student Services' Advisory Committees link with community partners and campus resources to dialogue and ensure that targeted services are addressing their Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs), providing an effective and efficient pathway for students transitioning into college life, and positively linking with community referral agencies. These advisory committees include the following:

- CalWORKs Advisory Committee

- EOP&S Advisory Committee

- OSD Advisory Committee

- Transfer Center Advisory Committee

- Veterans Advisory Committee [5]

Antelope Valley College's Outreach staff engages in dialogue with the various high school counselors to discuss incoming student concerns and updates, which is provided as feedback for institutional consideration. In addition, counselors are assigned as liaisons with each high school to exchange information and bring relevant questions and concerns to the attention of counselors from Student Service Programs in order to enhance a counselor's ability to provide a supportive learning environment.[6]

Faculty, staff and administrative leaders in Student Services actively participate in the SLO Committee, Academic Policies & Procedures Committee (AP&P), Basic

Skills Committee, Enrollment Management Committee (EMC), Honors Committee, Information Technology Committee, Commencement Committee, College Coordinating Council (CCC), Strategic Planning & Budget Council (SPBC), Staff Development Committee and Faculty Professional Development Committee.

Self Evaluation

In 2009 the Accreditation Survey was emailed to administration, the community, faculty, staff and students. 453 students completed the survey and the results are favorable for Student Support Services.[7] Sixty-two percent of the responders agree that the campus maintains an ongoing dialogue about continuous improvement. All areas in Student Services have surveyed students over the past three years and students' acknowledgment that the campus dialogues about improvements is positive. Also impressive is that 72.8 percent of the student respondents agree that the campus provides services and programs that address the needs of students and 60.3 percent agree that Student Support Services use evaluations to identify the needs of students.[8]

Seventy-four percent of students strongly agree or agree that the online services offered through myAVC meet the expectations for what online services should be. With almost three fourths of the respondents agreeing that the myAVC portal meets expectation, while 73 percent trust myAVC when researching their financial aid status. The myAVC survey results contribute to positive dialogue regarding the addition of online services as a means to support the college mission and ILOs.[8] The survey results indicate that students agree that the online options that are being developed in student services meet student expectations. Placing student suc-

cess as our number one priority and offering innovative online services support the mission of the college and the ILOs to solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information and literacy, and a variety of technologies. Counseling and Matriculation offers online orientation in English and Spanish,[9] Academic First Probation Semester online,[10] the option to have online counseling for general questions to a counselor are for continuous improvements in the areas of access and success. DegreeWorks will provide electronic educational plans to students. These are examples of technological tools in the development of innovative services. Sixty-three percent of the campus community responded to the 2010 Accreditation Survey, indicating *Strongly Agree* or *Agree* that the college promotes sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic background of its student. The results indicate the college provides a positive environment for student success.

Eighty-six percent *Strongly Agree* or *Agree* that online registration services are easy to navigate and the addition of Add Authorization Codes (AAC) to register further supports the concept of continuously improving. Seventy-five percent of students enrolled after a class began used AAC in spring 2010.[7] Moreover, students and faculty make frequent inquiries about the availability of a wait list. They are excited that the wait list testing began in Admission and Records during the summer 2010.

Planning Agenda
None

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of the location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Antelope Valley College assures the quality of student support services and demonstrates that these services, regardless of the location or means of delivery, support student learning and enhance achievement of the college mission. Progress has been made since the last 2004 accreditation report in ensuring that regardless of location or means of delivery, the programs and services in Student Services are helping students reach their goals. Technological innovations have been added in counseling programs, matriculation services, job placement, registration services, and financial aid. Student Learning Outcomes (SLO) in all Student Service areas have been developed and measured to ensure that student learning is occurring.[11] Program components associated with matriculation have evaluated recruitment and registration strategies and new strategies have been implemented to reduce lines and direct students to the appropriate services. Enrollment Services has added additional contact points to reduce lines during the first week of classes and during peak registration periods and the Information and Welcome Center has augmented its services and information to students in computer labs and at Welcome Tables. Enrollment Services has implemented imaging to create electronic files for transcripts that can be accessed by counselors and educational advisors across all programs and learning specialists regardless of location.

As a result of the 2004 Self Study, a plan was established to "implement an online application option and online orientation."[9, 12] In accordance with the plan, Counseling has implemented and updated an online orientation in both English and Spanish and Admissions and Records has implemented an online admissions application option.[9] Counseling has also analyzed and modified its counseling appointment process, created online counseling,[13] created group sessions to respond to increased need for services, and reduced no shows and wait time for students seeking counseling assistance. As part of the plan for improved assessment services defined in the last accreditation self study, assessment has expanded services for the general population by moving into a new larger facility, offering online assessment at local high schools, and coordinating closely with Office of Students with Disabilities to offer specialized testing services related to accommodations for disabled students.

Self Evaluation

To support the California Community College strategic goals, goals, the college strategic goals, and the Institutional Learning Outcomes, Antelope Valley College incorporated the following statement as part of the Educational Master Plan guiding principles: "Implement a streamlined 'Student Services One Stop' approach utilizing campus resources through technology that provides 24-hour online access."[14] To ensure quality and effectiveness, all departments within Student Services participate in program reviews, incorporate SLOs into the review, and have completed at least one cycle of assessment.

The college facilitates entry into the college by promoting available services in

the schedule of classes,[15] on the website, and at the Information and Welcome Center tables at the beginning of each registration cycle and in the week prior to the semester. While the print schedule is available for in-house use on a very limited basis, it is available electronically and web links are available at all Outreach events. Hispanic students accounted for 30.6, 30.7 and 24.3 percent of the institution's percentage of credit students in 2007, 2008 and 2009 respectively as stated in the 2009 AVC Fact Book.[16] Recently the California Chancellor's Office changed the definitions for the collection of ethnicity data, which explains the preceded drop in Hispanic students reported in 2009. Moreover, the college is a Hispanic Serving Institution. The college provides a printed copy of the admissions application form in English and Spanish and the application is available online in English and Spanish. Directions on how to register, notification of important timelines and important matriculation policies and procedures related to the enrollment process, are listed in the schedule of classes, and are available in the online catalog and student handbook.

The college website also provides online access to the schedule of classes, hours of operation, catalog, and other information about available support services. Potential students may access the admissions and graduation applications and forms for financial aid and other critical services on the web. Students may register in person and online at both campuses in accordance with a priority registration system. Since 2004, Admissions and Records has provided students the option of submitting an online application for admission through CCCApply. CCCApply is a Chancellor's Office sponsored software application that provides students with the opportunity to apply online for admission and financial aid Board of Governors Grant.

The Assessment Center is able to provide onsite web based assessments[17] to many high schools in the Antelope Valley Union High School District and additional high schools in the high desert. In 2008, the Counseling and Matriculation Division began to offer online career and academic counseling at both Lancaster and Palmdale to prospective, new, and continuing students as part of its enhanced services to support matriculation. As part of its commitment to improving services, Counseling began offering a newly designed, more comprehensive web based orientation in English. In 2009, an updated Spanish version was introduced.[9]

Assist, CSU Mentor, UC Transfer and other resources to support the transfer mission of the college are also readily available online and counselors are available to provide one-on-one or group assistance. College Source provides access to current and archived versions of Antelope Valley College's catalog and other colleges. In 2008, Counseling began offering the option of online Human Development classes to aid students in personal issues, college adjustment concerns, and in career exploration and assessment, who had time or work constraints.

For students who remain undecided, the Career Center provides career awareness information both face-to-face and online through Discover, Eureka, and other online resources in order to enhance career awareness and development.

Outreach staff serves local high school students through special high school tours and orientation days, along with coun-

selor mentors who have been assigned to directly assist local high school counseling programs.[6] Outreach staff also maintains a booth at the Antelope Valley Fair, Palmdale Festival, and Poncitlan Square and provides the community with enrollment information, printed materials, and answers questions about programs and services.

In fall 2008, the Job Placement Center implemented its new college central network, a database that allows all students access to employment information.[19] Job Placement also offers personalized assistance with campus work study positions, resume preparation and mock interviews. Online information regarding available jobs both on campus and off campus provides certificate and transfer students improved access to the posting of new jobs through the Job Placement Center College's Central Network system. Expanded hours for job fairs in fall and spring have also brought additional local and regional employers in contact with AVC students.

Since the 2004 Accreditation Self Study, the college introduced a web portal called myAVC, which is used frequently to notify students of important campus events, registration and payment deadlines, and to provide access to all student records. The ITS survey for spring 2010 indicates that 88.9 percent of students indicate the portal is useful.[20] The Informational Technology Services help desk is available to help students who experience password and other myAVC issues. In intersession and spring 2010, Enrollment Services began using the web portal to notify students of their upcoming registration appointments. This system is effective as 77 percent of students that were assigned an appointment and attempted registration or successfully registered, did so within 24-

hours of their priority appointment time.

Beginning in 2007, Student Services began providing services through a Scheduling and Reporting System (SARS) in the following departments: Counseling and Matriculation, Career/Transfer Resource Center, Assessment, EOP&S, STAR, Veterans, CalWORKs and Office for Students with Disabilities. The Scheduling and Reporting System call function is used to remind and inform students of appointments, deadlines, workshops and other related services. eSARS, an annotated appointment service for counseling and assessment, is planned for implementation in 2010-2011 at both the Lancaster campus and at the Palmdale Center. Also in 2010-2011, Student Services plans to implement the Scheduling and Reporting System TRAK to collect student data for MIS reporting and assessment of student learning outcomes.

In fall 2009, the purchase of a degree audit program, called DegreeWorks, was approved by the Board of Trustees and funded through a combination of Matriculation, CalWORKs, and VTEA Perkins funding. The DegreeWorks program will allow Counseling and Matriculation, Transfer Center, Career Center, EOP&S, STAR, CalWORKs, and the Office for Students with Disabilities counselors and education advisors to work with students to design educational plans in electronic format. The system also permits students to self monitor degree progress or certificate completion throughout their duration at Antelope Valley College. The software has been purchased and implementation is scheduled to take place over a three-year period. The project is expected to be fully functional by June 30, 2013, with technical degrees and certificates implemented first. Open computer labs are available

days and evenings, six days a week during regular semesters to facilitate use of college web services and make available online forms and services to students. A computer lab for student use was established at the Palmdale Center in the fall 2009 semester. To further support delivery of services, in spring 2009, Financial Aid implemented an automatic financial and payment system called Higher One. Higher One allows students the choice of receiving financial aid through the mail or for immediate access to financial aid, a debit card or direct deposit may be chosen.[21] Financial Aid also offers web based information to students regarding available aid, financial aid forms, and access to monitor their financial aid disbursements.

Planning Agenda
None.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

   a. **General Information**

- Education Mission

- Course, Program, and Degree Offerings

- Academic Calendar and Program Length

- Academic Freedom Statement

- Available Learning Resources

- Names and Degrees of Administrators and Faculty

- Names of Governing Board Members

   b. **Requirements**

- Admissions

- Student Fees and Other Finan-

cial Obligations

- Degree, Certificates, Graduation and Transfer

   c. **Major Policies Affecting Students**

- Academic Regulations, including Academic Honesty

- Nondiscrimination

- Acceptance of Transfer Credits

- Grievance and Complaint Procedures

- Sexual Harassment

- Refund of Fees

   d. **Locations or publications where other policies may be found**

Descriptive Summary
The Antelope Valley College catalog[18] provides students and the community precise, accurate, and current information about the college, admission requirements, and major policies affecting students. The annual review process of the catalog is comprehensive, inclusive, and coordinated by the vice president of academic affairs and the faculty co-chair of the Academic Policies & Procedures Committee. During the editing process each year, great effort is taken to ensure accuracy. Catalog sections are provided by academic affairs to area experts throughout campus so that updates may be provided. Academic affairs staff ensures that all policies and procedures are updated since the last publication. The catalog is updated annually and is well structured. Provided in English and Spanish on page two and three of the catalog is general information about the catalog including accrediting agencies, the adopted open enrollment policy and Nondiscrimi-

nation Policy and Complaint Procedure. Records involving student complaints/ grievances are maintained in the Office of the Vice President of Student Services and the Office of the Vice President of Human Resources and Employee Relations. The Table of Contents, Index, and Headers make it easy for the reader to locate important information in the catalog. The Academic Calendar and Glossary of College Terms provides prospective, new and continuing students with pertinent dates and terms that are used throughout the catalog. A hardcopy of the catalog is available for purchase in the Marauder Bookstore on the Lancaster Campus. Other locations where the catalog is available to students include the Lancaster Campus library, the main office at the Palmdale Center, and at the Information Welcome Center in the Student Services Building on the Lancaster Campus. Students and other constituency groups may access the catalog electronically at no cost through the college website. Electronic versions of past catalogs beginning with the 2006-2007 academic year are also available through the website. For alternative catalog formatting students may receive assistance from the High Tech Center by contacting the Office for Students with Disabilities.

Page references in the following sections "a" through "d" are based on the 2009-2010 AVC college Catalog.

II.B.2.a. General Information

Self Evaluation

Official Name, Address(es), Telephone Number(s), and Website Address of the Institution: The official name of the college is Antelope Valley Community College District. The official name and the addresses, telephone numbers and college website address are on the first page of the catalog (1).

Educational Mission: The mission of the college is completely and clearly stated in the catalog (8): "The mission of Antelope Valley Community College District is to serve the community by placing student success and student-centered learning as our number one priority through higher educational standards and innovative programs and services in a professional, team-driven environment. Antelope Valley College takes pride in providing a quality, comprehensive education for a diverse community of learners. We are committed to student success, offering value and opportunity to all members of our community. **We offer:** Associate Degree Programs; Career Technical Programs, Career Technical Programs; Transfer/General Education Courses; Basic Skills Courses; Student Support and Instructional Support; Workforce Preparation and Economic Development; and Personal Enrichment and Professional Development.

Course, Certificate, and Degree Offerings: The catalog contains a complete list of courses, certificates, and degrees. Each course listing includes information such as the unit value of the course, grade options, course description, advisories, prerequisite and corequisite requirements, and transfer credit codes. The certificate and degree program sections of the catalog contain full descriptions of the courses leading to available degrees and certificates (49-54).

Academic Calendar and Program Length: The college is organized on a semester system (16 weeks) and the academic calendar appears near the front of the catalog. Intersession and summer

terms are outlined as well as the academic calendar (11).

Academic Freedom Statement: The Academic Freedom Statement is part of the Faculty Collective Bargaining Agreement with the district (Article VII, Section 7.0, Academic Freedom) and is included in the catalog (43) and is included in the Faculty Handbook developed and updated annually by the Academic Senate.

Available Student Financial Aid: The catalog outlines the general eligibility requirements for financial aid, provides the priority filing deadline, and a definition of the federal and state aid programs (24-25).

Available Learning Resources: A descriptive summary for each of the available learning resources is listed in the catalog. The Learning Center resources include the English as a Second Language (ESL) Study Center, Math Center, Supplemental Instruction, General Tutoring Center, Academic Skills Center and the Writing Center. The Library and Instructional Multimedia Center are also included as learning resources.

Names and Degrees of Administrators and Faculty: The names and degrees of administrators and faculty are included in the catalog (327-332).

Names of Governing Board Members: The names of the five governing Board of Trustees and a student representative are included in the catalog (5).

Planning Agenda
None.

II.B.2.b. Requirements

Self Evaluation

Admissions: The admissions policy in the catalog clearly states that high school graduates are eligible for admissions and those 18 years of age or older who are capable of profiting from the instruction offered are eligible for admissions. The admissions policies regarding students age sixteen and seventeen are also included in the catalog (13).

Student Fees and Other Financial Obligations: The catalog states that students are required to pay an enrollment fee per unit and applicable instructional materials fees when such materials are necessary to achieve the required objectives of a course. Other financial obligations which may or may not be required include: Associated Student Organization fee which allows free tutoring and admissions to selected athletic events and discount tickets to amusement and theme parks; non-resident tuition which is charged to students who qualify as nonresidents; parking permits; student representative fee; and transcript fees (14-15 and 44).

Degree, Certificates, Graduation and Transfer: The catalog contains a comprehensive list of degrees and certificates with detailed degree, certificate, transfer, and graduation requirements included in the catalog (49-322).

Planning Agenda
None.

II.B.2.c. Major Policies Affecting Students

Self Evaluation

Academic Regulations, including Academic Honesty: The Academic Regula-

tions for student conduct include 1) Academic Violations, 2) General College Violations, 3) Computer Use Violations, 4) Behavior Violations, 5) Substance Violations, and 6) Weapons Violations which are outlined in the Academic Policies/ Programs section of the catalog (29-44). The Student Discipline process and the Student Due Process Procedures are also included and outlined in a step-by-step format (37-41).

Nondiscrimination: The Nondiscrimination Policy and Complaint Procedure is listed in the front of the catalog in English and in Spanish (2-3) and is also listed in the Student Handbook.

Acceptance of Transfer Credits: The catalog clearly states that transcripts received from other regionally accredited colleges and universities would be automatically accepted (33).

Grievance and Complaint Procedures: The Complaint Regarding Faculty procedure is outlined in a series of steps to assist students and faculty in resolving complaints (p. 40-41).

Sexual Harassment: The catalog states the College's policy on Discrimination/ Sexual Harassment, outlines the purpose of the sexual harassment policy, and lists the Policy/Complaint procedure (41-42).

Refund of Fees: The catalog provides details about the refund of fees to students. Students may be eligible for refund of resident and nonresident enrollment fees, and instructional materials fees (15).

Planning Agenda
None.

II.B.2.d. Locations or publications where other policies may be found

Self Evaluation
Antelope Valley College provides easy access to policies and procedures that may not be included in the college catalog. The information provided to students is accurate and current.

The Counseling and Matriculation Division publishes a Student Handbook[3] where faculty, staff, and administration are asked to provide updates and revisions that can assist students attending Antelope Valley College. This resource converted to digital format for 2010-2011 is annually updated and reviewed for accuracy and consistency with the catalog, board and administrative policy, and other important documents. While the format of the handbook has undergone revisions and the emphasis of the digital handbook has shifted to avoid duplication of catalog information, the annual review process by the Matriculation Committee remains rigorous and can be easily reviewed on the college website. For easy accessibility of the catalog and policies and procedures, there is a link on the AVC public web page.[22]

The online schedule of classes[15] also provides students with a list of available courses with related information by subject and location and allows students to search for online and open courses by term. In addition to information about faculty, room number, and class meeting time, further detailed course-specific information including key dates, prerequisites, corequisites, and advisories is available by clicking on the CRN link. The schedule of classes and related materials are reviewed and updated each term by divisional deans and their staff, submitted

to academic affairs for further input and more extensive review and refinement and posted to the web after completion of the thorough review process. This information is readily available for viewing by the public, current students, and prospective students at www.avc.edu.

Planning Agenda
None.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary
Antelope Valley College is committed to providing students access to programs and services that offer quality in assistance and support. The college researches and identifies learning support needs of its student population through program review,[23] Educational Master Plan efforts, and discussion and analysis of Student Learning Outcomes and Program Learning Outcomes. Furthermore, Antelope Valley College provides appropriate services and programs to address identified needs. All programs are routinely assessed and refined through the program review process. Students who are identified as being in need of learning support or who request additional support are provided opportunities and services through a variety of student support programs. Program staff and counselors regularly refer students to the appropriate support services that meet the student's need. Faculty members who have identified students with learning needs will also refer students to the appropriate support services through the Early Alert notification process.

Self Evaluation
During a Chancellor's Office Technical Review Team Visit in spring 2009, the team verbally reported that Antelope Valley College appears to be doing a good job in identifying and addressing the learning support needs of the student population.[24] Programs within Student Services are providing appropriate services to address the needs of students. Some highlighted commendations made verbally included: Assessment's location adjacent to OSD and close coordination with OSD, coordination of Institutional Research and Planning regarding probability-based project for advisement, orientation in English and Spanish on-line, and the proposed purchase and implementation of DegreeWorks. Unfortunately, the college did not receive an official Technical Review Team Report from the Chancellor's Office. This is due in part to the approved changes to Matriculation implementation and the budget cuts to their office. Program review peer teams have reviewed and confirmed that all programs monitor their effectiveness, conduct research to ascertain progress, and remain focused on identifying and addressing student needs.

The program review peer team for Job Placement recognized the Center's efforts for maintaining quality of service and indicated that "changes are made based on feedback from the numerous surveys they receive in order to improve their services." The peer team for the Information and Welcome Center acknowledged, "the highly active role played by the Center and the excellent job being done in community outreach and recommended continued activity" by the Center's dedicated staff. They further recognized the Information and Welcome Center for "an impressive 270,695 contacts that were made

in 2007-2008 showing a 4.1 percent increase over the previous year." The peer team for Financial Aid was impressed that "the Financial Aid staff has clearly communicated its established SLOs, how they have conducted program activities, assessments, and …moved to corrective action plans." The peer team for Counseling in 2008, "was impressed by the increased numbers of students participating in the Human Development classes and the willingness of the department to explore ways to expand relevant course offerings."[25]

The program review process at AVC requires all programs to systematically evaluate effectiveness and use both quantitative and qualitative data to improve delivery of services, quality of services and procedures and protocols to enhance student support. Program review teams review the program review self studies, and the most recent program self studies are presented to the Strategic Planning & Budget Council, with summaries presented to the Board of Trustees and posted on the college website in the Institutional Research and Planning and Academic Senate sections. Since the 2004 accreditation self study, all programs in Student Services have completed the program review process. The programs identified Student Learning Outcomes, specific program accomplishments, ongoing learning support needs, and analyzed overall program effectiveness.

Every student support program in Student Services has developed Student Learning Outcomes that align with Institutional Learning Outcomes, Program Learning Outcomes, and each program has established a program mission statement. The Student Learning Outcome Committee reviews the Program Learning Outcomes and student learning outcomes, as well as

the instruments designed to measure them. Some examples of PLOs with aligned SLOs in Student Services are listed below:

Extended Opportunity Program and Services (EOP&S)

ILO 2: Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.

Program Learning Outcome: Students will be able to recognize, access and utilize educational support services that will increase their knowledge, awareness and skills in order to persist and succeed in meeting their established academic and career goals.

Student Learning Outcome 1: Students will identify appropriate educational and career goals.

ILO 3: Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences and mathematics.

Student Learning Outcome 2: Each student will demonstrate knowledge of AVC's general education curriculum to develop an education plan and support their goals toward meeting degree, certificate, and/or transfer requirements.

ILO 4: Solve problems using oral and written communication, critical thinking and listening skills, planning, and decision-making skills, information literacy and a variety of technologies.

Student Learning Outcome 3: Students will make decisions about their academic and career goals based upon their personal assessment information as well as

academic success in their chosen major.

Financial Aid
ILO 2: Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.

Program Learning Outcome: Student will demonstrate increased awareness of Financial Aid rules and policies.

Student Learning Outcome 1: Students will demonstrate an increased awareness of their rights and responsibilities as student loan borrower.

ILO 4: Solve problems using oral and written communication, critical thinking and listening skills, planning, and decision-making skills, information literacy and a variety of technologies.

Student Learning Outcome 2: Students can apply for financial aid and access financial aid information via electronic means.

Enrollment Services/Admissions and Records
ILO 4: Solve problems using oral and written communication, critical thinking and listening skills, planning, and decision-making skills, information literacy and a variety of technologies.

Program Learning Outcome: Student are able to successfully navigate through the enrollment process utilizing the various Enrollment Services activities and program for student success.

Student Learning Outcome: Students will learn how to utilize online Admissions and Records services to register for courses.

Student Development and College Activities
ILO 4: Solve problems using oral and written communication, critical thinking and listening skills, planning, and decision-making skills, information literacy and a variety of technologies.

Program Learning Outcomes: Student will demonstrate an increased understanding of diverse perspectives, tolerance, and cultural awareness.

Student Learning Outcome: Student leaders will know how to develop, implement and plan college activities that support diverse perspectives.

Through discussions regarding Student Learning Outcomes and Program Learning Outcomes, student support program personnel are increasing their understanding and use of Student Learning Outcome data, and faculty, staff and directors are exploring ways to use data to improve program effectiveness and ultimately better address student needs. For example, after carefully reviewing data from the Matriculation Research study of 2008 regarding the effect of matriculation components on student success, the Counseling faculty found that the most successful students were those who had completed all four required matriculation components: Assessment, Orientation, Student Education Plan, and Follow Up.[26] During their subsequent analysis of this research, they determined that the orientation component needed to be expanded and strengthened, made available to all students regardless of location or method of delivery, and that more rigorous assessment of this matriculation component was critical for program improvement. They revised and updated the existing online information and added tests to the end of

each section of presented information to assess students' specific understanding of each aspect of orientation as they moved through all sections. They also created another option, HD 198O,[27] *Orientation to College,* a credit course where orientation information is introduced to students new to the community college setting. While the previous online version had only been in English, the new version with the attendant tests was translated into Spanish. Moreover, Counseling determined that, according to its preliminary research, having an education plan was critical to student success; therefore a more extensive research project conducted jointly by the Matriculation Counselor and Department of Institutional Research and Planning was planned for fall 2009.[28] Currently the project is on hold until the DegreeWorks electronic education plans rather than paper copies are available so that data collection is more manageable. Similar to the Counseling department, other student support programs expect to be able to more clearly measure student success and program success through the refinement of Student Learning Outcomes and Program Learning Outcomes assessment instruments and use of new WEAVE Online software to record progress. The data provided from the assessments of Student Learning Outcomes and Program Learning Outcomes allows programs to clearly target students in need of support and to offer the programs and services that more effectively meet the learning needs of college students.

All programs in Student Services have been a part of defining action plans to accomplish the annual Student Services goals[3] clearly aligned with the college's goals identified annually by the superintendent/president with input from the campus and approved by the Board of Trustees. The "Campus Goals Led by the Superintendent/President"[29] are aligned with the strategic goals identified in the Educational Master Plan and are in support of the college's ILOs. Student Services Goal #1 aligns the institutional mission with the missions of all program and services provided by Student Services and further calls for use of "ILOs, SLOs, program review and other planning documents as a basis for divisional and unit planning." Student Services Goal #2 in 2008-2009 indicates that all relevant services were to prepare for and contribute to the program review and categorical site visit conducted by the Chancellor's Office in spring 2009, whereas in 2009-2010, Student Services Goal #2 provides for all programs within Student Services to provide input and updated data for the accreditation visit in fall 2010. Student Services Goal #3 specifically calls for programs in Student Services to "address the critical needs of incoming and continuing basic skills students in support of the Basic Skills Initiative." Student Services Goal #4 provides for increasing the success rates "of students in college transfer courses and increase the percent of students who transfer or are transfer ready," while Student Services Goal #5 targets those "enrolled in classes or related services that meet or enhance workforce preparation." Student Services Goal #6 calls for programs to "provide a welcoming environment for students from underrepresented and socio-economically disadvantaged groups and support their persistence, retention and success rates in an environment of changing demographics." Student Services Goal #7 targets Palmdale support services, whereas Student Services Goal #9 recognizes the importance of "social, cultural, and student engagement activities to promote a well

rounded experience for students." Located on an internal drive available to personnel in Student Services, the goals are annotated on a matrix that cross references where Student Services goals integrate with the goals of the Student Success & Equity Committee, the Enrollment Management Committee, the Basic Skills Committee, and the overarching Educational Master Plan.

Attention to Student Services and specific program goals, improvements to specific program and service delivery, and strategies to best accomplish them are the primary focus of ongoing dialogue that regularly occurs when Student Services deans meet with their faculty, staff, and program directors. Counselors in Student Services meet weekly to discuss common concerns, discuss best practices, receive informational updates, and maintain consistency and accuracy in advisement. Program directors in EOP&S, STAR, OSD, CalWORKs, Financial Aid, Information and Welcome Center, Student Development, Job Placement and throughout Enrollment Services work with program personnel on programmatic concerns and try to devise more effective ways to address new and continuing student needs. A recent example of ongoing efforts to increase dialogue across programs to improve services occurred in spring 2010 at the meetings of categorical directors chaired by the director of OSD. The categorical directors asked the basic skills director to join them in their subsequent weekly meetings so that critical new initiatives like the accelerated classes with attendant support services designed by Language Arts for basic skills improvement could be clearly understood across programs and accurately articulated to large segments of basic skills students heavily represented in categorical pro-

grams. The basic skills director was also asked to attend a weekly Counselor meeting to solicit feedback and explain the new program for basic skills support to all counselors.[29] Ongoing dialogue is anticipated with the basic skills director as students report their concerns to their counselors and program directors throughout Student Services.

Other efforts to encourage dialogue between and among departments and continue to identify learning support needs and measure effectiveness of programs throughout Student Services occurred in intersession and at the beginning of spring 2010. On January, 25, 2010 the deans of Enrollment Services and Student Development and Services met with their respective staff to discuss a variety of important topics, including defining the role of SLOs and PLOs for program improvement and focusing their group's attention on the necessity of reassessing to improve data driven decisions to support the learning needs of the students they serve.[30] The dean of counseling and matriculation met as well with her division in retreat at the beginning of spring semester 2010 to dialogue about the complete cycle of outcome-based learning, including defining new outcomes and assessments as needed.[31]

In 2006 and again in 2008, the Information and Welcome Center dialogued with a group of individuals from many programs regarding improved services to those registering for or crashing classes, seeking financial aid, seeking advisement or paying fees during the rush period at the beginning of the fall semester. The plan was to limit lines, better utilize web services, create improved signage, and provide timely lists of open classes in a manner similar to that used in previous

major outreach events like Summerfest in 2005. The dialogue that transpired and the more careful direction of students to the right lines and to web registration alleviated some aspects of student and staff dissatisfaction with the process of handling spiraling growth demands. Likewise, in fall 2009 when the college hired a new director of extended services in Palmdale, he was promptly asked to dialogue with all deans and program directors in Student Services to discuss the current level of student support at Palmdale and his short-term and long-term vision for the center based on previous experience developing centers at other colleges. This meaningful discussion helped all Student Service programs assess their updates to the Educational Master Plan for Palmdale and provide personnel to Palmdale as needed.

For many areas in Student Services, data acquired during the matriculation process is a critical means of determining student learning needs. New students at Antelope Valley College are encouraged through the matriculation process to complete assessments in reading, writing, math and ESL. The college assessment program is one of the primary sources of data used to identify learning support needs for early intervention. A review of assessment testing for the period 2005–2009 reveals a steady increase in the number of assessments conducted. For example, 5,780 students were assessed during the period of May 2008 through August 2008. During the same period in 2009, student assessments increased 28 percent to 7,384. Information about incoming student placement levels is also shared with the Matriculation Committee, Assessment Committee, Student Success & Equity Committee, Basic Skills Committee and the Enrollment Management Committee. The college supports student success by pro-

viding new, continuing and returning students with priority registration after they complete all components of matriculation, and by restricting student access to college level English, math, or reading courses when assessment is waived and prerequisite requirements are not proven. In 2009, a counselor was hired to monitor and support students who were identified through the assessment process and required a minimum of two basic skills-level courses. The basic skills counselor meets with students, provides orientation regarding available learning support programs and services, and refers students to support programs that are appropriate for their learning needs.

In the Matriculation Research study conducted in 2008, the Department of Institutional Research and Planning established baseline data to determine which combination of matriculation components yields the best outcomes on measures of course success, retention, persistence, and degree or certificate completion. Specifically, the completion of assessment and a student education plan seemed to contribute most to student success outcomes. The importance and impact of this research is reflected in the recent completion of new expanded facilities for assessment and OSD, permitting greater use of assessment during peak times in its new space and expanded space for private counseling offices and much-needed group counseling in the vacated space of OSD.

Students surveyed in the 2010 Accreditation Survey[7] appear satisfied with services and programs offered by the college. In the 2010 Accreditation Self Study Survey, when asked how often Antelope Valley College provides services and programs that address the needs of students, 72.8 percent (n=265) of the 364 respondents

indicated that Antelope Valley College *Always* or *Almost Always* provides services and programs that address the needs of students, while only 5.2 percent (n=19) indicated *Rarely* or *Never*. Similarly, when students were asked if counseling services support student success, 67.8 percent (n=248) of the 366 respondents indicated *Always* or *Almost Always*, while only 10.1 percent (n=37) indicated *Rarely* or *Never*.

As previously detailed, Student Services have annual goals aligned with the institutional goals articulated by the superintendent/president and identified in the Educational Master Plan goals. Beginning in 2008, all programs have submitted annual action plans and conducted programming that relates to identifying the learning support needs of the student population their program serves and providing appropriate services to address those needs. Specifically, Student Services Goal #3 addresses the "critical needs of incoming and continuing Basic Skills Students in support of the Basic Skills Initiative," and Goal #6 provides for a "welcoming environment for students from underrepresented and socioeconomically disadvantaged groups and support in their persistence, retention and success rate." Goal #4 provides for increasing the success rates of "students in college transfer courses and increase the percent of students who transfer or are transfer ready." The wide array of student learning support programs that research and identify the learning support needs of students and provide appropriate services to address these needs as identified in Student Services Goals #3, #4 and #6, or elsewhere in their respective PLOs and SLOs:

The Counseling and Matriculation Division offers a full service counseling center with counselors available by appointment for academic, career, and personal counseling. Counselors are also available at the Express Counseling Counter for repeat course approval, interpretation of assessment scores, course selection, and to answer general questions. Questions from current students can also be answered by email through the online counseling group. Assistance with designing and updating Student Education Plans is available to all students and is strongly encouraged. Other key matriculation components, especially assessment, are supported and strongly emphasized to new and returning students.

Faculty and staff in counseling have developed strategies for academic success, which are published in the student handbook, and have secured funding to add counseling support in the areas of Basic Skills, the Nursing (RN) Program, and the SB 70 Grant for students interested in education and skills in Career Technology.

Human Development classes are also offered that allow students to learn more about how to survive in college, where to seek assistance, how to develop successful life strategies, and how to plan for a future career. Counseling also provides Human Development (HD) courses that offer orientation and skills for successfully navigating the community college system and beyond. Furthermore, Counseling has expanded access to Human Development courses by offering the classes online.[18]

Workshops are offered online and face-to-face. While students on Level I academic probation must complete an Academic Probation First Semester online workshop, students continuing to Level II aca-

demic probation are required to attend face-to-face probation workshops conducted by Counseling. The workshops assist students by explaining to them why they are on probation and what must be accomplished to exit the probationary status. Workshops and referrals are also offered to students who are about to exceed the basic skills limitation provision stipulated in Title 5.

The Learning Center is available to assist students in studying "smarter not harder." Enrolled students can access multiple learning support services at the learning center that include the following:

Academic Skills: Faculty assist students who want to acquire successful study strategies or better prepare for tests, homework, and exams.

ESL Study Center: Scheduled and drop-in tutoring is available for students enrolled in ESL classes. Conversation, grammar, and reading groups help with integrated skills of culture, vocabulary, grammar, pronunciation, reading, writing, listening, and speaking.

General Tutoring: Tutoring is available on a scheduled drop-in basis for business, social science, science, and selected vocational classes.

Math Center: Drop-in tutoring is available, as well as homework clinics, for targeted classes, workshops for review of topics covered in sequential math classes, fast-tract workshops on different math topics, and orientation for using math learning resources.

Reading Center: Tutoring and computer software are available for students desiring help in textbook reading and improved reading skills.

Writing Center: Tutors assist one-on-one and in small groups with writing assignments at any stage of the writing process. Workshops are offered on topics such as writing anxiety, planning essays, creating a thesis statement, providing support, organizing ideas, citing sources, and taking essay exams. Online information and handouts are available.

Supplemental Instruction (SI): Specific high risk courses are targeted for additional group instructional support that integrates study skills and course content. Supplemental Instruction leaders assist students in identifying key course concepts and determining better ways to learn difficult content.

The Learning Center also provides an Early Alert system in which classroom faculty, counselors and educational advisors or other student support staff can notify the center of students who are identified as being in need of learning support. The system expedites support early in the semester while there is still time to provide learning assistance for the student to succeed in meeting the requirements of the course.

The Library is a "teaching library," in which librarians assist students who wish to develop or improve their research skills. Learning tools for students include regular and online library research courses for credit, online tutorials, term paper clinics, and guidance from reference librarians. Librarians provide instruction on how to develop search strategies, use the databases and online catalog to find information, and other research skills that enable students to make the best use of their time in the library. ASO

supports the Library by providing annual funding to update and augment the reserve textbook collection located at Circulation. This special collection is to assist students who need to read or do textbook assignments while they wait for funding to purchase books.

Office for Students with Disabilities (OSD) offers disability related support services to students who are identified as having physical and cognitive disabilities. The Office for Students with Disabilities program encourages students to be as independent and self-reliant as possible. The Office for Students with Disabilities staff work closely with each student to assess their special needs and provide support services and accommodations that directly address their educational and functional limitations as a result of their disability. The Office for Students with Disabilities program support services includes the following:

- Sign language interpreters
- Real-time captioning
- Readers
- Scribes
- Tape recording of lectures
- Books on tape
- Textbooks converted into alternative media
- Test accommodations
- Accessible seating
- Priority registration
- Handicapped parking
- Use of the High Tech Center located in the Learning Center
- Other support services if deemed appropriate

Extended Opportunity Program & Services (EOP&S) is a student support program that provides the following learning support services to students who may be educationally and financially disadvantaged, and meet Title 5 eligibility criteria:

- Academic counseling
- Counseling (Vocational, Personal)
- Educational planning
- University transfer support
- Priority registration
- Free instructional support service
- Book voucher service
- Scholarship opportunities
- Personal development class
- New student orientation
- EOP&S/CARE financial grants

According to the Department of Institutional Research and Planning, when comparing student success rates of non-EOP&S/CARE Antelope Valley College students who receive the Board of Governors Grant to success rates of students in the EOP&S/CARE program in areas of academic degrees, certificates earned, and persistence, the EOP&S students' success rates are significantly higher. In the area of academic success (courses completed with a 2.0 GPA or higher), EOP&S and CARE students are typically better or comparable to the other students. CARE students are EOP&S students who are single parents, head of households, with at least one child under the age of 14 years, for whom they receive county aid.

California Work Opportunity and Responsibility to Kids (CalWORKs) is a California welfare program for families with children. CalWORKs provides learn-

ing support to students who qualify by offering them the following services:

- Tutor referrals to Learning Center

- GED preparation classes

- ESL classes

- Assistance with enrollment verification for child care

- Work study

- Employment opportunities

- Internships (paid or unpaid)

- On-the-job training (OJT)

- Personal counseling to address mental health, substance abuse or domestic violence issues

Student Transfer and Retention (STAR) is a federally funded Student Support Services program. It is designed to identify first generation educationally disadvantaged students and provide instructional support services above and beyond what is currently offered, including an opportunity for staff to work one-on-one with each student. The Student Transfer and Retention program learning support services include the following:

- Peer mentoring

- Progress monitoring

- Personal support through regular meetings with program staff

- Financial aid and scholarship application assistance

- Limited amounts of supplemental grant aid

- Cultural enrichment activities

- Academic, goal setting and career advisement

- Visits to four-year colleges

- Transfer assistance

- Study skills development

- Supplemental instruction and tutoring

- Computer literacy and research skills instruction

- Academic enrichment workshops

The Career/Transfer Center provides support for students who need to clearly define their academic and career options as well as prepare for transfer to a college or university. These programs offer the following services to students.

Discover Career Assessment ($10 fee for non-students): This career-planning program measures interests, abilities, and values and matches them to appropriate careers on the World-of Work map. After obtaining the Discover results, a student can make an appointment with a career specialist to review the results and how the career planning process works.

Eureka Career Information ($5 fee for non-students): This program provides information on careers such as salary ranges, job outlook, educational preparation, professional associations, and licensing information on more than 1,000 occupations. In addition, students can search for schools that offer a particular major in which the student is interested.

Transfer Center Services:

Articulation*:* Articulation provides the coordination of the Antelope Valley College courses and program content with four-year university curricula.

General Transfer Information*:* AVC offers CSU/UC and other four-year univer-

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sities' application/fee waiver information and assistance. General education check sheets for CSU/UCs are also available.

Conferences with Four-Year College Representatives*:* Visits are regularly scheduled to discuss admission requirements, financial aid, major preparation, housing, and successful adjustment strategies to the four-year institution campus environment.

Transfer Advisement Appointments*:* Individualized meetings are provided to help map transfer goals.

Specialized Workshops*:* Workshops are presented for assistance with financial aid/scholarships, CSU/UC applications and transfer education.

The Instructional Media Center **(IMC)** contains equipment and multimedia for student, faculty and staff use. The IMC houses multimedia from all disciplines in a variety of formats such as DVD, CD, VHS, audio cassette, MP3 and podcast. Individual rooms are available for the use of instructional multimedia. Instructional Television Course (ITV) DVD/VHS media are available on a 48-hour check-out basis. In addition, the Instructional Multimedia Center provides the facility for videoconferencing, satellite downlinks, and theater-style viewing of classroom multimedia; and instructional support for podcast production and publication, event sound setup, multimedia production, and multimedia duplication.

Financial Aid provides financial aid assistance to students who, without financial aid, might not be able to attend college. Antelope Valley College participates in the following financial aid programs:

- Federal Pell Grant

- Federal Supplemental Educational Opportunities Grant (FSEOG)

- Academic Competitiveness Grant (ACG)

- Federal Work-Study (FWS), Federal Stafford Loan (FSL)

- Bureau of Indian Affairs Grant (BIA)

- Board of Governors Fee Waiver (BOGFW)

- Cal Grant program

Enrollment Services provides key services through several departments: Admissions and Records, Graduation, Transcripts, Veterans and International Students. These departments provide admissions applications, registration information and processing, records and enrollment verifications as well as process subpoenas and authorized records release information and handle grade change requests. They also provide graduation and transcripts services, determine athletic eligibility, coordinate concurrent enrollment, provide enrollment information for 320 CCSF reporting, and assist Veterans and their qualified dependents with specialized services. Other services include Veterans certification, processing of F-1 Visas for international students, and scanning of official transcripts and records to improve security and maintenance of Class 1 documents.

The Information and Welcome Center provides information about the college and its programs to the community by proactively building relationships with high schools and local organizations, hosting visits to the campus, and attending community events to promote the college. They also assist students with general information during peak registration and enrollment periods at the Center, by

phone and at welcome tables.

The Job Placement Center offers employment skills and job development strategy workshops to students and alumni of AVC. The Job Placement Center provides employment opportunities and assistance for students seeking employment on and off campus. They also conduct workshops to assist with training new campus-based student employees and host job fairs throughout the year. They act as a liaison with the local work source centers, State of California Employment Development Department, and Veteran programs in the region. The Job Placement Center collaborates with the stated organizations in a wide range of recruitments for local and regional employers thus offering AVC students opportunities for their current needs and future career goals.

The Student Development and College Activities offers student numerous possibilities to engage in campus life through participation in ASO or related student leadership training, participation in campus events, membership in campus clubs or engagement in campus activities. Student Development brings attention to campus and community issues, focuses on timely health issues at fairs or information sessions, and highlights diversity concerns through events and speakers. It also sponsors numerous fun-filled or informational events for students throughout the year.

SOAR (Student on the Academic Rise) High School is a specialized high school located on the college's campus, but it is part of the Antelope Valley Joint Union High School District. It is an Early College High School that integrates college courses into the high school curriculum.

SOAR students who are successful receive both a high school diploma and an Associate's degree within five years. Average students who are high potential but low performing in the traditional educational system and who have not yet begun high school are the target population.

Collectively Antelope Valley College's programs and services identify student needs and provide services to address them. All currently participate in research to assess student learning support needs through the development of outcomes with assessment measures both inside and outside the classroom setting.

Planning Agenda
None.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary
Antelope Valley College offers courses primarily at two locations using multiple delivery methods. The service locations include Lancaster and Palmdale. Palmdale received Center status in spring 2010. The Lancaster campus has a wide array of services offered that include, but is not limited to the following: counseling and matriculation services, transfer center, admissions and records, outreach, disability services, targeted support services, financial aid, job placement and student development. The Palmdale Center is a satellite campus that services the needs of students in the east part of the Antelope Valley. The Palmdale Center has student support services available which include: tutoring and learning assistance, financial aid informational workshops, counseling and

matriculation, outreach, registration assistance, library reference assistance, a book reserve area where students can access books, Instructional Multimedia Center support, and referrals to community services. In the fall of 2009, a director of extended services was hired to oversee operations at the Palmdale Center.

Services are also available to students online. Students can apply for admission, register for classes, apply for graduation, submit financial aid forms and pay fees online. The college orientation is available online in both Spanish and English, which allows students to accomplish their admissions and matriculation requirements regardless of whether they attend the Lancaster campus or the Palmdale Center.[22] Antelope Valley College has an online counseling service that allows students, regardless of their location, to ask basic questions of the counseling faculty without making an appointment. All students who have applied for admission to Antelope Valley College can join the Online Counseling Group through the myAVC web portal. Within 48 hours of receipt of the email to counseling, a response is sent to the student requesting online assistance.

Student Services maintains a webpage[4] on the college website that allows interested individuals to access information concerning the different services available to students who are either attending or wishing to attend the college. The web pages include information about the area, the college mission, and links to important college-related information and forms. For example, the Admissions and Records page contains registration dates and forms that current and prospective students may need, along with general financial aid information about available grants, loans,

critical dates, and FAFSA submission online. Each service area has a frequently asked questions section and includes the relevant forms students require in order to access services in that area. Information is also available on fee schedules for different services, credit hour information for both resident and non-resident students, and official transcript fees.

Students attending both service locations and online classes have access to the college web portal (myAVC) in addition to the college website. The myAVC web portal is available to all registered students and requires a user name and password for admittance. Regardless of service location, the portal allows students to see class availability, register for classes, view individual schedules, and pay fees online. The myAVC web portal also provides students with the opportunity to join many of the campus groups that provide access to college related communications such as agendas and minutes for various committees.

Self Evaluation
As a part of Student Services program review, CalWORKs, Extended Opportunity Program & Services, Office for Students with Disabilities (OSD) and Matriculation examined space and access in preparation for the Technical Assistance Site Team visit in the spring of 2009.[24]

Extended Opportunity Program & Services determined that its service population for African Americans was not evenly proportionate to the overall college population. As a result, Extended Opportunity Program & Services has started working more closely with local high schools, and with the Information and Welcome Center, to get program information to more White Non-Hispanic and

Hispanic potential students, and to use the web to attract a more diverse and representative group of students to its program. New orientations developed in Spanish, and printed information translated into Spanish, are examples of new efforts to increase access for Hispanics. To be more reflective of the surrounding communities, and to demonstrate a commitment to serving a more representative population of students, Extended Opportunity Program & Services has added two full-time Spanish speaking counselors.[32]

CalWORKs and the Office for Students with Disabilities found that Hispanic students were underrepresented and African Americans were overrepresented in their programs compared to the overall college population. Similar to the actions of EOP&S, CalWORKs, the Office for Students with Disabilities have added Spanish speaking staff who can answer telephone inquiries and converse with students who have limited English skills. Office for Students with Disabilities staff work closely with the Learning Center staff to refer students with potential learning disabilities to its program and plans to collaborate with Learning Center staff for recruitment of a more representative service population in Palmdale. According to the 2008 Fact Book[16] for Antelope Valley College, the overall makeup of the Palmdale community (39 percent White Non-Hispanic, 32 percent Hispanic, nine percent African American) is more heavily Hispanic and growing compared to Lancaster (49.8 percent White Non-Hispanic, 24.7 percent Hispanic, 11 percent African American). As such, CalWORKs and the Office for Students with Disabilities plan to ensure that Hispanic students are aware of services at community outreach events, at the one-stop service area in Palmdale, and through web based information.

As a result of the Technical Assistance Site Visit, Counseling and Matriculation personnel determined that African American students accessed orientation, general counseling, academic/career counseling, and follow up appointments in higher percentages than their distribution in the overall college population, while Hispanic and white/non-Hispanic counterparts accessed the same services in lower percentages than their distribution in the overall population. The recent addition of two full-time counselors who speak Spanish is expected to attract and assist more Hispanic students, as is the addition of an online Spanish orientation and brochures printed in Spanish.

In the last cycle of program reviews, Counseling and Matriculation, Enrollment Services, Job Placement, and the Office for Students with Disabilities reported previous space issues which limited student access during peak periods at the Lancaster campus; this was especially true of the Office for Students with Disabilities where there was limited space for individual and group testing. The college responded to this situation by providing new expanded space whereby Assessment and the Office for Students with Disabilities could occupy adjoining space, and both areas could collaborate to provide supervision and space for individualized and group testing.

As a secondary effect of the additional new space, the Counseling and Matriculation division was able to expand into the vacated Office for Students with Disabilities space and have additional private office space for counselors, along with a small conference room for probation and other types of small group workshops. As a result of the expanded space for the Counseling and Matriculation division,

occupation of a counseling office that was on loan and located in the Information and Welcome Center, was returned to the Information and Welcome Center for use by its outreach personnel.

By moving into the vacated Assessment Center space, Enrollment Services was also able to relocate its Veterans Coordinator, have new space for imaging, and provide a private space for back office work. The Veterans department anticipates that the private setting will enhance access to a growing veteran's population. Job Placement gained new space as well when an area adjacent to its program was structurally strengthened to provide a mock interview space for students desiring to prepare for the job market. The increased space provides an opportunity to expand and improve delivery of services to include an onsite representative from the South Valley WorkSource Center, the ability to give video taped mock interviews, and have other community organizations and/or employers serve students and alumni.

Two areas with space access problems still remain, CalWORKs and Financial Aid. Both areas need additional space to accommodate a growing number of students requiring assistance. To reduce the necessity of students having to wait in line for financial aid services, Financial Aid has implemented the Higher One debit card for disbursement of funds in 2008-2009, and increased the use of web based assistance, tutorials, and automated submission of forms. CalWORKs has experienced an upsurge of students and is still in need of additional space to more readily provide access to on-campus services.

New office space for support services, an expanded tutoring area, and library support were established in spring 2010 at the Palmdale Center. The expanded areas will enable students to meet face-to-face in a one-stop area with faculty and staff from the student support and academic support areas. While Enrollment Services, Financial Aid, and Counseling and Matriculation have provided services at the Palmdale Center, the space expansion enables increased coordination between services that previously competed for space with instructional needs, and has the potential to enhance services to Hispanic students.

Planning Agenda
None.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary
Antelope Valley College's commitment to providing an environment that encourages personal and civic responsibility is evidenced in the vision of the college that calls for education that "enriches lives and builds futures." Furthermore, the following themes found in the Institutional Learning Outcomes provide support and encourage intellectual, aesthetic, and personal development:

- Development of self-awareness

- Personal development

- Demonstrate a breadth of knowledge and experience

- Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness and the role of diversity in modern society

- Contribute to the economic well-

being of the community.

In addition, the college offers an array of courses, activities, and enrichment opportunities to encourage personal and civic responsibility, enhance personal development, and advance student cultural and aesthetic growth. The Counseling and Matriculation division offers Human Development courses that provide support, encouragement, and instruction for students returning to school after an interruption in their education, and for new and continuing students. The Human Development courses help students increase self-awareness and self confidence; improve learning skills; and identify and accomplish educational, vocational, and personal goals. The faculty have developed and assessed Student Learning Outcomes for these courses to ensure students are taking away the skills learned which were developed from the overarching measurable objectives found in the Course Outlines of Record (CORs).[33]

The Human Development courses also help students develop skills and knowledge that are critical to making a successful transition to the college environment. The following courses may be used as credits towards an associate degree, and include some that may transfer to the CSU system:

- HD 100 Basic Strategies for College Success

- HD 101 College and Life Management

- HD 103 Career Planning

- HD 105 Personal Development

- HD 198 Human Development Seminar

- HD 198A Assertiveness Training

- HD 198C Choosing a Career, Selecting a Major and Developing an Educational Plan

- HD 198O Orientation to College

- HD 199 Work Experience.

The STAR/TRIO program offers seminars that assist students in being more successful students. Seminars offered include the following:

- Goal setting

- Note taking skills

- Reading comprehension skills

- Managing math anxiety

- Stress management

- Thesis statement support

- MLA/APA writing styles.

The Career/Transfer Center offers various activities that contribute to student development. A monthly calendar of events includes Transfer Day and tours to four-year universities and colleges and tours to UC and CSU campuses eight times per year. The Career/Transfer Center also hosts representatives from other institutions to inform students of transfer opportunities. Staff members from the Career/Transfer Center visit clubs on campus and encourage club members to participate in campus/department visits, either through field trips or through individual campus visits. In order to provide access to information and to promote awareness, the Career/Transfer Center also offers students counseling appointments, a transfer resource library, research computers, research seminars, college application workshops, financial aid workshops, and a quarterly newsletter.

The categorical programs within Student

Services offer an environment for students that encourage personal and intellectual development. For example, The CalWORKs program offers student mentors who assist students in navigating the college system, support services, and workshops that encourage personal development. The STAR/TRIO program provides peer mentors and trips off-campus that expose students to intellectual and aesthetic cultural events. Staff from the Office for Students with Disabilities encourages students to volunteer and assist disabled students with note taking and other support services. The EOP&S/CARE program offers an EOP&S 060 Enrichment Class, an academic skills and support course, and instructional assistance for struggling students in mathematics. At the end of each spring semester, the categorical programs join forces at the "Students on the Move" awards ceremony to celebrate those students who have earned a degree or certificate. The event is cosponsored by the vice president of student services and each program is planned and organized by members of the classified staff of the respective programs.

The Academic Senate annually provides Faculty Professional Development (FLEX) activities to bolster faculty members' ability to improve student learning through improved teaching strategies and to acquire new skills in student support service areas.[34] FLEX also facilitates faculty members' ability to keep current in pedagogy and innovative technologies. The events are provided for all faculty, and when space permits staff, students, and general community are encouraged to attend. The events are posted on the college website and publicized through campus email and on campus bulletin boards.

Antelope Valley College's drama, art, and music programs conduct various events throughout the year to enhance student development in intellectual and aesthetic areas, and students are invited to view and participate in the activities. Furthermore, the Music Department performs concerts each year on campus and at the Lancaster Performing Arts Center. Information on the 2009-2010 orchestra and Master Chorale concert schedule can be found online at http://www.avsomc.org/schedule.htm.

Annually, the Theater Arts Department produces a children production that tours area elementary schools and exposes the arts to young children, and enriches the lives of the Antelope Valley College students who participate. As one example, the play "Go Dog. Go!" allowed student performers to show responsibility to the community through their performances. The play was presented to the public, other college students, and to staff at the college's Black Box Theatre. To help make this possible the Associated Student Organization helped fund the actors' travel expenses. Other plays and performances offered by the Theater Arts and Music Departments offer students additional opportunities for aesthetic growth.

The Honor's Program recognizes academic excellence and provides numerous opportunities for students to volunteer time to the community and campus. The Model United Nations program offers students an opportunity to compete with other community colleges and universities as does the forensics team. Both groups compete regionally and have received performance awards and recognition from the Board of Trustees.[35]

Antelope Valley College also offers a variety of activities and opportunities that extend students' personal experience and

development beyond the context of academics and the classroom. Student Development and Services strives to engage students in interesting and relevant opportunities that provide intellectual and aesthetic stimulation, increase cultural awareness and community involvement, and introduce information on contemporary topics. Events ranging from Cinco de Mayo, Black History Month, Francophone Festival, and Earth Day to Breast Cancer Awareness, Domestic Violence Prevention Day, and Tolerance Week are routinely offered. Fun activities like the Women's Tea, Halloween, Homecoming, the Ice Cream Social, and National Goof Off Day help students build stronger connections with campus life and create a fun-filled, enjoyable atmosphere. Other activities include Volunteer Day, blood drives, voter registration drives, food drives, as well as opportunities for student exposure to diverse socio-political or religious beliefs through on-campus presentations by civic and community leaders with divergent perspectives and world views. Over the past six years, more than 50 different activities have been offered annually through Student Development and College Activities. Another important role of Student Development and College Activities is to orient and expose students to the experience of campus shared governance through membership and involvement in Associated Student Organization (ASO), student membership on college committees, open student campaigning and elections, student clubs, student organizations, and an opportunity to sit as a student member of the Board of Trustees. These opportunities allow students to influence campus and community politics and to expand their role as agents of transformation in the civic arena. Students who participate in the Associated Student Organization serve on campus commit-

tees, advisory groups, and selection committees that enrich their involvement in campus affairs and their understanding of institutional shared governance.

The Associated Student Organization provides input and financial support for a number of campus life operations and events. By sponsoring and organizing concession stands at sporting events, the student lounge, and cultural events, the role of the Associated Student Organization influences student life. The Associated Student Organization also sponsors attendance for their leaders at statewide and national Student Senate of California Community Colleges (SSCCC) conferences, as well as other leadership and advocacy conferences including the National Student Advocacy Conferences (NSAC) where students traveled to Washington D.C. and Boston. These conferences and meetings provide students with training and insight into leadership, organizational strategies and campus life.

To encourage student engagement with campus life, all campus clubs have representation on the InterClub Council. The InterClub Council encourages the development of new clubs and grants club charters, as well as supports cosponsorship with the Student Development and College Activities Student Activities Council. A list of active clubs and club information can be found in the Student Services section of the college website. As of spring 2010, 22 clubs are active and new clubs formed as of spring 2010 include: Action and Awareness Club, ATLAS, AV Color Guard, AVC Fire, AVC CNSA, Cultural Arts for Change, Parents Club, and Possibilities. In the 2009-2010 academic year, ASO members attended conferences such as: National Conference on Student Leadership (NCSL) where 20

students were NCLS certified as a Student Leader after receiving intensive training and; American Student Association of Community Colleges (ASACC).[38]

Student Clubs provide legitimate opportunities for community service and involvement beyond the campus setting. The Alpha Iota Club and the previously chartered Significant Ambition Club raised funds for and participated in the American Cancer Society's "Relay For Life" and the "MS Walk" event that promoted awareness and funding for research. Student clubs also encourage student awareness and personal development by supporting students in organized competitions throughout the state. The Forensics Speech team, Model United Nations, and Alpha Iota clubs all earned awards at competitions in 2008-2009. Clubs, including the Multicultural Club and the Cultural Arts for Change, organize under a unifying theme such as multiculturalism or change, which increases student awareness and tolerance of diversity.

Antelope Valley College promotes civic responsibility and community volunteerism in the political arena as well. For instance, the Associated Student Organization sponsored a student trip to Sacramento in March of 2009 that provided interested students the opportunity to participate in the statewide "March in March" event in which students and staff from community colleges across California lobbied the state legislature regarding state budget issues. Agencies from the community were invited to attend the Associated Student Organization sponsored Community Day during the fall and spring semesters to share community service opportunities with students and gather volunteers from the campus to support community projects. Moreover, during a Martin Luther King, Jr. campus celebration, representatives from the City of Lancaster were invited to attend and solicit volunteers for community clean-up projects. Clubs and other campus organizations also encourage civic duty and volunteerism as essential components of personal growth and responsibility.

Health Services focuses on students taking responsible actions for personal health and safety. Since 2007 Health Services has sponsored the HIV/AIDS Awareness campaign and in 2008-2009 the Great American Smoke-Out (anti-tobacco) campaign to increase student awareness on these contemporary public health issues. Breast Cancer Awareness has also been a topic of education held on campus each year. Health Services has also sponsored medical treatment and educational services to students through health fairs and direct medical services such as medical treatment, vaccinations, physicals and advice.

The college's athletics provides students with the opportunity to participate in thirteen different collegiate sports programs on campus. The athletic program is a member of the Foothill Conference. Students who do not participate are encouraged to support the teams as engaged spectators who can enjoy the competitive excitement of collegiate level sports. In 2008-2009, AVC had three conference championships, a Women Basketball State Player of the Year and a male athlete who was named All-American in two sports. In fall 2009, the college unveiled a new sports complex that provides a venue for numerous community events in which students are encouraged to volunteer their time and talents. The college is committed to the value that a strong athletics program brings to an institution and under-

stands the purpose of athletics in building character, discipline, teamwork, and sportsmanship in its athletes and involvement of its spectators.

The college also hosts a number of special recognition events to highlight personal, intellectual, and other kinds of student achievement. Some of the special recognition events include the following:

- Honors Convocation

- Scholarship Breakfast

- Students on the Move

- Athletic Banquets

- Fire Academy Ceremony

- Student Leadership Ceremony

- LVN Nursing Pinning Ceremony

- Respiratory Therapy Pinning Ceremony

- RN Nursing Pinning Ceremony Commencement

Students are provided the opportunity to demonstrate personal and civic responsibility as members of the college community by how they conduct themselves on the campus. The college has implemented policies and procedures to ensure that, as members of a community of learners, all students respect the rights and property of others within this community and conduct themselves responsibly while on campus. Examples of such policies include Administrative Procedure 5530 *Declaration of Student Rights and Responsibilities*,[36] Board Policy 5500 *Student Code of Conduct*,[37] and the due process procedures that provide students with the opportunity to file grievances and challenge decisions, actions or college policies. The policies specifically address student cheating and plagiarism, as well as sexual harassment

and discrimination. Measuring how students engage themselves and find meaning and ways to connect to AVC has been a goal of the Student Development and College Activities Office and part of its SLO.

Self Evaluation
In spring 2008, the college participated in a nationally normed survey[39] and the results indicate that about 50 percent of the students feel engaged. In reference to the other students at comparable institutions nationally, AVC was equal or above comparable sized institutional group. Although the results were positive and supported the work the college is doing, there is still a desire to continue to build stronger relationships with and between our students. One way we accomplished this was the actions of the Equal Employee Opportunity Committee (EEO). In spring 2010, the EEO, under the direction of the vice president for human resources and employee relations, coordinated a lecture which brought noted civil rights lecturer, Dr. Terrance Roberts to campus. The campus community support was overwhelming with standing room only during the presentation and discussion.

The 2008 Accreditation Student Survey[7] provided constructive feedback on cultural diversity. According to the student respondents, 46 percent agree that the cultural awareness programs that are offered through Student Development and College Activities enhance the awareness and appreciation of the diversity at the college. Since 63 percent of the students agree that the college promotes sensitivity to and understanding of the diverse, academic, socioeconomic, cultural disability and ethnic backgrounds of its students, the campus will strive to increase what students perceive as cultural awareness

through its programming.

Planning Agenda
None.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary
Antelope Valley College Student Services designs, maintains, and evaluates counseling that supports student development and success and prepares faculty and other personnel responsible for the advising function. The Counseling and Matriculation Division provides educational, career, and personal counseling, as well as student advocacy and crisis intervention services that enable students to achieve their educational goals.

As stated in the Counseling and Matriculation Division mission, the division "recognizes each student as a whole and complex human being with concerns and issues that are not completely separate from academic issues."[40] To support student learning and success, the division employs eleven full-time counselors. While all counselors serve the general student population, one counselor specializes in personal and crisis counseling, one works directly with matriculation, one focuses on career counseling, one targets ESL students, and one is designated to work with transfer and outreach in support of the Title V grant. The articulation officer coordinates the Transfer Center and is assisted by an adjunct counselor who works with transfer and evaluation.

One adjunct is funded through basic skills

to create an individual education plan for basic skills students, review and explain assessment scores and placement impact, and refers students to targeted support services on campus. Another grant-funded adjunct worked with nursing students to address their special targeted needs; however, the grant that funded this position expired.

Counseling has other adjuncts that primarily provide generalized counseling support with advisement, prerequisite checks and follow up counseling activities. One full-time counselor and several adjunct counselors also are assigned hours to provide general counseling services at the Palmdale Center.

Divisions outside of Counseling and Matriculation have counselors and educational advisors that address specialized counseling needs. For example, the Office for Students with Disabilities employs one full-time counselor and one educational advisor who collaborate with the staffs in the Learning Center and Assessment Center, and with the counselors in other Student Services programs. The counselor and advisor specialize in assisting students with access issues, goal setting, priority registration, development of education plans, course selection, assistive technology, becoming aware of their disabilities, and understanding their accommodations. One full-time academic advisor works with the Physical Education Division to advise student athletes and follow up on athletic eligibility; however, the academic advisor also routinely trains and meets with generalized counselors in Student Services.

CalWORKs has one full-time educational advisor and four adjunct counselors who meet and work collaboratively with other

Student Services programs that provide counseling and advisement. The advisors and counselors assist students with required paperwork, serve as liaisons with county agencies, refer students to Job Placement, and provide special assistance with priority registration, child care, book vouchers, and financial aid. Utilizing a case management approach, counselors monitor student progress to ensure that students are compliant with program regulations, assist with financial aid, and make referrals to other agencies for additional support and intervention.

Counselors seek to assist students in creating or revising education plans, reviewing assessment scores and their impact on course selection, developing plans for degree/certificate completion or transfer, and personal problem resolution. Students who need to develop an improved set of study strategies, need additional study skills, or are on academic probation are referred to an appropriate Human Development class and/or to the Learning Center. Students who return after dismissal, are on academic probation, or are on appeal for exceeding basic skills limitations, are required to see counselors for specialized support, workshops, or guidance. The online level one probation workshop was implemented in spring 2010 to inform students about how to be removed from probation and receive additional services.[10]

Counselors participate in the development of program specific Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), curriculum development, course revisions, and program review. Since the 2004 Accreditation Self Study, a group of faculty from Counseling have rewritten the online orientation and test in English and Spanish, added to the

variety of Human Development classes, including online Human Development courses. In 2008-2009, general counselors participated in the high school counselor peer mentor program where college counselors are assigned to collaborate with high school counselors in the service area. The goal of the Peer Mentor Program is to provide a first point of contact to head counselors for improved service integration and coordination.

A Matriculation counselor conducts matriculation research, makes in-class presentations, updates the Student Handbook, reviews student success and persistence data and has created an online matriculation presentation, especially for online students. The matriculation counselor reports pertinent matriculation information to each weekly counseling meeting, the Academic Senate, and SPBC meetings.

Counselors dialogue with others on campus about the critical needs of students in their respective areas and disseminate ideas and information to their instructional colleagues primarily by serving on committees on campus. For example, as a member of the Basic Skills Committee, a counselor participates in the development of action plans and the evaluation of annual funding requests. Two counselors and one technical analyst serve on the SLO Committee where SLOs and PLOs, and their relative assessment strategies are reviewed, discussed, and approved. Counselors bring back information and training opportunities from the committees to their respective programs and services within Student Services. Counselors are also a part of the dialogue and dissemination of information at the Academic Policies & Procedures Committee, the Academic Senate, the Student Success & Equity Committee, the Enrollment Management

Committee, as well as the Matriculation Committee. A counselor chairs the Transfer Center Advisory Committee, while others serve as members of the following advisory groups:

- EOP&S Advisory Committee
- OSD Advisory Committee
- CalWORKs Advisory Committee
- Veterans Advisory Committee

A counselor is also part of the Financial Aid Appeals Committee.

Counselors and educational advisors from programs within Student Services are in contact on an as need basis with learning specialists and tutorial specialists in the Learning Center. Referrals are made directly for academic support and study skills enhancement as well as for tutoring and supplemental instruction. Learning specialists work with counselors throughout Student Services and request assistance and referral recommendations for students dealing with personal and psychological issues in order to help mitigate academic distress. Learning specialists collaborate with counselors and other staff on financial aid, assessment, advisement and basic skills support issues as well.

The vice president of student services meets with the student services deans to convey information, protocols, and procedures relevant to the area; discuss common issues and initiatives across programs; and plan, coordinate, and schedule activities and training for the faculty and staff in student services. The deans in student services also meet with the instructional deans on an as need basis to share concerns, discuss issues, and plan coordinated efforts on such issues as: prerequi-

sites, corequisites, limitation on enrollment, implementation of new registration processes, enrollment of late start classes, and Palmdale campus expansion. The deans who supervise counselors and educational advisors meet weekly with program directors and other staff to share information and coordinate plans for staff time and resources. These meetings provide an opportunity to coordinate and integrate efforts that may provide more support and address a student's need.

The dean of counseling and matriculation meets weekly with program directors and counselors from Counseling, the Office for Students with Disabilities, CalWORKs, EOP&S/CARE, and Athletics to coordinate counseling services and discuss weekly updates and evaluation of services. Training and evaluation of all counselors is a collaborative effort across all counseling programs to ensure quality and uniformity in delivery of services. Tenured counselors from counseling serve as mentors for new counselors in the tenure review process.

Adjunct faculty training sessions[41] are held monthly for counselors, with a full-time counselor from the Counseling and Matriculation division leading the training sessions. During the training, adjunct counselors are given instruction on the appropriate creation of a student education plan in accordance with Title 5, and are provided with curriculum updates, changes, and additions to programmatic offerings. Once a month, guest speakers from other areas on campus are invited to the weekly counseling meetings to update and inform counselors of upcoming program changes or updates and their potential impact on counseling. In addition to curricular changes and specific counseling and advisement issues, counseling

support for distance education, online instruction, articulation and evaluation of transfer credit, e-counseling, and grant funded professional development and training opportunities are also discussed. Counselors attend training sessions coordinated by the University of California and California State University Systems for admissions transfer and updates. An online Counselor's Manual[42] documents changes, training updates and access to policies and procedures. The Counselor's Manual is located at http://code.google.com/p/avccounselorsmanual/downloads/list. Training is also provided to support and enhance counselor effectiveness through the use of technology. This training includes the use of Banner and Banner upgrades, SARS Grid, online counseling web protocol and support, myAVC, and Extender.Training on new technologies is also scheduled for DegreeWorks as it is implemented over the next three years.

The Student Transfer and Retention (STAR) program manager shares updates on plans and new activities for students to avoid duplication of services at weekly meetings for counselors, at the Categorical Directors meetings, and through email. The STAR counselor is also part of the communication network with other campus counselors.

Self Evaluation
All programs where counseling is a component have conducted program reviews, and all categorical programs have conducted additional program reviews for a Technical Assistance Team review by the Chancellor's Office which took place in spring 2009. Peer teams have previously reviewed the program review work of all programs involving counseling and Extended Opportunity Program & Services and Student Transfer and Retention, which are in progress as of spring 2010.

In its program review, the Counseling Department[23] indicated it used student surveys to evaluate appropriateness, adequacy and effectiveness of its support for student learning. While the student surveys in 2001 and 2007 conducted for program review indicate high student satisfaction with the department's services, the peer review team for program review indicated "there is clearly a need to solicit greater input from students and increase the number of students involved in the survey to more clearly reflect the overall student population." Only 152 students responded to the 2007 survey.

The following table shows the number of students completing initial counseling appointments through Counseling at the college and for graduating seniors at local feeder high schools. The data suggests that the demand for counseling appointments is on an upward trend.

Counseling Appointments Attended by Students			
Academic Year	2005-2006	2006-2007	2007-2008
Completed at AVC	8,739	11,227	12,745
Completed at High School	645	571	508

As shown in the following table, the number of students completing follow up counseling appointments over a three-year period has increased from 1,850 in 2005-2006 to 6,215 in 2007-2008.

Students Completing Follow-Up Counseling			
Academic Year	2005-2006	2006-2007	2007-2008
Completed Follow-Up	1,850	4,654	6,215

As revealed in the Student Services Program Review and Technical Assistance Site Visit report,[24] the completion rate for counseling and advisement for CalWORKs students over three years from 2004-2007 was 66.7 percent in 2004-2005; 69.7 percent in 2005-2006; and 86.3 percent in 2006-2007. The completion rate for counseling and advisement in the Office for Students with Disabilities, compared to the overall student population from 2004-2007, was not as significant (33.7 percent versus 23.3 percent). However, the completion rate for counseling and advisement in EOP&S/ CARE averaged 61.5 percent for EOP&S and 73.0 percent for CARE over a three year period from 2004-2007, as compared to the average completion rate of 23.3 percent for other Antelope Valley College students in the same three years. The data shows an upward trend in completion rates ranging from 55.1 percent in EOP&S and 66.8 percent in CARE in 2004-2005 to 70.0 percent and 84.7 percent respectively in 2006-2007.

Based on student feedback and counseling faculty assessment of student needs through one-on-one appointments, probation workshops, dismissal workshops and basic skills intervention sessions, the Counseling Department developed three additional Human Development classes in 2007-2008:

- HD 198 A, Assertiveness Training

- HD 198 C, Choosing a Career, Selecting a Major, and Developing an Educational Plan

- HD 198 O, Orientation

Faculty developed Student Learning Outcomes for the courses which were reviewed and approved by the Student Learning Outcomes Committee.[33] The 2008 program review recommended that the Counseling department continue to expand the number of Human Development courses offered online and develop alternative delivery systems that would increase student access and enrollment. In response, counseling revised the existing online Orientation to provide more information to students, devised an online test to measure students' learning about orientation, and created an online version of the Human Development course HD 198 O.

The need for expanded space to provide confidentiality for counselors and students, as well as expanded assessment facilities to accommodate placement testing, was noted in the counseling program review and confirmed by the peer team.[23] Since the program review in 2008, Counseling has expanded its space and increased confidentiality for its

counselors through a move in spring 2009 into the space previously occupied by Office for Students with Disabilities. In fall 2008 the Assessment Center moved into its newly expanded facility with overflow space allocated for peak testing times. The expansion permitted the Assessment Center to handle a daily average of 142 students from May 2009 through August 2009, and handle a 28 percent increase in testing leading up to fall 2009 semester. This increase suggests that matriculation efforts to increase the number of students who test and are placed accordingly may be having an impact.

Planning Agenda
None.

II.B.3.d The institution designs and maintains appropriate programs, practices, and services that enhance student understanding and appreciation of diversity.

Descriptive Summary
Antelope Valley College is committed to diversity and maintaining appropriate programs, practices, and services that enhance student understanding and appreciation of diversity. The college enhances student understanding and appreciation for diversity through activities that highlight diversity, specialized programming for diverse populations, and outreach efforts to those who traditionally do not attend college in high numbers. Campus events such as Chinese New Year, Cinco de Mayo, Dias de Los Muertos, Martin Luther King Jr. Celebration, Cesar Chavez Day, Asian Pacific Heritage Celebration, Native American Heritage, and Hispanic Heritage Celebration occur throughout the year to help individuals celebrate diversity and grow in their un-

derstanding of other cultures. Furthermore, required training for tutors and peer mentors, along with specific course offerings such as the following support diversity:

- ANTH 112 – Native North Americans

- BUS 212 – Women in Organizations

- COMM – Communications Arts Courses

  - 114 The Art of Storytelling
  - 217 Gender and Communication
  - 219 Intercultural Communication

- ECON 110 – Economics of the Underclass

- ENGL – English Courses

  - 250 Cross Cultural Literature in America
  - 252 African American Literature 1746-1930
  - 253 African American Literature 1930-present
  - 256 Chicano Literature
  - 257 Native-American Literature
  - 259 Images of Women in Literature

- FTV – Film and Television Courses

  - 201 Intercultural and Women's Film
  - 203 African American Cinema

- HE 201 – Women's Health Issues

- HIST – History Courses

  - 110 African American History 1450-1877
  - 111 African American History 1877-Present

- ♦ 113 Women in American History
- MGT 212 – Managerial Responsibilities to Minorities and Special Groups
- MUSC 107 – History of Women in Rock Music
- POLS 202 – Ethnic Politics in America
- PSY – Psychology Courses
  - ♦ 211 Introduction to Chicano/Latino Psychology
  - ♦ 215 Psychology of Prejudice
- SOC – Sociology Courses
  - ♦ 105 The Mexican American in Contemporary Society
  - ♦ 110 Ethnic Relations
- THA 239 – Intercultural and Women's Theater

The courses are designed to satisfy the college's diversity requirement, which is to deal, in depth, with nondominant groups in the State of California and the United States. Issues of racism and sexism are explicitly covered.

Self Evaluation

The Student Development and College Activities Office offers events such as HIV/AIDS Awareness, Coming Out Day, Francophone Festival, Museum of Tolerance trips, Tolerance Week, and Holocaust Remembrance Day activities where educational and cultural themes are combined to expand awareness for all campus groups. ESL classes enhance the classroom experience with events and activities where native cultures are shared with other students and the campus community during Cultural Days. The STAR program, a federally funded program for first

generation, underrepresented, educationally disadvantaged students also provides field trips and cultural events such as trips to the Museum of Tolerance.

The targeted programs and services provided through EOP&S, the Office for Students with Disabilities and CalWORKs support and serve a diverse population of students. Recently, program staff examined students with respect to age, gender, and ethnicity in their respective reports for the categorical program reviews in spring 2009. While program data indicated that proportionally each area serves more African American students than the overall college, each program is working to increase access for Hispanic students, a growing population at the college and in the overall community. While Counseling and Matriculation services are provided campus wide to a diverse group of students, data from program review indicates that this program sees proportionately more African Americans for follow up services than other ethnic groups.[43]

Antelope Valley College has been awarded two Title V Hispanic—Serving Institutional Grants[44] that initially focused on assisting disadvantaged youth in part through increasing exposure to information about how a college education can expand opportunities and make a difference in lives. A second grant focused on improving services and programming for basic skills students. *I'm Going to College*, *College Making It Happen,* i*Can* and a summer bridge program were some of the outreach activities made possible through the grant. Additionally, a Hispanic counselor was added to the Transfer Center staff, and she works with Outreach staff to serve potential students at the local feeder high schools and surrounding communities.

Financial Aid, Job Placement, and Athletic advising also work closely with a diverse group of students to ensure they have the necessary financial assistance, jobs, and specialized support services required to be successful in college. For example, in an effort to provide quick access to job opportunities, Job Placement has increased the number of recruitments and/or job fairs with local and regional employers who may be expanding in the community. Newly implemented technology, College Central Network (CCN), which provides quick access to job postings and openings for students, and alumni, as well as allowing employers to post 24 hours a day seven days a week.

The Student Success & Equity Committee members annually review data[43] on access, course completion, grades, persistence, and retention by courses in ESL, reading, English, math, transfer, and graduation. With assistance from Department of Institutional Research and Planning, performance is examined by ethnicity, age, gender, and disability. The results are distributed and communicated through presentations to other committees such as the Strategic Planning & Budget Council, Enrollment Management Committee, Basic Skills Committee, Matriculation Committee, and through Faculty Professional Development Program activities, and as informative reports to the Board of Trustees so new strategies can be developed to address poor academic performance issues. The data is also communicated to the categorical programs and Learning Center to help identify emerging learning support needs, the continuing need for targeted follow up support and the improvement of existing services.

A successful program that enhances opportunities for students which is in collaboration with Antelope Valley High School District, which extends opportunity to diverse backgrounds is the Student On the Academic Rise (SOAR) high school program. It recruits students throughout the Antelope Valley and is located on the college campus. Students in the SOAR program come from geographically far reaching areas of the community, and from diverse socioeconomic levels, as well as represent both genders and multiple ethnicities. Students that participate in the high school program are able in five years to obtain their high school diploma and an associate degree.[45]

Planning Agenda
None.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary
Each year the Admissions and Records Department of Enrollment Services reviews its admissions instrument and analyzes data collected from the applications to determine if the information meets California Community College Chancellor's Office standards, new MIS data elements, and college data needs.

Assessment testing is reviewed annually for compliance with the Chancellor's list of approved testing instruments. Cut scores are reviewed and discussed at Assessment Committee meetings to ensure appropriate placement in classes, and validation studies occur on a three-year rotating cycle to minimize biases and for monitoring assessments in math, English, and reading.

Antelope Valley College uses CCCApply as its primary admissions instrument. The CCCApply online application is sponsored by the Chancellor's Office and enables Antelope Valley College to collect basic demographic data about students, including state-mandated residency information, Directory Information, MIS reporting, and data for Integrated Postsecondary Education Data System reporting. Antelope Valley College also uses the ACT Compass assessment test instrument, a computer-adaptive college placement system for evaluating student skill development in the areas of reading comprehension, English composition, and mathematics, as well as English language proficiency for non-native English students (ESL). The ACT Compass assessment test is an assessment instrument approved by the California Community College Chancellor's Office. As outlined in the California Community College Chancellor's Office guidelines entitled *Standards, Policies and Procedures for the Self Evaluation of Assessment Instruments Used in the California Community Colleges (4th Edition, Revised March 2001)*, "second party test developers must provide documentation addressing freedom from cultural/linguistic bias, insensitivity and offensiveness" as part of the process of becoming an approved assessment instrument for the California Community Colleges. Faculty and college personnel review the test item development procedures provided by the test provider.

Self Evaluation
The Assessment Center and the Department of Institutional Research and Planning evaluate disproportionate impact. The most recent validity study published in August 2009 found that the Compass assessment was placing students accurately without disproportionate impact. This finding was consistent with the 2006 disproportionate impact studies conducted in May 2006.

In accordance with the college's commitment to monitor test instruments every three years, faculty ratings were used to assess the consequential validity of the placement tests in 2009. Using the Chancellor's Office recommended 75 percent level in the Standards for Test Validations, and based on data provided by Department of Institutional Research and Planning, faculty believed that the students were adequately prepared and thus appropriately placed. The lowest percentage placed into 'Prepared" or 'Over-Prepared' occurred in ENGL 099, but the 78.6 percent level was still above the 75 percent recommended level. In 2006, consultant Dr. Ron Gordon of Gordon Associates was hired to conduct assessment validity research.[46] As a result of the assessment validity research, adjustments were made to the cut scores.

After campus wide discussions occurred on the results of the assessment validity research, conducted by Gordon Associates, a consensus was reached about multiple measures criteria. The consensus was that the minimal effect of each measure, used collectively in a multiple measures system, would help clarify placement decisions. Consequently, in July 2006, Antelope Valley College began administering a modified version of the previous multiple measures model.

Planning Agenda
None.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary
Under the guidelines of Board Policies and Administrative Procedures, Antelope Valley College maintains student records permanently, securely, and confidentially, with provisions for secure backup of all electronic files. Antelope Valley College also publishes and follows established policies for release of student records.

Faculty, staff, and student employees who handle files containing grades, financial data of students or their parents, counseling information, assessment scores, discipline records, and testing or other sensitive information are required to comply with board policy and Federal Educational Rights and Privacy Act (FERPA) standards for access and privacy. Access by anyone to confidential information is on a need to know basis.

Board Policy 5040 Student Records, Directory Information, and Privacy[47] states with regard to student records, directory information, and privacy, "the Dean of Enrollment Services shall assure that student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records." Furthermore, BP 5040 Student Records, Directory Information, and Privacy states,[47] "No District representative shall release the contents of a student record to any member of the public without the prior written consent of the student, other than directory information as defined in this policy and information sought pursuant to a court order or lawfully issued subpoena, or as otherwise authorized by applicable federal and state laws."

Administrative procedure (AP) 5040 Student Records, Directory Information, and Privacy provides specific procedures as to the release of student records. To ensure student privacy, AP 5040 Student Records, Directory Information, and Privacy provides that "no instructor, official, employee, or governing board member shall authorize access to student records to any person" except through judicial order or subpoena; for an investigation of terrorism; for a legitimate educational interest on the part of district officials or employees; for an authorized audit by state or federal representatives; for transfer to other educational institutions where the student intends to enroll or is directed to enroll; for financial aid purposes; for the health and safety of student or others; for research study purposes as delineated in the procedure; or for military recruitment purposes.

A student's right to privacy is published in the college catalog. According to the catalog, the "Family Educational Rights and Privacy Act of 1974 as amended requires that educational institutions provide the student access to official education records and an opportunity for a hearing if such records are inaccurate, misleading, or otherwise inappropriate. In addition, the college must obtain the written consent of the student before releasing information about the student with the exception of those persons or agencies specified in this act."

Antelope Valley College is also required to maintain for each student record, a list of all persons, agencies, or organizations

requesting or receiving information from their record, along with a description of the requestor's legitimate interests. Administrative Procedure 5045 Student Records – Challenging Content and Access Log[48] requires that student written consent for access to records be kept permanently with the record file.

All discipline records held by the vice president of student services are maintained with the same degree of confidentiality and respect for privacy as academic records and financial aid records. Discipline records are maintained in locked offices and files, and access is limited in compliance with BP 5040, AP 5040 and AP 5045.

Student records maintained by Enrollment Services and Counseling and Matriculation are secured against fire and theft by being placed in a fireproof vault. Student records not kept in the vault are secured in locked file cabinets. Employee access to electronic student records is monitored and only those employees with enabled network accounts are permitted access. Handling of grades or financial aid information is monitored at the departmental level by program managers and written consent or subpoena is required for release of grades in accordance with Board Policy and Administrative Procedure. Enrollment Services, and other areas in Student Services where private student information is critical to the department's mission, adhere to the Family Educational Rights and Privacy Act of 1974 (FERPA) Updates on FERPA guidelines are an integral part of ongoing training for staff and student workers for these programs and occur at staff meetings and scheduled training. In March 2009, Student Services purchased a webinar from Progressive Business Conferences entitled, "Major

Changes to FERPA Take Effect: Is Your School in Compliance? Staff members from across Student Services attended the webinar and Enrollment Services made a copy of the presentation available on CD for those that could not attend the presentation. Required student worker training recently conducted by Job Placement on January 27 and February 1, 2010, with the assistance of the dean of enrollment services, featured a segment on maintaining confidentiality with student information and computerized records and access.

Student Services is in the process of converting student paper records into digital format. Financial Aid was the first department in Student Services to image its paper financial records using Hersey technology. Enrollment Services began imaging paper transcripts that were stored in a fireproof vault using Banner Extender in November 2008. Enrollment Services continues to image incoming transcripts and other Class 1 documents including faculty drops, census and attendance and grades. The documents are converted to electronic format using a document imaging software application, Banner Extender, purchased through matriculation funding and backup protocols are in place to safeguard loss of data. The fireproof vault and fire-resistant facility ensure the safety of course grades that await imaging. Computerized records, including imaged records are backed up by ITS on a nightly basis. Student counseling files with copies of student education plans are also maintained in the fireproof vault located in Counseling and Matriculation. They will also be integrated into computerized DegreeWorks student education plans over the next three years (2010-2013), during the DegreeWorks implementation. Locked file cabinets maintain the confidentiality of other records

throughout Student Services.

Information Technology Services (ITS) supports Enrollment Services, Financial Aid, Counseling, CalWORKs, the Office for Students with Disabilities, and other areas of Student Services where electronic records containing confidential information are vital to departmental missions. Information Technology Services ensures that backups of all electronic files are conducted and that provisions are in place for recovery of records if required**.** Disk-to-disk and disk-to-tape backups are performed nightly and a full weekly backup is performed on Sunday night. Information Technology Services maintains a secure firewall for the Management Information System, and appropriate system security protocols are used for backup and security maintenance of servers that house Banner databases.

Self Evaluation
The college maintains student records permanently, securely, and confidentially. Many of the academic records including transfer transcripts, grades and attendance and Counseling records are stored in the fire proof vault. Day to day and back up Banner student records and Banner imaged records are maintained according to the schedule contained in a document called, Banner Security which is maintained by ITS. To further support secure and confidential records, employees of the college are required to acknowledge their responsibility to protect the confidentiality of student records when they provide their signature on the computer access form prior to receiving access to student records. Employees also acknowledge that sanctions may be imposed ranging from warning, restriction of use, dismissal, or legal action against them if they fail to adhere to the computer access policies. In the past few years, there have been a few violations brought to the attention of the ITS director. Those violations were shared at the Banner Student Team meeting and swift action was taken. In one case, the ITS director restricted an employee's access and in the other case, a campus wide email was sent to all employees to reinforce the security and confidentiality of records by insisting that passwords remain confidential. Since the last self study, the campus hired a Security Systems Administrator in order to ensure that the campus computing system remains secure.

Planning Agenda
None.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Self Evaluation of these services provides evidence that they contribute to the achievement of student learning.

Descriptive Summary
Antelope Valley College evaluates student support services to assure their adequacy in meeting identified student needs and documents the program review self evaluation of the services provided to show evidence that the services contribute to the achievement of student learning. Student Services programs undergo assessment for improvement on a periodic basis, which includes: (1) a program review; with peer team review, that is conducted on a four-year cycle; (2) a categorical program review, the most recent having been conducted in 2008-2009 by the Chancellor's Office; and (3) input into an annual report of program achievements presented by the superintendent/president to the Board.

The systematic program review process[25] used by the college requires each program to evaluate itself in the following areas: Curriculum; Student Support and Development; Program and Student Learning Outcomes; Personnel and Support Services; Facilities, Equipment, and Technology; Fiscal Support; Community Outreach and Program Awareness; and state and federal compliance. The review requires each program to assess its effectiveness in meeting student needs and providing evidence of how results are leading to program improvement.

Self Evaluation

Each program in Student Services has written a program mission statement that aligns with the Student Services mission statement and is consistent with the college mission. Program mission statements are reviewed annually and modified as appropriate. In support of the program mission statements, each program has identified Student Learning Outcomes and submitted them to the Student Learning Outcomes Committee for review and approval. Each program in Student Services has completed at least one cycle of assessment and Financial Aid has completed two. The process of placing student learning outcomes assessment results into WEAVE Online software is ongoing.

In 2008-2009, Student Services programs began developing Program Learning Outcomes and assessments. All programs have submitted their Program Learning Outcomes[49] to the vice president for review and final review by the Student Learning Outcomes Committee. Assessment of Program Learning Outcomes is ongoing and is currently in progress.

The categorical programs, the Office for Students with Disabilities, EOP&S, Cal-

WORKs and Matriculation, recently participated in a site visit/self assessment in accordance with the Chancellor's Office requirement for program review. The categorical self study was conducted in 2008, with the final report submitted to the Chancellor's Office in October 2008.[26] A Technical Assistance Site Visit followed in April 2009. The categorical programs collected and reviewed data about services in preparation of the Technical Assistance Site Visit and compared the performance of categorical program students to the overall Antelope Valley College student population. The Technical Assistance Site Visit team provided a brief verbal exit report of their findings and indicated that no compliance issues were sited in any of the programs. They further reported that the programs appeared to be effective in meeting the identified needs of categorical students.

Programs within Student Services are using program review and annual updates to determine priorities, plan new initiatives, and alter and improve services for students. One example is the expansion of space to meet staffing needs in the Office for Students with Disabilities. A self-assessment revealed that increased space was required to meet the needs of disabled students for a quiet, well monitored testing area that was not cramped. The college was able to place the Office for Students with Disabilities and the Assessment Center in an adjacent new modular space, whereby the Assessment Center could provide the Office for Students with Disabilities accommodations for group and individual testing, and still meet the needs of incoming students who required assessment. The Assessment Center was able to maximize the use of the testing accommodations space for overflow during summers and between semesters when

the need for assessment testing reaches its peak. When not in peak testing periods, the Office for Students with Disabilities uses the testing accommodations space throughout the semester for group testing.

Counseling and Matriculation, the Veterans Program, and Enrollment Services cited other space issues that manifested in program reviews. The move of the Office for Students with Disabilities and the Assessment Center programs to modular space provided additional back office space for Enrollment Services, where imaging could be conducted and the Veterans Program could obtain a more identifiable space; a need noted in the Veterans program review. Counseling and Matriculation was able to move full-time and adjunct counselors into private conferencing space based on a critical need identified in its program review. Furthermore, the Counseling and Matriculation Division was able to create a small conference room for group counseling in response to student feedback for more probation workshops at more times during the day. CalWORKs and Financial Aid also identified space needs in their self-assessment. CalWORKs was able to convert a vacated dean's office to a space for group workshops and conferences that address identified student needs. CalWORKs also converted an administrative assistant's space to support staff space.

Extended Opportunity Program & Services also identified, in its program review and Student Learning Outcome assessments, a need for new policies to ensure that students were completing the three mandated counseling appointments each semester. In response, the faculty in concert with the EOP&S director, developed and implemented the Program Monitor Self Evaluation[50] to hold students

more accountable for meeting the mandatory counseling appointment requirement. An explanation of the Program Monitor Self Evaluation was provided at orientation and students were reminded by their counselors of the policy throughout the semester. Grants were denied in the subsequent semester to any student who did not meet the new standard. Preliminary results of compliance were tabulated by program staff and were incorporated into the program review. The results indicate that the Program Monitor Self Evaluation is increasing compliance with meeting the mandatory counseling requirement by 20 percent and students are receiving the follow up they need to be successful.

Other programs in Student Services are also involved in the assessment of student learning outcomes and program review and are making program revisions as needed. For example, Job Placement has added an online job placement service, College Central Network, to increase accessibility to job openings for students, and alumni, as well as added an online orientation for all campus based student workers. Financial Aid has introduced the Higher One card to get funding more readily to students, as well as to reduce mailing costs. To assist in achieving its Student Learning Outcomes, CalWORKs transitioned to a counseling/case management system with the intent of developing stronger relationships with students, and preliminary results gathered in program review indicate that this approach is meeting identified student needs.

The Counseling and Matriculation Division has increased its research efforts as a result of the matriculation research initiated for the Technical Assistance Site Visit report. The matriculation counselor is adding in-class presentations to inform

students about matriculation, to explain the order of priority registration, to encourage students to complete the four matriculation components, and to explain the online registration appointments process. Matriculation is also evaluating the use of "Probability Based Advising Sheet"[51] of course success results. The course success research was extracted from matriculation research conducted by the Department of Institutional Research and Planning and the matriculation counselor. The Counseling and Matriculation Division has also launched longitudinal research to determine the degree to which students are following their educational plans over time.

Planning Agenda
None.

Standard II.B.—Student Support Services Reference Citations

1—BP 1200: The District Mission

2—Educational Master Plan: www.avc.edu/aboutavc/planning.html

3—Student Services Goals

4—Student Services public webpage: www.avc.edu/studentservices/

5—Student Services Advisory Committee list

6—AVC Counselor Mentors to AV High School list

7—Accreditation Self Study Survey

8—Student Services Programs Survey

9—Counseling Online Orientation— English—www.avc.edu/orientation/index.php Spanish—www.avc.edu/espanol/orientation

10—Academic Probation Online Workshop (Initial) www.avc.edu/studentservices/counseling/probworkshop

11—Student Services Student Learning Outcomes

12—Admission Records Online Application: www.cccapply.org/applications/CCCApply/apply/Antelope_Valley_College.html

13—Online Counseling: www.avc.edu/studentservices/counseling/services.html

14—Educational Master Plan Guiding Principles, page 10

15—Schedule of Classes: www.avc.edu/information/schedule/

16—2009 AVC Fact Book

17—Assessment Online: www.avc.edu/studentservices/assess

18—2011-2012 College Catalog: www.avc.edu/information/catalog/

19—Job Placement Center Central Network

20—2010 ITS Survey

21—Financial Aid: www.avc.edu/studentservices/finaid/

22—www.avc.edu

23—Program Review Summaries: www.avc.edu/administration/organizations/senate/programreview.html

24—Chancellor's Office Technical Review Team Oral Visit '*Note*'

25—Student Services Program Review Reports and Peer Team Reports: www.avc.edu/administration/organizations/senate/programreview.html

26—2008 Self Evaluation Reports— Student Services and Special Programs Division: www.avc.edu/administration/organizations/senate/programreview.html

27—HD 198O COR

28—Matriculation—Research Project list

29—Counselor's weekly meeting minutes

30—January 10, 2010 Enrollment Services Department and Student Development and Services meeting

31—January 2010 Counseling Division Retreat Meeting minutes

Standard II.C.: Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

Antelope Valley College supports the quality of its instructional programs by providing library and other learning support services through three primary areas. The three areas include: 1) the Library, 2) the Learning Center, and 3) the Instructional Multimedia Center.

Library – The Library is located in the center of the Lancaster campus and includes a reference desk, circulation desk, reserve materials desk, photocopy rooms, microfiche reader/printers, a computer print station, study tables and carrels, as well as group study rooms. Other rooms include a smart classroom, instruction room/computer lab, and faculty/staff reading room.

The Library collection includes print and e-book collections, as well as a reserve textbook collection. The main book collection includes 49,833[1] print books, 8,842 e-books,[2] 393 volumes of bound periodicals,[3] and 31 current print periodical subscriptions.[4] The Library's collection also includes approximately 11,350[5] pamphlets, an art print file, and a map file. Available 24/7, electronic periodical subscriptions and e-books provide the library with some 39 individual databases encompassing periodical articles, encyclopedias, statistical data, newspapers, and e-books. E-books and online periodical databases offer remote access to students who are unable to come to campus. Email reference, online book renewal services, and interlibrary loan services are also available.

The recent acquisition of 8,842 e-books, an e-reference book collection, and on-site reserve textbooks has improved access to research materials for students at the Palmdale Center, as well as distance education students. All students, including students at the Palmdale Center, have access to periodicals, research guides, the online catalog, and online subscription databases via the Library's website. Palmdale Center students may access these resources by using the computer lab at the Center.

The Library has twelve research computers. These computers provide access to the library catalog, databases, Internet, as well as readers for MS Word, Excel and PowerPoint. None of the Library com-

puters have the full versions of Word, Excel or PowerPoint. If students need to do word processing there are several open labs in the Business Education building which offer full versions of these programs.

Information competency is a significant part of the Library's mission. Various modes and instructional venues are offered to meet the needs of a wide variety of learning styles. Librarians offer in-class research methods workshops, individual instruction at the reference desk, drop-in workshops, and credit courses in Internet searching, information literacy, research skills, and Work Experience classes.

The Library has four full-time faculty positions, a Reference/Electronic Resources Librarian, Reference/Instructional Services Librarian, Information Competency Librarian, and a Reference/System Administration Librarian. The last position is currently frozen. From 1988 through 2008 the Library had a 12-month Head Librarian position. This position was eliminated in spring of 2008 when the Head Librarian retired and replaced in fall of 2008 by the ten month Reference/Instructional Services Librarian. There are six classified positions: three Library Technicians, a Library Technical Analyst, and two Library Assistants. The Library Technical Analyst position is currently frozen.

Services to Palmdale began in 2007. A collection of reserve textbooks became available to students at the Palmdale Center in April of 2009. A new e-book collection provides 8,842 full text e-books to students at Palmdale and Lancaster 24/7. An e-book reference collection was added to the Library's collection in spring 2009. This collection should facilitate reference

service at Palmdale and provide students with much needed reference books. In addition, students have the option of searching the catalog for materials held only at the Palmdale Center, or Palmdale/Lancaster combined.

In the 2009 spring semester, the Library offered Palmdale students access to the Course Reserve Collection, approximately 24-30 hours per week, and on site reference services by a faculty librarian, approximately five hours per week, at the Palmdale Center. However, the following semester, fall 2009, both services were suspended due to construction and other timetable setbacks to the remodel of the Palmdale facilities. During that time one faculty librarian continued to offer in-class research methods workshops as requested by faculty. Services resumed in spring 2010. A more stable schedule mirroring spring 2009 was adopted increasing faculty librarian hours from eight to ten hours to match the increased course offerings at the Palmdale Center.

The Library offers credit classes in information literacy and research skills, research methods workshops designed to support current curriculum, reference assistance via email, in person, or by phone, online tutorials, research guides, and other instructional materials when appropriate.

The Library maintains a home page within the college website. This page is structured as a gateway to various Library services. A link to the Library on the college home page was made in fall 2009. The 2010 Accreditation Self Study Survey indicated that 60.2 percent of faculty and 58.4 percent of students had used the Library website. As the survey and the link were done at roughly the same time, it may be difficult to evaluate what effect

the Library link on the college webpage has had on usage of the Library home page. As of spring 2010 the college webmaster provides statistics showing the number of hits the Library website receives. At this time statistics on how many hits the Library link on the college webpage receives are not available. In spring 2010 the Library added the social networking tools Face Book and Twitter to its website. Statistics derived from these tools will be used to assess usage patterns for both in fall 2010.

Learning Center – The Learning Center is a one stop facility designed to support classroom instruction by providing assistance to students with a variety of services aimed at promoting success in college and life long learning. It consists of an array of multiple academic and learning support services and areas to help students succeed. The area of services include: Academic Skills Center, Reading Center, Writing Center, ESL Study Center, Math Center, General Tutoring and Supplemental Instruction, and the Computer/Media Check-In area. Each service area of the Learning Center is well staffed with one full-time and three adjunct learning specialists at the Academic Skills Center; two adjunct learning specialists and a tutorial specialists at the Reading Center; one full-time and two adjunct learning specialists and a tutorial specialist at the Writing Center and ESL Study Center; one full-time, one adjunct learning specialists and a tutorial specialist at the Math Center; one full-time learning specialist (same learning specialist assigned at the Academic Skills Center) and a tutorial specialist in General Tutoring and Supplemental Instruction. Tutorial specialists in the Reading Center and Writing Center currently share responsibility in overseeing the operations of the Learning

Center Front Desk/Computer/Media Check-In. Student tutors and desk assistants within each area also help provide services to students who utilize the Learning Center. The director of Basic Skills and Title V activities assists in overseeing the daily operations of the Learning Center.

Planning documents used by the Learning Center for strategic planning and data driven decision making include the Educational Master Plan, the Student Equity Plan, the Basic Skills Plan, and the Enrollment Management Plan, along with the Learning Center program review.

The Learning Center offers student oriented tutoring with emphasis on one-to-one and small group tutoring. The Learning Center's tutorial program is certified by the College Reading and Learning Association and uses standards established by the Council for the Advancement of Standards' (CAS) for the evaluation of learning centers. A rubric for the standards was developed by an Antelope Valley College Academic Skills Specialist and was approved for use by the Council for the Advancement of Standards at their October 2008 meeting in Washington D.C. In addition, the Learning Center also offers directed learning activities; one-on-one meetings with a learning specialist to assess and identify students' learning needs and develop improvement plans; instructor led workshops on earning strategies, study skills,[6] as well as writing, ESL, and Math topics, and sessions; and tutor training programs for Learning Center tutors. The services and workshops are designed to reinforce course content and to emphasize good study habits.[7]

Title 5 section §58170 (c) requires that students be referred to the Learning Cen-

ter by a faculty member or a counselor. In order to support better record keeping and follow-up with the referring faculty, a new paper referral system is now in place. Referral forms are available online and in the campus mailroom. Students who self-refer, or are referred by a campus staff member or administrator, receive a faculty referral by one of the faculty learning specialists in the Learning Center at the time of service.

To provide a more proactive approach to learning assistance, the Academic Skills Center coordinates intervention strategies with Financial Aid, Probation, Extended Opportunities Programs & Services, Cal WORKS, Disable Student Services, and athletics, as well as classroom faculty through the Early Alert program. This Early Alert program attempts to identify students early in the semester who may be at-risk for failure due to identified problems, such as poor attendance, poor reading comprehension, or poor test-taking or study skills. A link to the Early Alert referral is sent out weekly from the Academic Skills office during the third through sixth weeks of the semester. Faculty identify students with at-risk behaviors and the Academic Skills Center schedules these students for a diagnostic appointment with a learning specialist, tutorial programs, computer assisted instruction, websites, videos, and workshops that students succeed in their coursework. The Academic Skills Center collects data on students referred to Early Alert and shares that information with the Department of Institutional Research and Planning. The Learning Center currently offers the following courses:

- Beginning Tutoring (LAC 100)
- Advanced Tutoring (LAC 200

- Managing Math Anxiety (Math 020)
- Math Study Strategies (Math 021)
- Workshops for the Test for Essential Academic Skills for nursing
- Math for Nursing (LAC 098)
- Dosage Calculation (LAC 099)

Courses that are in the approval process include the following:

- Developing Academic Skills (LAC 065)
- Managing Writing Anxiety (LAC 120)
- Master Tutoring (LAC 299)
- Cross-Age Tutoring (LAC 101)
- Tutoring the Adult Learner (LAC 102)

The Learning Center's tutorial program is certified by the College Reading and Learning Association and uses standards established by the Council for the Advancement of Standards' (CAS) for the evaluation of learning centers.[8] A rubric for the standards was developed by an Antelope Valley College academic skills specialist and was approved for use by the Council for the Advancement of Standards at their October 2008 meeting in Washington D.C.[9]

The Learning Center provides services to students at the Palmdale Center. The Palmdale Learning Center is currently staffed by the same full-time staff as that of the Lancaster campus, and therefore opens for a limited number of hours. Beginning in the spring 2010 semester, the Palmdale Center has dedicated a Learning space and began offering tutoring sessions

to students.

In addressing the needs of our students, the Learning Center faculty and staff are committed to providing a welcoming, friendly, nurturing, and stimulating learning environment that encourages a diverse population of students to become independent and successful lifelong learners. The Learning Center provides an atmosphere that enhances appreciation for learning and inspires confidence and success in students. The Learning Center faculty and staff continue to collaborate and work together in helping provide students with necessary instructional services and support to enhance their quality of education, achievement and success.

Instructional Multimedia Center – The Instructional Multimedia Center supports and assists students and instructional programs by offering media-assisted tutoring, podcasting, and other alternative modes of instruction. The Instructional Multimedia Center provides instructional multimedia resources in multiple formats to assist students in understanding course subject matter, achieve academic goal, learn good study habits, become independent and life long learners, and to help students make their educational experience at Antelope Valley College a success.

The Instructional Multimedia Center provides equipment and multimedia for students, staff, faculty and administrative use. Multimedia and equipment is available to all constituent groups for use in a variety of venues including classrooms, labs, cafeteria, boardroom, and even off-campus.

The Instructional Multimedia Center supports faculty by providing multimedia

technology, properly functioning equipment, a diverse multimedia library, assistance in media production, and a wide variety of graphics. The multimedia collection includes over 6,000 pieces of media that are cataloged for ease of faculty use to support the academic curriculum. The Instructional Multimedia Center coordinator collaborates with faculty in media collection development.

Four small collaborative group study/media rooms provide access to DVD and video media. Three of the rooms seat three to four students each; the fourth seats five to six students. Eleven individual workstation carrels, five with PC computers, five with Mac computers, and one with a TV/video combo unit, are located in the Instructional Multimedia Center lobby and available for student use. All computers have Internet access, CD players, and a printing capability. Access for students with disabilities is available at the entrance, at the carrels, and in the group study/media rooms.

The Instructional Multimedia Center provides access to "smart carts," which allow for portable technology. Each smart cart consists of a Liquid Crystal Digital (LCD) projector, laptop, DVD/VHS combo player, and speakers. Televisions with a VCR/DVD combination are also provided on mobile carts.

The Instructional Multimedia Center provides video production resources for instruction, recruitment and public relations, editing, and other postproduction services. The Instructional Multimedia Center provides camera-ready art for the college catalog, along with printed recruitment and public information materials. The Instructional Multimedia Center also arranges for broadcasting of instruc-

tional television courses to the community over cable television. Additionally, the Instructional Multimedia Center provides mass duplication services for media-based curricula in programs such as foreign language, classes with recorded lectures and support materials, as well as the creation and maintenance of a website for the publication and distribution of podcasts.

The Instructional Multimedia Center provides the campus with a variety of training opportunities provided through mediums including: satellite downlinks, videoconferencing, and hands-on workshops, individualized and classroom instruction. Training sessions are available on a variety of multimedia equipment, videoconferencing, and software applications, such as Microsoft PowerPoint, Microsoft Word, Adobe PageMaker, Adobe Photoshop, and FileMaker Pro. Sessions are presented in a hands-on format. Workshops are offered through the Instructional Multimedia Center and similar training is available from the Technical Trainer in the Information Technology Services department. Training was used by 46 percent of the faculty respondents in the 2010 Accreditation Study Survey.

The Instructional Multimedia Center has two training rooms available to faculty, staff, and administrators. BE118 is setup in a mini-theater format, the smaller, more intimate setting of the two rooms with swing-away desktop chairs. The room seats 20 and is ideal for training workshops, satellite downlinks, podcast recording, telephone conferencing, and videoconferences.

A classroom in the Business Education building, Room 132, is structured for a classroom atmosphere with hands-on training and allows for computer use with Internet access at each station. The room is equipped with an electronic white board and presenter laptop, and has satellite and videoconference capabilities. The room seats 24 individuals at tables with room for an additional six individuals sitting in chairs without desk access, however, the furniture is modular and allows for a variety of room configurations. Both rooms are equipped with a ceiling mounted LCD as well as DVD and VHS capability.

Podcasting – When faculty identify multimedia resource and service needs, the Instructional Multimedia Center staff works in collaboration with the faculty member to research best practices and identify project costs. For example, faculty identified a need to provide lecture and classroom materials online as an augmentation to classroom instruction. As a result, the Instructional Multimedia Center developed a process by which faculty can convert recorded lectures and classroom materials into podcasts. The podcasts are available through iTunes, and are also converted to other digital formats in order to provide students with multiple access options.

Podcasts of campus activities, speakers, and events provide students with an opportunity to keep in touch with campus life even when they are unable to attend a function. The podcast site also includes Board of Trustees, Distance Education, "Dialogue With The President," accreditation presentations, Matriculation presentations, and other various meetings such as campus events, speakers, and student works. Podcasting is a free service available to individuals with Internet access, whether using a PC or Mac, and is available 24/7.

Additionally, the Instructional Multimedia Center was awarded a thousand dollar Antelope Valley College Foundation grant for student-created podcast content in June 2009. The grant partially funded the purchase of a laptop, camera, tripod and backpack. The technology filled backpack may be checked-out by students to create a CD or DVD as a class project. Projects that the faculty determines to be an effective learning tool will then be published as a podcast. In spring, 2010, the Instructional Multimedia Center Podcast website began the semester by hosting 24 podcast links with 14 of the podcast links directly supporting classroom instruction.

The Instructional Multimedia Center provides multimedia equipment and support for use in the classrooms at the Palmdale Center. Each classroom is equipped with a computer and a data projector. Computers are maintained by the Information Technology Services technicians while, LCD projectors are maintained by the Instructional Multimedia Center technicians.

Faculty may request media from the Instructional Multimedia Center by contacting the Lancaster campus. Delivery service is available daily via campus security from the Lancaster campus to the Palmdale Center. Equipment and/or media must be delivered to the mailroom where it is picked up by security every morning at 7:05 a.m. It is then delivered to the Palmdale Center. Duplicates of media that are frequent requests by faculty have been purchased for use at Palmdale

Self Evaluation
Library –The 2010 Accreditation Self Study Survey includes a section specific to the Library. A comparison between

similar questions posed to students in the Program Review Self Study 2007-2008 Student Survey[10] revealed the following:

Survey Topic	% of Respondents	
	2007	2010
Rated Library services as either good or excellent (2007) or adequate (2010)	86%	82%
Agreed or strongly agreed that they felt comfortable coming to the Library	91%	87%
Come to the Library to do research	80%	82%
Come to the Library to use reserve materials	30%	56%
Come to the Library to use the Internet	41%	43%
Come to the Library to return borrowed materials	35%	46%
Come to the Library to make photocopies.	57%	54%
Come to the Library to do use the study rooms.	41%	56%

Table IIC-1: 2007 and 2010 Self Study Survey Results Comparison.

The survey results for both self studies appear similar with the exception of three areas. Ten to fifteen percent more students are coming to the Library to use the study rooms, reserve materials, and return borrowed materials.

Although the 2010 Accreditation Self Study Survey indicated that the majority of students felt Library services were adequate to meet their needs, the questions selected for inclusion in that survey focused almost exclusively on the student

services aspects of Library operations. Instructional activities delivered or created by librarians such as tutorials, reference services, credit classes, or subscription databases were not included in the survey.

Learning Center – Documents used by the Learning Center for strategic planning and data driven decision making include the Educational Master Plan, the Student Equity Plan, the Basic Skills Plan, and the Enrollment Management Plan, along with the Learning Center program review. Additionally, the Department of Institutional Research and Planning works with Learning Center faculty and staff to research specific questions. For example, in a predictive model for student success, use of the Learning Center was found to have a high correlation with student persistence and success.[11]

The Learning Center promotes services by doing classroom visits, publishing advertisements in the schedule of classes,[12] faculty including the services in their syllabi,[13] maintaining the website, and by sending targeted messages to students via myAVC.[14] While the Learning Center serves a large number of students, there is room for improvement in the visibility and breadth of services. According to the 2010 Accreditation Self Study Survey only 59 percent of faculty and 53 percent of students believe the Learning Center's tutoring options are comprehensive enough to meet their needs. In addition, while 88 percent of those faculty members responding reported regularly referring students to tutoring, 40 percent of the students who responded indicated that they do not use tutoring services. In addition, while 80 percent of the faculty believe that the Learning Center meets their needs, and those of their students, only 50

percent of students indicated this. This might be as a result of the increasing demand for a comprehensive on-line presence. A majority of faculty (63.4 percent) and students (76.4 percent) would like to see an increase in the Learning Center's on-line resources.

Instructional Multimedia Center – Videoconferencing continues to be useful to the campus by providing a system equipped with podcast recording capabilities, and includes the ability for two classrooms of students to be taught by one faculty. Videoconferencing has also allowed the Office Human Resources and Employee Relations to reduce travel costs and still train campus managers through videoconferences between multiple sites. Installed in 2002, the videoconference equipment and software has not been upgraded. The equipment is functional, although not state-of-the-art.

The Instructional Multimedia Center has increased its support of instructional multimedia for the Palmdale Center. The Instructional Multimedia Center has provided three smart carts, each including an LCD projector, laptop, and a VHS/DVD player on a portable cart for faculty to share. Liquid Crystal Display projectors are also installed in each classroom.

The Instructional Multimedia Center advertises its services in the class schedule, in two window displays outside of the Instructional Multimedia Center, in the Faculty Handbook, at new adjunct faculty orientations, in the college catalog, in Instructional Multimedia Center brochures, on the Antelope Valley College website, with a page on myAVC, and through campus wide email. However, according to survey results and anecdotal information disclosed in the 2005 Instructional

Media Center Program Review Self Study, a large portion of faculty and students appear to remain unaware of the Instructional Multimedia Center and its services.

The 2010 Accreditation Self Study Survey seems to partially support this conclusion. For example, the 2010 Accreditation Self Study Student Survey indicated that 70.6 percent of respondents never use the IMC website, and 77.8 percent indicated they never use the IMC podcasting site. The 2010 Accreditation Self Study Faculty Survey indicated that 63.8 percent of respondents never use the IMC website, and 83.8 percent indicated that they do not use the IMC podcasting site. There were 42.9 percent of faculty respondents indicated they did not know whether equipment and multimedia from the IMC are adequate at the Palmdale Center. However, 30.2 percent of faculty respondents indicated that they always or almost always use equipment from the IMC to enhance classroom instruction, and 33.3 percent indicated they sometimes use equipment from the IMC to enhance classroom instruction. These results may indicate that many faculty and students are still unaware of some IMC services, in this case the website, podcasting site and services at the Palmdale Center. However, the results also appear to indicate that a significant number of faculty are aware that multimedia equipment designed to aid classroom instruction is available from the IMC.

Planning Agenda
In conjunction with the Institutional Research and Planning staff, the Instructional Multimedia Center staff will seek out ways to identify and implement additional promotional strategies to educate the campus community of Instructional

Multimedia Center's services. By the end of 2012, evidence will be collected to assess how effective these promotional strategies have in increasing awareness of services provided by the Instructional Multimedia Center.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary
The college mission makes clear the importance of high educational standards and student success.[15] Materials offered to students to support their class assignments should be selected with care and according to established professional guidelines such as the American Library Association's Collection Development Guide. When selecting materials librarians utilize appropriate policies and procedures to ensure these materials support the curriculum of the college. To facilitate selection librarians regularly read reviews in professional print and online journals such as Library Journal, American Libraries, and the Association of College Research Libraries' (ACRL) monthly College and Research Libraries News, along with publisher's catalogs, and various online sources such as Books In Print. Librarians collaborate with faculty from all campus divisions during the selection process. Faculty are also encouraged to meet with librarians to help weed sections of the collection in their area of expertise, and to suggest new materials that will benefit students. Recent additions to the collections are announced via the Library's online book catalog, campus email and

announcements through the myAVC college web portal. Materials are removed from the collection if they are damaged beyond repair, have low circulation rates, or no circulation at all, or when the material in them becomes obsolete. Librarians knowledgeable in the field and/or discipline faculty determine obsolescence. Books removed from the collection are placed on a table in the Library foyer and offered free of charge to students.

The Library collection development policy was reviewed and completely revised in fall 2008.[16] The new Library Collection Development Policy/Procedure is available on the Library website.

The course approval process offers librarians and faculty an additional opportunity to evaluate the quality and appropriateness of the Library collections. The Academic Policies & Procedures Committee (AP&P) requires instructors to meet with a librarian to evaluate the level of support offered by the Library for any proposed course. Faculty are given the opportunity to identify additional information resources that the Library should acquire to support the course or program. Recommendations are recorded on a library materials assessment form, which is then signed by a designated librarian who forwards the findings to the AP&P committee. The Library material assessment form required by the AP&P submissions was revised in the fall 2008 semester to more closely align with the current course proposal form.[17] One of the full-time librarians is the Instructional Resources & Extended Services representative to the AP&P committee. This librarian serves as the contact for all faculty in IRES who are developing courses.

As of spring 2009, the AVC Library col-

lection included the following:

49,380 print books[1]
8,842 e-books[2]
21,225 serial titles[1]
11,350 pamphlets[5]
An art print file
A map file

The expenditures for books, serial back files (not ongoing serials) and other paper materials totaled $49,833.[1]

Grant monies have recently been used to enhance the Library collection and electronic periodical holdings. The Library received a Basic Skills grant of $37,500 in 2008[18] to identify and purchase a special collection of high-interest/low reading level materials for Basic Skills and ESL students. The Basic Skills grant funding has allowed the acquisition of over 350 titles in the areas of basic skills (Quest Collection), ESL, Study Skills, including appropriate general and specialized reference materials published within the last five years.

A Perkins IV grant was also awarded to the Library for 2008-2009[19] and again in 2009-2010[20] to support an electronic periodical database for the Technical Education Division vocational courses. The database offers 1,700 full text periodical titles in vocational studies, as well as 200 e-book titles. Basic Skills grant funding has allowed the acquisition of over 350 titles in the areas of basic skills (Quest Collection), ESL, Study Skills, including appropriate general and specialized reference materials published within the last five years.[18] Furthermore, the recent purchase in 2008 through 2009 of over 8,000 e-books has significantly improved the currency and depth of the collection in many areas, such as science, health sciences, and technology. Virtually all of

these titles bear 2007-2009 publication dates.

One of the goals of the 2007-2008 Library Program Review Self Study was to seek more funding for new books. Grants such as those awarded from Perkins IV and Basic Skills funding have proven instrumental in improving the strength of the Library collection.

In order to provide improved access for students to the materials held in the Instructional Multimedia Center the Library and IMC staff initiated a collaborative project in 2005 to recatalog IMC materials according to standards used by the Library. There are two basic goals for the project: catalog the IMC materials according to the current Anglo-American Cataloging Rules 2nd Ed. (AACR2) and Library of Congress Subject Headings (LCSH) standards; and reclassify the IMC materials according to the Library of Congress Classification (LC) system. Upon completion of the project all IMC materials will be accessible to students through the online catalog. It will also enable automated check-out of materials in the IMC.

Approximately 75 percent of the Instructional Multimedia Center materials were recataloged, but not reclassified, during the initial stage of the project. The cataloging records for these materials currently appear in the Horizon online public access catalog, and are accessible to students. Due to a lack of consistent cataloging procedures during the initial stages of the project, the records for the Instructional Multimedia Center materials do not meet the current Anglo-American Cataloging Rules 2 or Library of Congress Subject Headings guidelines. Therefore, in fall 2009 librarians began recataloging

the collection to correct errors and bring records up to current Library of Congress Subject Headings and Anglo-American Cataloging Rules 2 standards. Reclassification of the Instructional Multimedia Center collection according to the Library Catalog system was initiated in fall, 2009. Once the bulk of the reclassification project has taken place, Instructional Multimedia Center staff may begin using the automated Horizon circulation module for material checkout. Until the automated circulation module is in place, the Instructional Multimedia Center staff continues to check out materials using the Dewey Decimal Classification based system currently in place.

Periodical Collection – The AVC Library is a member of the California Community College Library Consortium, through which electronic databases may be ordered at a substantially reduced rate. The Library provides nine subscription products from various vendors. These products include periodical databases, encyclopedias, statistical data, e-books, and newspapers. One subscription, EBSCOhost, offers a collection of 27 individual databases from general purpose to subject specific.

The EBSCOhost suite of databases is heavily used. In 2007-2008 there were 47,833 sessions and 429,852 individual searches performed using EBSCOhost databases.[21] In 2008-2009 62,107 sessions and 801,564 individual searches were performed.[22] In contrast, periodicals from the print/microfiche collection were checked out 707 times in 2007-2008 and 357 times in 2008-2009.[23]

The Library has dropped most of its paper/microform subscriptions in favor of more cost effective and accessible elec-

tronic subscriptions. The library has 37 current subscriptions to paper/microform periodicals, and back files for 45 titles to which the Library no longer subscribes.[24] However, over 21,000 periodicals are available to students online.[1] The cost per periodical title in electronic format is much cheaper than the cost per title in print/microform format. The average cost in 2008-2009 for a paper/microform subscription is approximately $129.00. The average cost for an online subscription is approximately $1.45.[24]

While the advantage to users is that more periodicals are available through electronic subscriptions services. The disadvantage is that the Library merely "rents" periodical titles, instead of owning these titles in-house. Should funding cease, the Library would lose approximately virtually all of its periodical collection. Therefore, the ability of the Library to provide students with periodical literature is contingent on its ability to purchase electronic periodical databases. Delivery of both books and periodicals to students has become increasingly virtual and increasingly costly. The cost of EBSCOhost has risen from $27,841 in 2006-2007 to $31,956 in 2008-2009—an increase of 14.7 percent.[25]

Until the 2009 fall semester, electronic databases were funded by state Telecommunications and Technology Infrastructure Program (TTIP) funds of $36,000 per year, as well as Proposition 20 money, and $10,000 of instructional block grant funding. Telecommunications and Technology Infrastructure Program funding for libraries was cut from the state budget in the fall 2009 semester, and the Library will not receive any Telecommunications and Technology Infrastructure Program funding for 2009-2010; there is no indica-

tion from the state that the money will be available in the future. Library electronic databases are being funded for 2009-2010 from Title V, Proposition 20, and Basic Skills grant monies, funding for 2010-2011 has not yet been identified.

The Library staff provides Circulation, Reserve Book, and inter-library loan services in support of the academic and instructional programs at the college. These services play an integral role in providing access to research resources, along with faculty recommended and required course-content. Visitors borrowed 13,178 books in 2007-2008, and 13,990 in 2007-2008.[26] There were 52,340 reserve book requests in 2007-2008, and 56,077 in 2008-2009.[26]

Library users are no longer required to come to the Library to request an inter-library loan. As of fall 2009 inter-library loans could be requested from the Library website using an interactive form. This allows users to request a book or article from any off campus internet accessible computer. However, inter-library loans must still be picked up from the Library Circulation Desk in person. In 2007-2008 the Library filled 271 inter-library loan borrower requests[27] and 96 borrower requests in 2008-2009.[28]

The 2010 Accreditation Self Study Student Survey indicated that 74.6 percent of respondents would like wireless Internet access in the Library. Currently the Library has 12 research computers for student use. Currently students must often wait for a computer station during busy periods during the day. Wireless technology would effectively increase access to computers in the Library by allowing students to use their personal computers to access Library services.

Learning Center – The faculty and staff in the Learning Center evaluate, select, and update equipment, software, materials, and services used to support the development of students' academic skills and to support their coursework. Learning Center staff collaborate with instructional faculty and staff in the identification of student learning needs, and acquires appropriate computer hardware, software, and multimedia to support its varied programs.

Currently there is access to two software applications that support learning assistance through the Learning Center website, Learning Express and SMARTHINKING. Learning Express is a web based software application that is available to students for skill development in reading, writing, and mathematics. From July 2008-August 2009, there were 571 site visits to Learning Express. SMARTHINKING, which enables students to have online access to tutoring for writing assignments, was first made available in spring 2009. During the fall 2009l semester, 438 students used the SMARTHINKING online tutorial service for 1060 interactions.

Instructional Multimedia Center – Over 6,000 pieces of multimedia, covering topics from across all disciplines, are available to support the academic and vocational programs. The Instructional Multimedia Center coordinator works with instructional faculty to develop and maintain a collection that meets the needs of the curriculum based on curricular and student learning requirements. The 2010 Accreditation Self Evaluation Survey notes that 49 percent of the faculty respondents have suggested multimedia titles to be purchased. The Instructional Multimedia Center coordinator documents instructional equipment needs and proposes equipment purchases, upgrades, and replacements in consultation with the dean of instructional resources and extended services, faculty, and administrators.

Approximately 75 percent of the multimedia collection, using a modified Dewey Decimal numbering system, has been converted onto the Horizon system to allow faculty and students to search the collection from any computer with internet access. In the latter part of the fall 2009 semester, the librarians began a conversion process of updating the Instructional Multimedia Center's modified Dewey Decimal numbering system to the Library's Library of Congress numbering system. As pieces of media are entered into the new system, they are immediately available from the Instructional Multimedia Center version of the Horizon online public access catalog.

Additionally, the Instructional Multimedia Center staff works with the Access Technology/Alternative Media Specialist to ensure that multimedia materials are captioned and accessible for students with disabilities.

Self Evaluation
Library – Due to budgetary cutbacks , the current Antelope Valley College Library print book collection is outdated and not sufficient to support a student population of 12,000 FTES.[29] As of January 2009, 59 percent of the library collection was 20 years old or older with only three percent of the circulating collection (print format books) bearing a post 2003 publishing date.[30] Additionally, the total holdings of 49,833 volumes are 43 percent below the average holdings of other community colleges that are similar in size to Antelope

Valley College.[1] For instance, according to data from the Department of Institutional Research and Planning 2008-2009 FTES for Antelope Valley College were 12,834. A comparison to colleges of 10,000 to 13,000 FTES revealed that the average number of books, serial backfiles (not ongoing serials) and other paper materials held is 86,569; the average expenditure for books, serial backfiles (not ongoing serials) and other paper materials was $101,272.00. Antelope Valley College's expenditure of $49,833.00 is 51 percent below the average expenditures for colleges of its size.[1]

According to the 2007-2008 Library Program Review Self Study 43 percent of students surveyed felt the size of the circulating collection was *Fair* or *Poor*, 44 percent felt the currency of the circulating collection was *Fair* or *Poor*, 32 percent felt the quality of the circulating collection was *Fair* or *Poor*, and 39 percent indicated that when they used libraries other than the AVC Library, it was because these libraries had better collections. The 2010 Accreditation Self Study Survey indicated that 45.5 percent of students Agree or *Strongly Agree* that the library book collection was up to date. 10.6 percent *Disagree* or *Strongly Disagree*, and 25.9 percent indicated they did not know.[10]

The inventory and financial figures serve to underscore the lack of currency and depth in the Library collection. The collection, at best, can serve to offer groundwork research resources and cursory support for the college's current programs as supported by a preliminary survey of peer institutions. Increasing the budget for printed books is absolutely essential since printed books are considered a rich source of information for research assignments.

According to the Library Program Review Self Study of 2007-2008 monies collected by the Library for overdue books and payments to replace lost or damaged books are fed into the general fund. Thus these funds are not available to replace lost and damaged books.[31] The Office of Administrative Services (formerly Business Services Office) indicated in June, 2010 that these monies are being returned to the Library book budget.[32]

The Library currently relies on donations to finance the reserve book collection. Textbooks for Antelope Valley College classes in the reserve book collection are purchased with funds provided by the Associated Student Organization (approximately $3,000 for 2010-2011), CalWORKs ($8,000 for 2010-2011), and from Marauder Bookstore. Beginning in 2007, the Marauder Bookstore has donated up to $10,000 worth of current textbooks each year.[33]

 An inventory of the Library collection was completed in January of 2005 to determine what items were missing from the shelves, but still appeared in the online catalog. Another inventory was completed in the summer of 2010. The data generated from this inventory will be analyzed and included in the upcoming IRES Program Review Self Study.

Learning Center – Faculty and staff are able to provide feedback and refer students to tutoring, recommend possible tutors, request specific workshops, and suggest software purchases and implementation through the Writing Center Advisory Committee, the Basic Skills Committee, Financial Aid Appeals Committee, surveys, the Early Alert Program, the formal paper referral system, attendance at departmental meetings, email, and face-

to-face contact. Examples of some of the services manifesting from feedback include the extension of Basic Skills tutoring hours, the Test of Essential Academic Skills workshop series, and math courses such as MATH 020, 021, and LAC 098 and 099.[34, 35, 36]

Instructional Multimedia Center – The demand for multimedia support and services from the Instructional Multimedia Center is increasing. During the period from fall 2004 to fall 2009, equipment circulation increased from 2,600 to 4,900 (an increase of 88 percent),[37] media circulation increased from 3,100 to over 4,900 (an increase of 58 percent),[38] equipment repairs increased from 7,200 to 14,430 (an increase of 100 percent),[39] and event set-up requests increased from 360 to 850 (an increase of 136 percent).[40] The increase in requests for support continues to be a challenge for the limited number of staff in the Instructional Multimedia Center.

Campus wide multimedia equipment purchasing continues to present a challenge for the Instructional Multimedia Center staff. Specifically, each division is currently responsible for the identification and acquisition of multimedia equipment that may be necessary to support instructional needs, and it is often assumed that the Instructional Multimedia Center will be responsible for maintenance and repair of the equipment. However, with a decentralized process for the acquisition of multimedia equipment, the potential exists where the Instructional Multimedia Center staff are required to work with equipment that differs from division to division, and in some cases may not be compatible with existing equipment. The Instructional Multimedia Center 2005

Program Review[41] identified, as an action plan, the need to centralize the campus wide multimedia purchasing process through the Instructional Multimedia Center.

In 2007 Instructional Multimedia Center was charged with the maintenance of multimedia equipment campus wide. At that time it was discovered that equipment submitted to the Instructional Multimedia Center technician for repair was often less expensive equipment that was purchased at a reduced price and was not designed to hold up under excessive daily use. Generic brands where casings/housings are welded closed and cannot be opened to repair, odd sized bulbs that are not kept by the Instructional Multimedia Center, or equipment that is no longer available on the market are often the result of the decentralized purchasing. As a result, much of the equipment the Instructional Multimedia Center has encountered over the past two years cannot be repaired. To compound the challenge of maintaining multimedia equipment campus wide, the Instructional Multimedia Center staff is limited and does not have the personnel to provide maintenance and repair service in a timely fashion. The lack of additional budget to fund the maintenance and repair of campus wide equipment is also a concern.

Planning Agenda
Every other year, Librarians will review the recataloging and reclassification Project to determine if the entire media collection should be completed and placed online for easy access. If completed, it should be further determined whether or not a change in the numbering system is necessary for effectiveness.

II.C.1.b. Institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary
In accordance with its Institutional Learning Outcomes (2,4) Antelope Valley College provides ongoing instruction for users of the Library, the Instructional Multimedia Center, and the Learning Center allow students the opportunity to develop skills in information competency, as well as the skills necessary to meet their academic, transfer, vocational, and lifelong learning goals.

Library – The most recent Library Program Review Self Study 2007-2008 states, "Students learn to navigate the world of information by learning to locate, analyze and evaluate materials from numerous sources including books, periodicals, electronic databases, and the Internet."[42] Therefore, the Library offers credit classes in information competency (also known as information literacy), research methods workshops, reference assistance via email, in person, or by phone, online and video tutorials, online research guides, and other instructional materials when appropriate. In response to Recommendation #3 of the 2007 Accreditation Midterm Report, the Library now has Student Learning Outcomes for all credit classes and the online library tutorials. Assessments are in place for the tutorials.

The Library currently has five Library Studies credit classes that provide ongoing instruction and help students develop skills in information competency. The courses include:

- Lib 101 Introduction to Library Research (2 unit)

- Lib 105 Introduction to Libraries and Information (3 units)

- Lib 107 Information Competency (3 units)

- Lib 110 Introduction to Internet Searching (1 unit)

- Lib 199 Work Experience (1-4 units)

Eleven Library Studies courses were taught in 2007-2008 and sixteen in 2008-2009.

Research Methods Workshops – Research Methods Workshops and instruction for using electronic databases are offered each semester by Library faculty. The workshops are designed to teach research techniques in a variety of disciplines using step-by-step guidelines and hands-on activities. Librarians also provide in-class seminars when requested by individual faculty.

The Research Methods Workshops do not currently have student learning outcomes or formal assessments in place, at the conclusion of each Research Methods Workshop the faculty member is given an evaluation form. The form serves as a general tool to determine the faculty member felt the workshop was effective and appropriate. However, not all faculty choose to return the evaluation form, which results in little data collection.[43]

Reference – Students who seek help from librarians often appear intimidated by the Library and have questions about where to start their research. When approached by a student patron, the librarian at the reference desk begins with a reference interview. This is a one-on-one session in

which the librarian helps the student determine what resources will best suit his/her research objectives. For the reference interview to be successful, the librarian and student must work together to determine student needs and how those needs can be fulfilled. Librarians use techniques that emphasize learning styles and active learning to help the student understand and articulate his/her information need. The librarian then assists the student in developing a search strategy for finding appropriate information. Librarians also teach students how to evaluate the authority, currency, accuracy, and objectivity of various print and electronic resources that they may find using the search strategy.

Email reference service was introduced via the Library website in fall 2009. Email reference service allows students to email questions to the Library using a designated email address. A reference librarian monitors this email address and answers questions when they are received. In fall 2009 librarians answered 24 reference questions by email and 31 in spring 2010.[44]

Research Guides – The addition of LibGuides (an electronic Web 2.0 product) in the spring 2009 semester allows librarians to offer research guides to students via the web. The guides incorporate searchable links to Library materials along with many new Web 2.0 technologies such as RSS feeds, tags, live chat, widgets, video sharing, social networking, and Twitter. Additionally, the guides can act as a collaborative tool for librarians and faculty in the creation of course specific online study guides. These guides include direct links to books in the catalog, AVC subscription databases, and pre-selected subject specific websites.

Online Tutorials – The college Library has developed a web based library instruction program that features four different tutorials. These self-paced, web based tutorials are available through the Library website. The tutorials are used in Library Studies credit courses are offered to other faculty as a tool to help their students gain the basic information literacy skills necessary for using Library resources. Designed to accompany the Research Methods Workshops, the tutorials can also be used as stand-alone assignments.

The online tutorials are updated as necessary when substantial changes are made to vendor interfaces, or new technologies/information becomes available. For example, the EBSCOhost tutorial was rewritten in fall 2008 to reflect the new EBSCOhost 2.0 interface. The catalog tutorial and research tutorial both require updating. As of the spring 2008 semester, all of the online tutorials have Student Learning Outcomes and assessments approved by the Student Learning Outcomes Committee. Analysis of assessment data from the tutorials is in progress as of spring 2010. When assessment data becomes available, librarians enter it into the WEAVE Online database. However, this database is designed for classroom assessments and some other provision are necessary to include data from the "stand alone" tutorials.[45]

Four new Library video tutorials were created in spring 2010 replacing those developed circa 2001. Each video covers a different library service. Videos are mounted on YouTube, close captioned, and linked to a Library research guide.

Other Instructional Venues – Librarians work closely with counselors and the Of-

fice for Students with Disabilities (OSD), as well as classroom faculty to meet student needs. For example, the OSD helped the library acquire a number of adaptive tools and new equipment to provide better services to the hearing and visually impaired. Several Professional Development (FLEX) presentations have been offered to acquaint faculty with Library resources available to their students both on and off campus.

College division meetings have also offered librarians a ready forum for introducing new technologies and services. For example, the electronic resources librarian visited division meetings to instruct faculty on new EBSCOhost databases. More recently in spring 2010, introduced an online video clip archive to faculty in the Math, Science and Engineering division and Business, Computer Studies, and Economic Development division.

Learning Center – The Writing Center learning specialists provide workshops for students on how to evaluate sources, using MLA or APA formats, and how to avoid plagiarism. In fall 2009, the Writing Center learning specialists also offered a FLEX presentation for faculty entitled Solving the Problem of Plagiarism. In addition, the Writing Center learning specialists have developed a workshop as a part of remediation for students who have been sent to the vice president of student services for plagiarism violations or improperly citing sources. Tutors may also cover topics related to research, evaluation, and citation of sources in their writing tutorial sessions.

Instructional Multimedia Center – The Instructional Multimedia Center supports and assists students and the instructional

programs by offering independent study, media-assisted tutoring, and alternative modes of instruction through a variety of multimedia resources including a media collection containing over 6,000 pieces of multimedia and materials covering all disciplines.

The Instructional Multimedia Center provides media and technical support to students who are writing papers and/or fulfilling Physical Education, Music, English as a Second Language, Spanish, and Sign Language curriculum requirements to be completed in the Instructional Multimedia Center lab each week. All computers are loaded with Microsoft Office to afford students the opportunity to type and print their papers, while in the Instructional Multimedia Center.

Assistance is also provided to students who may lack the background and skills needed to use technology. The Instructional Multimedia Center staff answer technical questions about computer use, software and access to the Internet. Students are encouraged to come to the Instructional Multimedia Center for assistance in basic computer skills, such as using email, myAVC, printing Power-Point slides, and the Internet.

Self Evaluation
Library – Data on reference transactions is collected at the reference desk after each reference encounter. This data is collected at the end of every semester and kept on file in the library. From July 1, 2007 through June 30, 2008 visitors asked 23,518 reference/informational questions, an increase of 25 percent from July 1, 2006 through June 30, 2007. From July1, 2008 through June 30, 2009 this number was 18,535 a decrease of 21 percent.[46] More investigation needs to be done to

determine the cause of this decrease.

The 2007-2008 Library Program Review Self Study Survey revealed that 74 percent of students who responded to the survey felt that reference services were excellent (26 percent) or good (47 percent).[10]

The increased use of electronic resources by students at the Lancaster Campus, Palmdale Center, as well as distant education students demonstrates the ongoing need for evaluation of online instructional materials and services such as research guides, tutorials, and email reference ("Ask a Librarian").

The number of Library tutorials taken by students has grown rapidly over the past several years. For instance, in 2007-2008 students took 5,122 tutorials. In 2008-2009 the number grew to 7,477; an increase of 46 percent.[47] In order to ascertain the value of the Library online tutorials to student success, the Library initiated a research study request with the Department of Institutional Research and Planning in November 2009. Data analysis by the Department of Institutional Research and Planning for this project began in May of 2010. Data clean up took place during summer 2010 with results provided in fall 2010. The study will attempt to show whether students who take one or more of the Library tutorials are more successful academically than those who take none of the tutorials. This data allows librarians to determine whether or not the tutorials affect student success.

Research Methods Workshops increased by 72 percent between 2004-2005 and 2007-2008. Data on how many workshops are given each year is collected at the end of each semester and kept on file

in the Library. In 2007-2008 2,308 students attended one of 103 specialized research methods workshops, up 20 percent from 2006-2007. The 2008-2009 experienced decreases in the both the numbers of students attending and workshops offered and/or requested. Approximately 1,125 students attended one of 53 specialized research methods workshops a 51 percent drop from 2007-2008.[48] This decline may be due to increased use of online instructional materials. However, further investigation must be done to determine the actual cause of the sudden decline in workshop sessions.

In the calendar year 2009, librarians developed 23 LibGuides. From January through June 2010, 11 additional LibGuides have been published. Total hits between January 2009 and December 2009 were 17,163. Total hits between January 2010 and June 2010 were 18,772.[49] These statistics indicate Library patrons are viewing the LibGuides. More research is needed to determine whether patrons find the guides useful.

Students from Library Studies classes were recruited to view the Library video tutorials and be assessed in May 2010. Three videos were assessed. Each video had two Student Learning Outcomes and all outcomes were assessed for each video. All assessments were done using a pre- and post-test format in which students viewed the video between the tests. Approximately 20 percent more students successfully met the outcomes between pre and post testing. The success of the video tutorials encouraged librarians to design and create additional tutorials in fall 2010.

Learning Center – The Learning Center provides assistance on the proper evalua-

tion and citation of sources, much of that assistance is available only at the Lancaster campus, or during the limited hours of the Writing Center learning specialist at the Palmdale Center. The Palmdale Learning Center is currently staffed by the same full-time staff as that of the Lancaster campus, and therefore opens for a limited number of hours. Beginning in the spring 2010 semester, the Palmdale Center has dedicated a Learning Center space began offering tutoring sessions to students.[50]

Instructional Multimedia Center – Evaluation methods have been designed and the results integrated with the Instructional Multimedia Center's planning and budgeting. Statistics measuring equipment, media, and service usage are also recorded on a daily basis.

In an effort to determine the effectiveness of Instructional Multimedia Center services, the 2005 Student Instructional Multimedia Center Service Survey was distributed during the fall 2005. A total of 222 students responded to the survey. Students were given the opportunity to evaluate the services, resources, and facilities in connection to how well the Instructional Multimedia Center contributes to their educational achievements. In particular, students were asked to rate, on a scale from one to five with five being very satisfied, their satisfaction with any increased gain in skills and knowledge as a result of using Instructional Multimedia Center services. The results revealed that the average score of six categories related to skills and knowledge development reflected a satisfaction level of 4.36, indicating a high level of satisfaction. A complete breakdown of the survey results is contained in the Instructional Multimedia Center 2005 Program Review Self

Study.[52]

Only two questions on the 2010 Accreditation Self Study Student Survey addressed learning opportunities for students. The student survey indicated 22.3 percent of respondents *Agree* or *Strongly Agree* that training from the IMC staff on the use of multimedia equipment was sufficient. Students indicated with 54.7 percent that they do not attend IMC training. The student survey also indicated 18 percent of respondents *Strongly Agree* or *Agree* that training from IMC staff on podcasting was sufficient. They also indicated that 55.6 percent do not attend IMC training. The 2010 Accreditation Self Study Student Survey indicated that 31.1 percent of respondents felt that the IMC *Always* or *Almost Always* met their needs.

Planning Agenda
Every year staff assigned to the Instructional Multimedia Center will develop an assessment process that will measure the effectiveness of services to students. Data will be used as a method to improve services.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary
In its mission, Antelope Valley College pledges to "serve the community by placing student success and student-centered learning as our number one priority…" The Library, Learning Center and Instructional Multimedia Center provide services to students and members of the greater Antelope Valley community wherever they may reside. Programs and services

are offered on the Lancaster campus, at the Palmdale Center, and online via the college website. The Library, Learning Center and Instructional Multimedia Center are open Monday through Friday and offer evening hours. The Library and Learning Center and IMC offer services at the Palmdale Center. Hours vary by semester.

Library – As of the spring semester 2010 the Library on the Lancaster Campus was open five days per week, 57 hours per week, including four evenings. Library hours were Monday through Thursday, 7:30 a.m. to 8 p.m. and Friday 7:30 a.m. to 3:00 p.m. The number of hours per week increased from 53 in fall 2009 to 57 in spring 2010 (an 8.5 percent increase). Saturday hours were discontinued due to low gate counts.

The 2007 Library Program Review self study cited the need for continued development of services to the Palmdale Center.[52] Much of what was recommended in the self study has been established at the Palmdale Center. Students at the Center now have access to all of the Library databases, the catalog, a reference librarian, research methods workshops, photocopy services, reserve textbooks, and remote check out and delivery of print books from the Lancaster campus. Library services for the Palmdale Center began in 2007, but were very limited. By the spring semester 2009, the Library was able to offer students access to the course reserve collection (textbooks for AVC classes) approximately 24-30 hours per week, and on site reference services by a faculty librarian approximately five hours per week. The Library also provided, and continues to provide, research methods workshops at the Palmdale Center. The Library website provides 24/7 access to

the e-book collection and online databases. This enables student to utilize research and reference resources whether they are on campus, at the Palmdale Center or a remote location.

A subscription to Oxford Reference Online, a collection of reference e-books, was purchased in spring 2009 to provide students at the Palmdale Center with access to a basic reference collection. Reference books of this kind had previously only been available in print format at the Lancaster Campus.

In the 2009 spring semester Library services were advertised and/or made available to all constituencies using the following strategies:

A new campus wide library branding campaign ("Imagine the Possibilities @ your library") using the Library website and laminated posters.

- The dissemination of print faculty service brochures

- Multicultural Art Contest

- Improved informational signage in the Library building

- An updated and redesigned Library website

- Online interactive request forms for Inter-Library Loans

- Ask-a-Librarian email reference

- Research methods workshops

- Targeted announcements via myAVC and campus email

- FaceBook

- Twitter

- Online catalog

Library services are made possible in part by an integrated library system purchased from Sirsi/Dynix called Horizon. An integrated library system is composed of a relational database and various modules which serve to automate library services, such as circulation, cataloging, acquisitions, and the public access book catalog. The Horizon Integrated Library System underwent an upgrade in spring 2009, which provided cover art and contents notes for CDs and DVDs, content in Spanish, German and Italian, book reviews, improved Boolean searching for users, as well as upgrades to the circulation and other support modules. In 2007-2008 89,406 search sessions were recorded for the online catalog. This was an increase of 28 percent from 2006-2007 (69,800). (Data for 2008-2009 is not available as the Horizon server was hit by a "web-bot" trying to index the pages of the catalog for an Internet search engine. The "'bot" malfunctioned and resulted in generation of unstable and unusable search session data for that year.)[53]

Resulting from a self-identified plan in the 2004 Accreditation Self Study, Library Studies credit courses LIB 107 and LIB 110 are now offered online each semester, and Librarians teach these courses using the Blackboard course management software.

The 2007 Program Review Self Study Student Survey[10] indicated that students wanted the following services at the Palmdale Center:

- Access to the Library website (68.8 percent)

- Access to electronic periodical databases (65.0 percent)

- Access to the online book catalog (58.8 percent)

- A reference collection (60.0 percent)

- Online book check out (53.8 percent)

- Textbooks on reserve (66.2 percent)

- Research Methods Workshops (45.0 percent)

- A reference librarian at the Palmdale site (46.2 percent)

The need for these services and how to provide them was discussed in Library staff meetings during 2006-2007. Librarians took the lead in planning and implementing research methods workshops, reference services, and an online reference collection. Electronic resources such as periodical databases and the online book catalog are now available from any computer with Internet access. Classified staff organized the reserve textbook area.

In June of 2010 a procedure was proposed for a courier service between the Library and the Palmdale Center. This service would allow students at the Palmdale Center to request books from the Library for pick-up at the Center. A test of this procedure is planned for fall 2010. If successful, delivery service to the Palmdale Center could begin as early as spring 2011.[54]

Learning Center – The Antelope Valley College Learning Center maintains a presence both on the Lancaster campus and at the Palmdale Center.

The Learning Center on the Lancaster campus houses the Math Center, ESL Center, General Tutoring and Supplemen-

tal Instruction, Writing Center and Reading Center. The Learning Center also includes a computer laboratory for Computer Assisted Instruction, along with access to word processing and Internet. The Learning Center is open five days a week, 55 hours a week. The hours are Monday through Thursday 8:00 a.m. - 8:00 p.m. and Fridays 8:00 a.m. - 3:00 p.m.

The Learning Center located at the Palmdale Center previously shared a classroom space as well as the temporary assignment of staff from the Lancaster campus, which resulted in limited access to any learning center services for students and often necessitated a drive to the main campus for students to receive services. In the spring of 2010, a dedicated learning center space was allocated and tutoring sessions were offered to students. The spring 2009 hours for the Palmdale Center are as follows.

Tutoring:
Monday/Wednesday 8:00a.m.—3:00p.m.
Tuesday/Thursday 1:30p.m.—3:30p.m.
Friday 11:00a.m.—1:00p.m.

For Learning Assistance with the faculty Academic Skills Specialist
Monday 1:00p.m.—3:00p.m.
Tuesday/Thursday 1:00p.m.—4:00p.m.
Friday 9:00 a.m.—3:00p.m.

Instructional Multimedia Center – The Instructional Multimedia Center provides access to learning support services through a centralized area located on the Lancaster campus. Over 6,000 pieces of multimedia, covering topics from across all disciplines, are available to support academic and vocational programs. Podcasting development and distribution services are also available through the Instructional Multimedia Center. The Instructional Multimedia Center also pro-

vides multimedia equipment and support for use in the classrooms at the Palmdale Center. Delivery service is available daily via campus security from the Lancaster campus to the Palmdale Center. Equipment and/or media must be delivered to the mailroom where it is picked up by security every morning at 7:05 a.m. It is then delivered to Palmdale. Three smart carts, each including an LCD projector, laptop, and a VHS/DVD player, are in place at Palmdale for faculty to share. Liquid Crystal Display projectors are also installed in each classroom. As of 2010, the Palmdale Center has media boxes installed in each classroom. Each media box includes an LCD projector, computer, VHS/DVD player and sound system. The main campus has 95 percent of its classrooms installed with media boxes. Instructional Multimedia Center is responsible for the maintenance of the media boxes excluding the computers which are maintained by the ITS. The IMC technician's workload has dramatically increased as a result of being responsible for over 75 percent of the installed media boxes on the main campus and at the Palmdale Center. This additional responsibility includes: repair, biannually maintenance, complete system cleaning, analyst and service check, all in an effort to reduce failure of the systems. As a result, over the past year IMC have experienced only two catastrophic failures on the core system component of (LCD) projectors.

Librarians continue to sporadically reclassify IMC materials according to standards used by the college Library. There are currently two basic goals for the project: catalog the IMC materials according to the current Anglo-American Cataloging Rules 2nd Ed. (AACR2) and Library of Congress Subject Headings (LCSH) standards; reclassify the IMC materials ac-

cording to the Library of Congress Classification. No additional media has been added to the online catalog in the past three years and only seventy-six pieces of the 6,000 pieces of media have been reclassified according to the Library of Congress Classification system over the past year.

Delivery service is available daily via campus security from the Lancaster campus to the Palmdale Center. Equipment and/or media must be delivered to the mailroom where it is picked up by security every morning at 7:05 a.m. It is then delivered to Palmdale.

Videoconferencing is also available and consists of a system equipped with podcast recording capabilities and the ability for two classrooms separated geographically to be managed by one faculty member. The Instructional Multimedia Center offers support for the development and distribution of podcasts. Podcasting provides faculty a way to get audio and video content out to students 24/7. Presentations, performances, lectures, demonstrations, debates, tours, and meetings are all available for users to search, download, and play. The Instructional Multimedia Center hosts a podcasting site at podcast.avc.edu.

The Instructional Multimedia Center also offers videotaping, film editing, customization and provision of music for campus events, individual multimedia equipment training for students, faculty and staff as well as group multimedia equipment training, and installation and repairs of multimedia equipment.

Self Evaluation
Library – With continuing emphasis on providing adequate and equal access to

services at the Palmdale Center, there needs to be an increased library presence and outreach effort in the form of both reference and reserve textbook services. In the 2009 fall semester, reference and textbook reserve services were suspended due to construction issues during the remodeling of the Palmdale facilities. During that time one faculty librarian continued to offer in-class research methods workshops as requested by faculty. Reference and textbook reserve services resumed in spring 2010. The 2010 Accreditation Self Study Faculty Survey indicated that 95.7 percent of faculty respondents and 95 percent of students respondents had not used Library services at the Palmdale Center. A more visible Library presence in Palmdale, such as the reserve book collection initiated in spring 2009, should serve to increase awareness and demand for Library services. An increase in faculty librarian hours (eight to ten hours per week, up from five) is planned to accommodate the increased course offerings at the Palmdale Center.

Activity at the Library on the Lancaster campus is increasing. A Walker Wireless Compucount Digital People Counter installed in the Library was used to determine that the facility had 276,390 visitors in fiscal year 2007-2008, up 13 percent from 246,137 in 2006-2007.[55] For 2008-2009, the count was 326,198, up 18 percent from 2007-2008.[56] The 2010 Accreditation Self Study Survey indicated that 84.6 percent of student respondents and 77.1 percent of faculty respondents use the Library.

The 2007 Library Program Review Self Study Survey indicated that students would like the library to be open later than 8:00 p.m.[10] The 2010 Accreditation Self Study Student Survey indicated that

45.2 percent of respondents would like the Library open after 8:00 p.m. However, budget constraints have not allowed the Library to increase evening hours.[10]

Learning Center – Of those responding to the 2010 Accreditation Self Study Survey, 82.1 percent of faculty, and 80.6 percent of students felt that the Learning Center hours are adequate to meet their needs. However, 15.8 percent of students who responded indicated that the Learning Center hours were a barrier to accessing services. It should be noted that the self study survey was completed before the discontinuation of Saturday hours at the Lancaster campus, so a new survey may be necessary to determine whether or not this has caused a greater barrier to access. Prior to the discontinuation of Saturday hours, usage data indicates that Saturday usage rose 60 percent from spring 2008 to spring 2009.

Results of the 2010 Accreditation Self Study Survey also indicated that 60 percent of students and faculty who participated would like students to have more access to online Learning Center services. In an effort to reach students who are unable to travel to the Lancaster campus for services, or for whom the hours may be a barrier to access, or to simply meet student preferences, the Learning Center needs to expand its online presence and access to information. Currently there is access to two software applications that support learning assistance through the Learning Center website, Learning Express and SMARTHINKING. Learning Express is a web based software application that is available to students for skill development in reading, writing, and math. From July 2008 - August 2009, there were 571 site visits to Learning Express. SMARTHINKING, which enables

students to have online access to tutoring for writing assignments, was first made available in spring 2009. During the fall 2009 semester, 438 students used the SMARTHINKING online tutorial service for 1060 interactions.

As the Learning Center website is expanded to provide more access to its services, strategies to promote available services may become more important. The 2010 Accreditation Self Study Survey revealed that more than 66 percent of students and faculty do not use the Learning Center website. However, it is important to note that the survey did not distinguish why faculty and students chose not to use the Learning Center services.

Instructional Multimedia Center – While the Instructional Multimedia Center strives to provide learning support services, a lack of staffing precludes the center from maximizing services to both the Lancaster campus and the Palmdale Center.

Awareness and knowledge of the Instructional Multimedia Center and its services continues to be low. According to the 2010 Accreditation Self Study Survey, 55 percent of the respondents have never used the Instructional Multimedia Center. Of the forty-five written remarks, 46 percent of the students site some variation of, "I've never heard of the Instructional Multimedia Center."

The 2010 Accreditation Self Study Faculty Survey indicated that 60.1 percent of respondents felt the IMC *Always* or *Almost Always* met their needs. Of the faculty that responded 55.1 percent *Strongly Agree* or *Agree* that IMC hours of operation were adequate for their needs. In addition, 17.6 percent of faculty respondents

indicated they have not used the service. Furthermore, 9.3 percent of faculty respondents *Strongly Agree* or *Agree* that equipment and multimedia from the IMC are adequate at the Palmdale Center, while 42.9 percent indicated they did know. Lastly, 36.6 percent indicated that they had not used the service.

The corresponding student survey indicated that 31.1 percent of respondents felt that the IMC *Always* or *Almost Always* met their needs. Of the student respondents 24.3 percent *Strongly Agree* or *Agree* that IMC hours of operation were adequate for their needs. In addition, 57.2 percent of student respondents indicated they have not used the service. Lastly, 15.5 percent of student respondents *Strongly Agree* or *Agree* that equipment and multimedia from the IMC are adequate at the Palmdale Center, while 69.1 percent indicated that they had not used the service.

Additional staffing continues to be the top priority for budgeting requests. Meanwhile, the Instructional Multimedia Center continues to increase student staffing with available funding through Federal Work Study, TSE, and Cal Works to help service both the Lancaster and Palmdale Campus.

Planning Agenda
None

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary
Library – Antelope Valley College provides effective maintenance and security for its library and other learning support

services through a campus security force, a maintenance department, restricting access to certain areas, and utilizing physical security storage devices.

The Library uses and anti-theft system manufactured by Knogo and installed in 1995 when the Library opened. This system consists of security strips that are placed in each book or other item owned by the library. Students must pass through a set of gates at both entrance and exit doors that detect the presence of the security strip if the book or other item has not been properly checked out.

The Library has replaced the carpet to provide a cleaner and more aesthetically pleasing environment, and modified the study rooms to provide more security for students. Previously, the study room doors contained a small window that ultimately provided a security hazard. For instance, sexual encounters, including an attempted rape, have occurred behind the closed study room doors; all known incidents have been reported to security. The small windows in the study room doors, with the exception of the honors study room, have since been replaced with larger full-length windows that allow for a view of the entire study room. Since the replacement of the windows, no sexual conduct related incidents have been reported.

Some areas of the Library were not well lit due to burned out light bulbs. It is difficult to get expired bulbs replaced in certain sections of the public areas of the library due to their cost. Expired florescent bulbs were also an issue in many staff offices, resulting in a dim working environment. All bulbs were replaced in spring 2010.

The Lancaster Sheriff Officers make frequent and regular rounds during the hours that the Library is open. Officers also ensure that all students have exited the building at closing, lock Library doors, and verify that the door to the room with the Library safe is locked.

Window blinds were also purchased and installed in the Circulation area, classroom/lab L-118, classroom L-201, and Library workroom L-127. The blinds not only provide protection of materials, but also allow for privacy and comfort in the classrooms and work areas.

Learning Center – The Learning Center is regularly patrolled by the Lancaster Sherriff Officers. The open floor plan allows for good visibility for the supervision and safety of students. Several of the Learning Center employees have undergone training to use the Trauma Kit located in the Learning Center. The Learning Center also has a campus radio, and has participated in drills with campus security.

Locked cabinets are used to keep student records and instructional materials. Student workers sign confidentiality agreements to protect personal information.

Instructional Multimedia Center – Restricted access to the Instructional Multimedia Center appears to have improved the staff's ability to secure materials within the facility as evidenced by a lowered number of missing equipment and media. Keys are restricted to Instructional Multimedia Center employees, administrators, and the custodian. The Sheriff Officers have access to a key locked in a cabinet in their area in case of emergency. To add an additional layer of security, areas containing valuable equipment require a separate key for access. A storage closet provides extra protection for DVDs and contains racks that hold control equipment for the student group study/media rooms. Furthermore, student workers are required to check viewing rooms periodically to ensure proper use and protection of equipment and proper behavior of students.

Self Evaluation
Library – The current Library theft system used to prevent item loss is outdated and sometimes fails to sensitize/ desensitize materials properly. Purchased circa 1995 at the opening of the new Library building, the system has yet to be updated or replaced to meet current industry standards. In addition, accuracy of theft detection cannot be completely guaranteed due to mismatched product lines and components currently in use. For example, the Library uses desensitizers and security strips (also know as "tattletapes") manufactured by 3M, but the security gates are manufactured by Knogo. This variance leads to vendor issues with guarantees and maintenance.[57] To ensure improved efficiency and accuracy in security of the physical holdings, the library needs to review its current technologies and procedures, and work to update them.

Large windows, similar to those in the other group study room doors, need to be installed in the two doors that access the Honors Program study room. This could prevent improper activities similar to those which occurred in the other study rooms before installation of the large windows.

According to the 2010 Accreditation Self Study Survey, 86.9 percent of student respondents indicated they felt comfortable and/or secure in the Library, and 82.4 percent indicated that Library services were

adequate for their needs.

Learning Center – The 2010 Accreditation Self Study Survey revealed that 83.6 percent of those responding believe the Learning Center facility meets their needs, while 6.5 percent believe that it does not. The survey results also confirmed that the Learning Center hours of operation continue to be somewhat of a concern as 10.6 percent of the survey respondents indicated that they had difficulty accessing Learning Center services due to inadequate hours of operation. 8.8 percent of student respondents had no opinion, and 80.6 percent either *Agree* or *Strongly Agree* that hours of operation were adequate. The 2004 Accreditation Self Study Survey indicated that while 15 percent of those student respondents had difficulty accessing Learning Center services due to the hours of operation, 86 percent never had problems accessing this area.

Instructional Multimedia Center – In 2007 the Instructional Multimedia Center was charged with maintaining all multimedia equipment campus wide. Multimedia equipment is strapped and locked to portable carts for safety and security. Carts are not left sitting unused in classrooms as a precaution to avoid theft.

Centralized purchasing, or at least sign-off, of campus wide equipment by the Instructional Multimedia Center, along with an increased budget, would virtually eliminate many of the technical concerns that now exist. Although staffing may be limited, additional funding would allow for growing technological advancement.

Planning Agenda
None

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary
The college relies on and collaborates with other sources to provide learning support services for instructional support services for online learning, a campus web portal, and for library research activities. Appropriate contractual and maintenance agreements are in place when applicable.

Library – The college Library has no formal agreements with other libraries in the area. However, the Library does offer inter-library loan services through the Ohio College Library Consortium (OCLC) bibliographic utility. The majority of cataloging performed in the Library relies on electronic records purchased through OCLC. Appropriate contractual and maintenance agreements are in place for both inter-library loan and cataloging services, as well as for the OCLC. The contractual and maintenance agreements are stored in the division, and in electronic format on the restricted college storage server available to Library staff. Currently the Library staff attends OCLC training sessions at their own expense. The most recent OCLC training occurred on October 27, 2009.

The Library uses Horizon, a Sirsi/Dynix integrated library system product, to manage the electronic needs of the Library, such as circulation, acquisitions, inventory, online catalog, and reserve books. Appropriate support and maintenance agreements are in place for Horizon. The support and maintenance agreements are stored in the division office, and in electronic format on the restricted college storage server available to Library staff. Best practice indicates that the Library should send the system administration librarian to the Horizon Users Group meetings every year. Attending the users group would allow the system administrator librarian to keep abreast of changes and updates to the Horizon ILS.

The Library is a member of the Community College Library Consortium, which allows the library to purchase electronic databases at a substantial discount, in some cases up to 30 percent to 50 percent when purchasing larger databases. The Consortium is continually offering new products, product reviews, and evaluations, which are available on the Community College Library Consortium website.[58]

The Library purchases a annual membership for the Council of Chief Librarians in order to keep abreast of current Council of Chief Librarians Consortium activities. One librarian acts as the Library representative to Council of Chief Librarians.

Learning Center – The Learning Center began a contractual arrangement with SMARTHINKING, an online writing tutoring service, in May 2009 for online writing tutorial assistance. The SMARTHINKING service is available to students via the Learning Center website.

Instructional Multimedia Center – The Instructional Multimedia Center is not currently engaged in any formal agreements with other institutions or sources.

Self Evaluation
Library – Training for individuals using the Ohio College Library Consortium bibliographic utility or the administration module of the Horizon integrated library system needs to be available and regular. The system administration librarian attends the Horizon Users Group meetings each year. Attendance at such meetings is one of the most effective ways of helping the system administrator keep abreast of changes and updates to the Horizon integrated library system.

Due to the departure of the Head Librarian the Library had not had a representative attend Council of Chief Librarians meetings for several years. However, in fall 2009, one of the current librarians agreed to be the Library representative to Council of Chief Librarians. The representative does not have to be a director, chair, or coordinator to attend the meetings.

Learning Center – A study done by the Department of Institutional Research and Planning in summer and fall 2009 showed that students who used SMARTHINKING were "proportionately more successful in their English courses than those who did not use SMARTHINKING."[59]

Instructional Multimedia Center – Although the Instructional Multimedia Center is not currently engaged in any formal agreements with other institutions or sources, application has been made to engage services through iTunes University (U). An iTunes U application has been accepted by Apple. However, complica-

tions have arisen in the delivery of the contract via email. IMC will encourage Apple to resend the contract by mail to expedite its delivery.

Planning Agenda
None

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary
The Library, Instructional Multimedia Center, and the Learning Center utilize student evaluations, surveys, and Student Learning Outcomes to evaluate services and gather evidence for use in a systematic program review process. The results of the evaluations are used as the basis for improving library and other learning support services.

Library – The Library uses the program review process and campus surveys to evaluate services. The last program review survey was conducted in 2006 as part of the 2007-2008 Library Program Review Self Study. The campus wide self study survey for the current Accreditation cycle was done in fall 2009. Pre- and post-tests are also used to evaluate Library instructional materials. Statistical data from electronic resources such as the catalog, electronic databases, research guides, as well as circulation, and gate count statistics are also used through the program review process to evaluate Library services.

The Library is making significant process in completing the cycle of Student Learning Outcomes, assessment, data analysis, and findings that lead to an improvement in services. The Library is currently at the data analysis phase. The 2004 Accreditation Self Study identified the need for student learning outcomes for all Library credit courses. Outcomes were developed and are now in place for the LIB 101, 105, 107, and 110. LIB 107 and LIB 110 are offered as online courses each semester. In spring 2010, outcomes were assessed for LIB 101, 101 and 107. Analysis of assessment data takes place in fall 2010. Assessment data has not yet been entered into the WEAVE Online database.

Student Learning Outcomes are in place for the online tutorials, however no assessments have actually been made using the assessment tool (an online quiz) linked to each tutorial.

Until the fall of 2009 the online quizzes were outsourced to a commercial vendor. Quiz results from this vendor were limited and the available data was difficult to extract. Data from 2008-2009 is currently undergoing clean-up in the Department of Institutional Research and Planning. The cleaned data will then be assessed using the Student Learning Outcomes. In spring 2010, tutorial quizzes were created in-house by the campus webmaster and the contract with the outside vendor was eliminated. No assessment of this spring 2010 data generated from the new quizzes has yet been made. This is planned for fall 2010.

Three Library video tutorial were assessed in May of 2010. Each video had two Student Learning Outcomes and all outcomes were assessed for each video.

All assessments were done using a pre- and post-test format in which students viewed the video between the tests. Approximately 20 percent more students successfully met the outcomes between pre and post testing. The success of this video instruction has encouraged the librarians to create additional video tutorials in fall 2010.

Program Learning Outcomes will be developed in fall 2010.

Learning Center – The Learning Center tracks the use of services via tutor reports and sign-in sheets, and inputs the data into a database for use during program review. The Learning Center also utilizes semester tutor surveys, evaluations, and campus surveys as a mechanism to gather input from the campus community on how to better meet student learning requirements. The Learning Center also undergoes a regular program review, which includes a yearly update of the program review document.

The Learning Center collects student learning outcomes for tutoring and faculty learning assistance. The tutorial specialists for each center are responsible for the collection and aggregation of the tutoring data. At the end of each term, the collected data is sent to Department of Institutional Research and Planning for analysis. The data analysis results returned from the research department are kept on file in the Learning Center and integrated into program review. The Student Learning Outcomes for tutoring in the Learning Center have been in place since 2005.[60] Student Learning Outcome data collection began in fall 2006 and is measured by tutor reports,[61] surveys, student learning logs, inventories, and pre/post measurements.[62]

In a piloted study in fall 2006, General Tutoring and Supplemental Instruction were the first to complete the cycle of data collection. Since the study, all centers located in the Learning Center (Reading, Writing, General Tutoring and Supplemental Instruction, ESL and Math) have entered into the analysis phase of student learning outcome measurement. Results from the analysis have guided some changes in tutor training, including the development of a rubric for the measurement of the measures of independency, motivation, acquisition, retention and performance, and strategies for helping students acquire metacognitive skills. While the Math and Reading Centers have demonstrated success, their data is not considered statistically significant due to a small sample size. However, General Tutoring and the Writing Center have demonstrated a statistically significant change in the Student Learning Outcomes. Tests on the five metacognitive measurements assessed the progress of General Tutoring students, and demonstrated significant improvement in all five areas of metacognition.

Instructional Multimedia Center – The Instructional Multimedia Center has placed Student Learning Outcomes in the center of its instructional development and revision processes for all Instructional Multimedia Center instructional services. Services, resources and facilities directly supporting student learning include: 1) service, support and training for faculty and classroom instruction; 2) one-on-one learning support services provided by Instructional Multimedia Center staff to students; 3) the facilities and services of graphics for one-on-one specialized classroom material; 5) the provision of production support services; and 6) Instructional Multimedia Center display cases.

Self Evaluation
Library – Program Review and accreditation self study reports, survey statistics, and data retrieved from electronic databases allow librarians and support staff to make informed decisions when allocating resources to best serve student needs. Student Learning Outcomes and assessments are in place for the Library's four online tutorials and credit classes. Analysis of assessment data took place during summer 2010. The results of this analysis are being reviewed in fall 2010 and used to evaluate and improve the tutorials and credit classes.

Learning Center – The 2010 Accreditation Self Study and the Learning Center surveys have indicated that most of the campus is satisfied with the breadth of services offered by the Learning Center, and that 88 percent of faculty have referred students to tutoring in the Learning Center. While 50.2 percent of students responding to the surveys indicated that the Learning Center's services meet their learning needs, 36.9 percent of students responded indicating that they do not use the Learning Center services at all. Student Learning Outcome data is also used to determine the efficacy of the Learning Center program. In addition, the Department of Institutional Research and Planning works with Learning Center faculty and staff to research specific questions. For example, in a predictive model for student success, use of the learning center was found to have a high correlation with student persistence and success.

The Learning Center provides opportunities for feedback via semester surveys, departmental and division meetings, an advisory committee, and informal means. In the 2010 Accreditation Self Study Survey, 43 percent of student respondents indicated that they have participated in some form of evaluation of the Learning Center program. In contrast, only 19.2 percent of faculty who responded to the survey indicated that they had participated in some form of Learning Center evaluation. The Learning Center may need to examine strategies on how to implement a more centralized method for gathering campus input.

Instructional Multimedia Center – The Instructional Multimedia Center utilizes the systematic program review process, student learning outcomes, and Instructional Multimedia Center surveys to evaluate learning support services. Statistical information regarding equipment, media and service usage are also collected and input into a database for use during program review. Results of the evaluations are used to identify improvement to student learning services The Instructional Multimedia Center has developed seven Student Learning Outcomes. However, the first cycle of data collection and assessment of the outcomes has not yet been completed.

To gauge how well the Instructional Multimedia Center is providing learning opportunities and meeting student needs, and to assist in the evaluation of Student Learning Outcomes, student surveys were conducted in fall 2005. As discussed in the 2005 Instructional Multimedia Center Self Study, students indicated that the Instructional Multimedia Center has helped them gain skill and knowledge.

Planning Agenda
Beginning spring 2011, the name of the Writing Center Advisory Committee will change to a Learning Center Advisory Committee. The advisory committee members will consist of representation

from all academic divisions as well as Student Services areas. Expanding the membership allows input and dialogue for a more coordinated mechanism for communication of the entire community.

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ANTELOPE VALLEY COLLEGE

Standard III

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary

Antelope Valley College assures the integrity and quality of its programs and services by employing personnel who possess the education, training, and experience necessary to support the college mission. Qualifications for faculty and educational administrators are matched to programmatic needs through adherence to minimum qualifications set forth by the State of California.[1] The discipline list contains the minimum qualifications that are available online on the following public web pages: (1) Human Resources; (2) the Academic Senate; and (3) the Academic Policies & Procedures. The needs

for additional or new positions are established during program review, the Educational Master Plan update, and the annual budget request process. The Human Resources Staffing Plan outlines the prioritization and recruitment process for qualified personnel in all the employment groups. Due to the budget cuts facing the college, vacant positions are evaluated for critical need before refilling.

Full-Time Faculty Positions:

The college has established a process for the identification of full-time faculty positions. The superintendent/president, the academic senate president, vice president of academic affairs, and the vice president of student services review division data sheets which provide pertinent information that justify faculty positions within divisions. Based on this information, campus wide prioritizations are established for determining which positions will be filled.

Through the minimum qualifications and equivalency procedure, Antelope Valley College assures that faculty are sufficiently qualified to guarantee the integrity of programs and services. All faculty are required to meet one of the following: (1) the established minimum qualifications; (2) possess a Lifetime Credential in the discipline; or (3) possess qualifications that are based on the Academic Senate approved equivalency[2] to the minimum qualifications. According the "Procedures and Practices for Hiring a Full-Time and Adjunct Faculty," Faculty with an educational administrator determine if candidates meet the approved Academic Senate

equivalency. Discipline faculty are considered the most qualified to assess and determine the needs for each program. In the development of the job announcement, the hiring committee may establish desirable qualifications to advance specific institutional goals. Desirable qualifications are reviewed by Human Resources for compliance with applicable EEO laws.

Approved discipline equivalencies are reviewed and affirmed by the Academic Senate every three years. If not reviewed and affirmed, the equivalency is considered invalid and the established minimum qualifications are used. Additionally, the Equivalency Committee reviews the equivalency procedure every three years and makes recommendations to the Academic Senate and governing board regarding any necessary changes.

The discipline faculty on the hiring committee and the educational administrator review the application packets to determine if minimum qualifications have been met. For a candidate claiming equivalency to the minimum qualifications, the faculty and educational administrator must agree that a candidate meets the equivalency criteria. If they determine that the candidate does meet the equivalency criteria, the candidate's packet is forwarded to the Equivalency Committee. No candidate in the hiring pool can be invited for an interview until the Equivalency Committee has reviewed the equivalency evidence provided by a candidate.[3]

The hiring committee reviews only those application packets of candidates who meet minimum qualifications, as well as those that have been determined to meet the minimum qualifications through

equivalency.

Positions are widely advertised in various media to attract the most diverse and qualified applicants.

It is the policy of the district to aggressively pursue a program of verifiable recruitment that is inclusive and open to all individuals. Efforts are undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools include, but are not limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. Members of the EEO Committee are encouraged to utilize and notify the district of additional recruitment options that may enable the district to obtain a diverse pool of applicants. All recruitment announcements state that the district is an "Equal Employment Opportunity Employer." Recruitment for all open positions includes, but is not limited to, placement of job announcements in the following instruments:

- Local/regional community newspaper (Antelope Valley Press).

- Publications, including electronic media, that reflect the full range of academic and administrative opportunities offered in higher education and related fields (i.e., Chronicle of Higher Education, California Community College Registry).

- Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged, as well as those events drawing significant participation by groups found to be underrepresented in the workforce.

Human Resources acts as a filter to ensure that AVC does not inadvertently discriminate against applicants based upon subjective requirements or qualifications.

Classified Positions
The list of positions is prioritized to meet the campus needs by the superintendent/president, the vice president of administrative services (formerly business services), and the president of the classified union. For newly created positions without current approved job descriptions, the education and experience minimum qualifications are recommended by the supervisor and reviewed by Human Resources to ensure that the supervisor does not under or over rate required qualifications. In addition, the job descriptions that incorporate the minimum qualifications are developed in concert with the classified union.

Classified Administrator and Confidential Positions
The needs for classified administrator and confidential positions are prioritized by the Executive Cabinet (the superintendent/president and the vice presidents). For newly created positions without current established job descriptions, the education and experience minimum qualifications are recommended by the supervisor and reviewed by Human Resources to ensure that the supervisor does not under or over rate required qualifications.

Educational Administrator Positions
The needs for administrative positions are prioritized by the Executive Cabinet (the superintendent/president and the vice presidents). Minimum qualifications are those listed in the publication "Minimum Qualifications for Faculty and Administrators in California Community Colleges." Due to recent budget concerns, vacant educational administrator positions were revaluated and divisions and departments were reconfigured, with the current deans assuming the responsibility for additional divisions/departments. Most recently, to assist the deans with managing their increased responsibilities, new faculty chair/coordinator positions have been established.

Part-time Staff
Per the "Procedure and Practices for Hiring Full-Time and Adjunct Faculty," all part-time, temporary full-time faculty, emergency hire faculty, and faculty interns are hired based on the identified procedures for each category. Applicant pools are established and maintained by the Office of Human Resources and Employee Relations. All faculty positions must meet the minimum qualification or the approved academic senate equivalency.

Self Evaluation
Antelope Valley College employs well qualified faculty and staff who possess the appropriate qualifications to perform their job duties. The college lists in its catalog[4] the names, educational degrees, and professional experience of the faculty and educational administrators. In addition, confidential management and classified staff are listed by positions.

The Office of Human Resources and Employee Relations is attempting to consistently ensure the enforcement of all hiring procedures. Hiring qualified administrators, faculty, and staff, is one of the top priorities for the college. In addition, Human Resources and Employee Relations works closely with hiring committees to ensure compliance with equal employment opportunity guidelines and regulations. A revision to the hiring procedure

for classified positions has been completed.

In a recent Human Resources Survey,[5] when asked if the Office of Human Resources and Employee Relations provides comprehensive EEO training, 73.1 percent of the participants *Agree* and *Strongly Agree*. In addition, the Office of Human Resources and Employee Relations tracks how many hiring committee members receive EEO training. Furthermore, the Office of Human Resources and Employee Relations tracks the number of discrimination complaints.

Planning Agenda
None.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Employee Type	# Recruitments		# Applicants		# Employees Hired	
	7/108-6/30/09	7/1/09-2/28/10	7/1/08-6/30/09	7/1/09-2/28/10	7/1/08-6/30/09	7/1/09-2/28/10
Classified	32	15	1465	580	19	7
Confidential/ Management/ Supervisory	1	2	29	20	1	2
Educational Administrators	9	1	58	28	5	1
Faculty – Full-Time, Tenure Track & Temp. 1-Year	3	3	42	11	3	3
Faculty – Part-Time, Adjunct	13	18	349	118	97	42
Short-Term, Non-Continuing, Non-Academic	7	8	202	506	185	133
TOTALS - ALL EMPLOYEE TYPES	**65**	**47**	**2,145**	**1263**	**310**	**188**

Descriptive Summary

Antelope Valley College assures that the staffing needs that are identified through the program review, Educational Master Plan,[6] and annual budget request processes are met to contribute to the mission of the college.[7] Due to budget concerns that stem from the recent economic downturn, all potential positions must be evaluated as to their critical need and as to whether they support the college mission. Each potential position must be approved by the Strategic Planning & Budget Council before beginning the hiring process begins.

Throughout the process, Antelope Valley College adheres to commitment to diversity. The Office of Human Resources and Employee Relations oversees the recruitment, screening, selection, and hiring of all personnel to ensure fairness and compliance in the hiring process. At minimum, open positions are posted by Human Resources, on the Human Resources and Employee Relations webpage, in the local newspaper, with the California Community College Registry, local school district offices, local job placement agencies, other organizations, and colleges.

The criteria, qualifications, and procedures for selecting personnel are published as part of each job announcement. For positions that require a degree, candidates with a foreign transcript must submit an evaluation of that foreign transcript when submitting application materials. An evaluation is a document that converts educational credentials from any country in the world into their U.S. equivalents by describing each certificate, diploma or degree earned and verifying its academic equivalency in the United States. An evaluation must come from a recognized corporation, such as Academic and Professional International Evaluations, Inc., Academic Credentials Evaluation Institute, or American Education Research Corporation.

Criteria for Selection of Faculty Positions

All announcements for faculty positions[8] include the following: (1) the most current minimum qualifications; (2) the academic senate approved equivalency; (3) any appropriate valid credentials; (4) a specific reference to sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students); and (5) desirable qualifications that are set by the discipline faculty to reflect the institutional mission and goals. The job announcement is developed by the faculty of the division/discipline, the educational administrator of the division/ area, and the faculty EEO representative assigned by Human Resources in consultation with the faculty union. The announcement is reviewed by the District EEO Officer in consultation with the area/ division for any adverse impact. In addition to the minimum postings of open positions, tenure track faculty positions are also published in the Chronicle of Higher Education (print or electronic version), and other appropriate discipline related publications that reflect the full range of academic and administrative opportunities offered in higher education and related fields. Job announcements are also placed in recruitment booths at job fairs or conferences, as well as those events drawing significant participation by groups found to be underrepresented in the workforce.

Criteria for Selection of Educational Administrator Positions

The position announcements[9] clearly state job specifications setting forth the knowledge, skills, and abilities necessary for job performance; desirable leadership characteristics and qualifications; and include sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Job qualifications beyond the state required minimum qualifications, which the district wishes to utilize shall be reviewed by the vice president of human resources and employee relations/EEO Officer before the position announcement is advertised to ensure conformity with the requirements of Title V, state, and federal non-discrimination laws. Human Resources, in conjunction with the appropriate vice president, who may serve as the chair of the hiring committee and EEO representative, prepares position announcements for review by the search committee. Educational Administrator positions are similarly advertised and follow the same recruitment process as that for faculty. Job announcements are typically posted for 45 days to allow for a comprehensive nationwide search.

Criteria for Selection of Classified Confidential/Management/Supervisory Positions

Classified Confidential/Management/ Supervisory position announcements[10] are drafted by the administrator of the department/area and the immediate supervisor. They establish the minimum and desirable qualifications for positions, in consultation with the vice president of human resources and employee relations, who also serves as the district's compliance officer. Position announcements include job title, salary range, working days/hours, posi-

tion description, representative duties, minimum education and experience qualifications, desirables, and working conditions. Announcements are posted for a minimum of two weeks as indicated above. The criteria for the selection of candidates to be interviewed are established by the hiring committees, using the minimum qualifications and representative functions and duties of the position to yield the most qualified applicants.

Criteria for Selection of Classified Positions

All classified position announcements[11] include job title, salary range, working days/hours, position description, representative duties, minimum education and experience qualifications, desirables, and working conditions. Announcements are posted for a minimum of two weeks. The criteria for the selection of candidates to be interviewed are established by the hiring committees, using the minimum qualifications and representative functions and duties of the position to yield the most qualified applicants.

Selection Procedures

For all open positions, it is the policy of the district to pursue a recruitment that is inclusive and open to all individuals. Human Resources reviews the procedures every other year, or more frequently when changes in the law make revisions necessary.

Efforts are undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates including men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. College Equal Employment Opportunity Advisory Committee members are encouraged to utilize and

notify the district of additional recruitment options that may enable the district to obtain a diverse pool of applicants. All recruitment announcements state that the district is an "Equal Employment Opportunity Employer."

Human Resources works with the supervisor of the position to assemble a hiring committee. The composition of the committee is outlined in the hiring procedures for faculty, educational administrators, classified employees, and confidential/ management/supervisory employees. All hiring committee members are required to receive EEO training[12] to ensure awareness of EEO guidelines and regulations. An EEO representative is assigned by Human Resources and monitors the entire screening and interview process. During the first committee meeting, Human Resources meets with the members to review the hiring procedures, member roles and responsibilities, confidentiality of the process, and an overview of EEO guidelines. Committee members follow the established hiring procedures in developing interview questions and teaching and/or other skill demonstration. Questions to evaluate and determine applicants' sensitivity to diversity are included in the interview questions.

The application packets are first screened to ensure that applicants meet the minimum qualifications for the position. The committee develops criteria based on the position duties and minimum qualifications to be used in the screening and selection of most qualified applicants for interviews. Interview questions are also developed to evaluate and determine whether the candidates possess the knowledge and the experience required of the position. For all faculty categories, a teaching or skills demonstration is re-

quired to confirm a candidates' knowledge. Committee members then review all the application packets of those individuals determined to be minimally qualified to select which candidates will be invited for an interview. The EEO representative ensures consistency throughout the process including that all applicants are given the same questions and allotted the same amount of interview time.

At the end of interviews for tenure track faculty positions, the superintendent/ president may separately interview each interviewed candidate. After all candidates have been interviewed, the committee members continue the evaluation process to determine the most highly qualified candidates for further consideration. For faculty hiring, the committee then meets with the superintendent/ president in an attempt to arrive at consensus in making a recommendation to the Board of Trustees.

Once a final decision on the recommended candidate(s) for hiring is made, the committee chair is charged with making reference checks. Once reference checks have been conducted, the finalist is recommended to the Board of Trustees for hiring.

Self Evaluation
Antelope Valley College strives to hire the most qualified and diverse applicants using its mission as a guide. Antelope Valley College is constantly updating its hiring procedures. Most recently, Human Resources, with the Academic Senate, in consultation with the faculty union, revised the format for faculty job announcements. Human Resources developed a "Job Seeking Tips"[13] information sheet, which is distributed to potential applicants at job fairs, and is also made available in

the Human Resources lobby area. Human Resources is continuously exploring opportunities to advertise and reach diverse applicants.

Once the selected candidate is approved for hiring, Human Resources requires official transcripts and prior work verification.

Equal Employment Opportunity provides assurances that all qualified candidates have a fair opportunity to compete for employment with the district. Equal Employment Opportunity representatives are members of the hiring committee and serve to ensure that the hiring procedures are being followed.

Planning Agenda
None

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary
All personnel are systematically evaluated based on written criteria negotiated with respective bargaining units. Evaluations are used to not only assess individual effectiveness, but to identify and encourage participation in opportunities to improve. All personnel are evaluated on the performance of their assigned duties and par-

ticipation in their institutional responsibilities. Evaluation of job performance includes, but is not limited to, consideration of knowledge of work, quality of work productivity, dependability, communication skills, initiative, interpersonal relations, professionalism, and safety practices.

Faculty
All full-time faculty must be evaluated using Article VIII: Evaluation and the Tenure Process[14] negotiated between the Antelope Valley Community College District Board of Trustees and the Antelope Valley College Federation of Teachers bargaining unit in consultation with the Academic Senate. The negotiated faculty agreement outlines the timeline and process for all faculty evaluations. Faculty are evaluated through a tenure review process for the first four years of employment, and then on a three-year cycle thereafter. As described in the Tenure Review: Criteria for Evaluating Faculty guideline, faculty are evaluated in four primary areas: 1) effective performance in classroom teaching, counseling, librarianship, or other specialized job duties; 2) effective interaction with students and evaluation of student work; 3) fulfillment of responsibilities to colleagues, discipline/department, division, and college; and respect for colleagues and the teaching profession, and 4) continued professional growth. As stated in Article VIII of the faculty contract, the evaluation process provides faculty with the opportunity to review the effectiveness of their performance in order to maintain the institution's standards and the high quality of instruction and support services. Evaluation is a continuous process and is valuable for a faculty professional development. It helps the individual identify strengths as well as weaknesses and encourages faculty to

continue professional growth.

First and second year full-time faculty are evaluated twice each year. During their third and fourth years, faculty are evaluated once a year. Tenured faculty are evaluated once every three years. Evaluation is a crucial component in the granting of tenure and is a continuing process for improvement for all faculty. Faculty are considered professionally competent to determine course or service objectives, instructional methods, and course materials that are consistent with the philosophy and mission of the college and that implement the Course Outline of Record. Evaluation focuses primarily on the effectiveness with which faculty achieve the stated objectives of their courses or support services and facilitate student learning. Evaluation also focuses on effectiveness of interaction with students, respect for colleagues and the teaching profession and continued professional growth. During the evaluation process, if the faculty needs improvement, a plan is developed outlining the areas of improvement, the timetable to accomplish the changes, and the resources available to help in improvement. The evaluation for the full-time faculty involves four distinct components: peer evaluation, administrator evaluation, student evaluation, and self-evaluation.

For the full-time temporary faculty the evaluation process is similar to that for the full-time faculty. Faculty who are hired for two consecutive semesters are evaluated during the first semester they are hired. Evaluation is on a team review basis.

For part-time (adjunct) faculty, the evaluation process is similar and is done on semester basis. Each adjunct faculty is

evaluated at least every three years with the first evaluation done in the first semester. The process includes observing the faculty member in performing their respective job duties. It also includes student evaluations and a self evaluation. The faculty evaluator meets the part-time faculty to discuss any issues after reading all evaluations.

Administrators
The administrative evaluation process (AP 7150),[15] by identifying an individual's areas of special competence as well as ways to improve and grow, is aimed at the betterment of personal performance, thereby enhancing the effectiveness of the college's administrative services and the quality of the educational experience provided to students. The goal of evaluation is to acknowledge and encourage high performance levels, motivating individuals to become more effective. Administrators are evaluated on leadership, communication and coordination, organization and management, and professional qualities. Newly hired administrators are evaluated annually during their first three years of service. Thereafter, all evaluations are required every three years. The evaluations are conducted during the period of September to February, with the completed evaluation submitted to the superintendent/president by February 15. The administrator and supervisor meet to discuss the evaluation and both sign it to indicate it has been reviewed. The signature does not necessarily indicate agreement with the contents of the evaluation. The administrator being evaluated may append written comments to the supervisor's evaluation. The completed and signed evaluation, along with supporting materials, are forwarded to the superintendent/president. The superintendent/president has the option of conducting an

additional evaluation meeting with the principals involved. The record of evaluation kept on file in the Office of Human Resources and Employee Relations.

Classified Staff
Classified employees are evaluated based on written criteria negotiated between the Antelope Valley Community College District Board of Trustees and the Antelope Valley College Federation of Classified Employees.[16] The purpose of the program of evaluation is to rate and attempt to improve the competence of the staff. Employees are to be evaluated in conjunction with the essential functions of their job description. The evaluation process includes knowledge of work, quality of work productivity, dependability, communication skills, initiative, interpersonal relations, professionalism, and safety practices. In their probationary phase, employees are evaluated every three months during their first year. The evaluator highlights in their report areas of strengths, areas for further development, areas for improvements, and areas where unique factors contribute to the evaluations. The classified employee and supervisor/evaluator meet to discuss the evaluation and both will sign to indicate it has been reviewed. The signature does not necessarily indicate agreement with the contents of the evaluation. The employee being evaluated may append written comments to the supervisor's evaluation. The completed and signed evaluation, along with supporting materials, are kept on file in the Office of Human Resources and Employee Relations.

Confidential/Management/Supervisory
Antelope Valley College employees are evaluated systematically to assure institu-

tional effectiveness. A written criteria guides the evaluation of employees, and includes an examination of assigned duties performed and participation in institutional responsibilities.[17]

Self Evaluation
The evaluation process for faculty and classified employees is clearly identified in each of the collective bargaining agreements. Confidential/Management/ Supervisory employees currently do not have a formalized evaluation procedure. This group follows applies past practice in following the classified employees annual evaluation process. The evaluation process for educational administrators: vice presidents, deans, and directors who are not members of the classified service or the faculty college bargaining unit. Can be found in BP 7150.[15] Notifications sent by the Human Resources ensures the evaluation process is conducted in a timely manner for all groups. The evaluation procedures for both faculty and classified staff can be found in their respective contracts. The evaluation process measures effective work and efficiency of employees and constantly gives them feedback to improve and become more efficient employees to contribute to the college mission.

Planning Agenda
Confidential/Management/Supervisory group and the vice president of human resources and employee relations, will establish a formal procedure and possibly revise the current evaluation form for confidential/management/supervisory employees. This formal procedure will be incorporated into the district's Administrative Procedure.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary
Antelope Valley College faculty are subject to periodic evaluations. As a component of the evaluations, faculty are required to assess their effectiveness in producing Student Learning Outcomes (SLOs). Using the objectives stated in the CORs, faculty have developed SLOs for all courses, gathered data, and implemented assessment.

The tenure review process includes a component that requires faculty to assess their performance in their assigned job duties. For example, for faculty in the classroom, the self evaluation process requires a reflection on instruction techniques and methods used to help students achieve the objectives outlines in the Course Outlines of Records (CORs) and the stated Student Learning Outcomes (SLOs). This process ensures that faculty members, after having developed the SLOs, are incorporating the SLOs into college processes.

As a support service to faculty, the Student Learning Outcomes Committee offers training workshops that focus on the development, implementation, and assessment of student learning outcomes. The Student Learning Outcomes Committee is a standing committee of the Academic Senate and is responsible for the uniform implementation and assessment of Student Learning Outcomes at the course, program, and department level. As of spring 2010, approximately 95 percent of courses offered at Antelope Valley College have approved Student Learning Outcomes identified. At least 23.16 percent of the courses taught during the 2009-2010 academic year assessed learning outcomes, as reflected by assessment data entered in WEAVE Online. WEAVE Online, is a web based application that allows faculty to further analyze effectiveness and achievement toward learning outcome goals.

Self Evaluation
As discussed by the Student Learning Outcomes Committee, the SLO process exists to assess the effectiveness of programs, courses, and services and to promote departmental and institutional dialogue. SLOs focus on group rather than individual measurement. Based upon the group's level of success, action plans are developed that improve student success and institutional effectiveness. When SLO data is reported it is reported as a group result. For example, all course sections of PSY 101 evaluate students using the same SLO and assessment method. Faculty teaching PSY 101 report data for each course section taught and aggregate the data. The aggregate data is reported and measured against the course achievement target set by faculty. Results are not reported in a way that will permit them to be associated with any individuals, faculty or student. All faculty are expected to participate in measurement and reporting of SLOs because it is part of their professional responsibility. Faculty, however, are not evaluated based upon their students' level of success in course SLOs, but as part of the faculty self- evaluation process. Faculty are asked to evaluate their level of participation in assessing SLOs. The guidelines for 2010-2011 SLOs reporting are currently posted in the SLO Committee webpage[18] documents and this information was discussed and

distributed in division meetings and emailed to faculty at the beginning of fall 2010.

Planning Agenda
None

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary
As part of the mission at Antelope Valley College, faculty, staff, and administrators are committed to serving the community by placing student success and student-centered learning as the number one priority. Inherent in any effort to establish high educational standards is the necessity to establish and maintain ethical standards and codes of conduct.

The four documents include: (1) BP 2715 Code of Ethics[19]/Standards of Practice for Board members; (2) BP 5500 Standards of Conduct for students[20]; (3) AP 3050: Institutional Code of Ethics for all employees;[21] and (4) the Code of Ethics: Faculty Rights and Professionalism outlined in the Faculty Handbook[22] for all faculty members.

Antelope Valley College upholds a written code of professional ethics for all personnel and outlines expected ethical and behavioral standards through the following four documents.

BP 2715 Code of Ethics/Standards of Practice was established to guide the Board members themselves. The policy requires that the Board of Trustees maintain high standards of ethical conduct for its members. Members of the Board of Trustees are responsible for:

- Acting only in the best interests of the entire community.

- Ensuring public input into board deliberations; adhering to the law and spirit of the open meeting laws and regulations.

- Preventing conflicts of interest and the perception of conflicts of interest.

- Exercising authority only as a board.

- Using appropriate channels of communication.

- Respecting others; acting with civility.

- Being informed about the district, educational issues, and responsibilities of trusteeship.

- Devoting adequate time to board work.

- Maintaining confidentiality of closed sessions.

Board Policy 5500 Standards of Conduct states that "The Board of Trustees of the Antelope Valley Community College District expects students to conduct themselves in a manner consistent with the educational purposes of the college." The complete Student Code of Conduct is published in the college catalog and is made available to students both in print and online.

Administrative Procedure 3050 Institutional Code of Ethics for all employees reaffirms the commitment of Antelope Valley Community College District employees to providing a high quality learning environment which will help our students successfully achieve their educa-

tional goals and objectives. To support this commitment, college employees adhere to the following standards of ethical and professional behavior related to their duties.

- Are honest and accountable in all actions and activities.

- Demonstrate personal and professional integrity in supporting the mission of the college.

- Are fair and respectful in all interactions with colleagues, students, and the public.

- Avoid conflicts of interest, or its appearance, between their obligations to the District and private business or personal commitments and relationships.

- Address issues and work with people without prejudice.

- Act within applicable laws, codes, regulations, and District policies and procedures.

- Respect the personal values, beliefs and behaviors of others.

- Maintain confidentiality regarding information about students or staff obtained in the course of their duties.

- Protect District assets.

- Maintain a working and learning environment free from harassment as defined by District policies.

- Maintain and enhance job effectiveness and competency through professional development.

- Respect the integrity and professionalism of administrators, faculty, staff and students.

- Make every reasonable effort to create an equal-access learning environment that will help students succeed.

The *Code of Ethics: Faculty Rights and Professionalism* statement is published in the Faculty Handbook developed by the Academic Senate. Three primary principles provide the foundation for faculty Code of Ethics: (1) respecting the dignity and rights of all people; (2) striving for honesty in education, providing an environment in which learning is stimulated, and documenting how faculty know what faculty know; and (3) carefully considering the consequences of actions in order to protect other faculty and the educational mission of the college.

Self Evaluation

All AVC employees are expected to uphold the highest level of respect of professionalism for peers and students. One of the parts of the evaluation process focuses on professional conduct. The Office of Human Resources and Employee Relations is in charge of responding to any ethical lapses by launching a thorough investigating if a complaint is filed. In addition to the faculty contract and board policy, the Code of Ethics is included in the Faculty Handbook. The Student Code of Conduct is published in the college catalog.[23] In the recent campus wide 2010 Accreditation Survey,[24] most of the respondents knew where to find the Policies on the code of conduct. When asked whether the college promotes sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of its employees, 69.8 percent of the faculty participants, and 64 percent of the staff participants, *Agree* or *Strongly Agree*. In the Human Resources Survey, when participants were

asked if Human Resources provides adequate orientation or training on ethical work place conduct, about 60 percent of the respondents *Agree* and *Strongly Agree*.

Planning Agenda
None

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

Full-Time Faculty
Antelope Valley College maintains an adequate number of qualified full-time faculty. The Human Resources Staffing Plan[25] is one of five plans derived from the Educational Master Plan and is responsible for defining "a staffing plan that provides adequate staffing to account for growth in enrollment and supports new and existing facilities." The Human Resources Staffing Plan ensures that full-time faculty is proportionally distributed based on a long-term plan. Currently there are 195 full-time faculty. Despite difficulties in maintaining forward momentum in hiring of full-time faculty, the district continues to exceed it's statutorily established Faculty Obligation Number (FON) of 153.

The number of full-time faculty is determined based on the recommendations of the program reviews. Deans, the vice president of academic affair, and the vice president of student services identify position priorities based on the program re-

view Reports. The criteria for new faculty positions are aligned with institutional goals and the available resources through the Strategic Planning & Budget Council. The superintendent/president, the academic senate president, the vice president of academic affairs, and the vice president of student services meet to finalize the list of full-time faculty positions.

Managers and Classified Personnel
The Human Resources Staffing Plan also provides guidance in an effort to equally distribute managers and classified personnel for departments and divisions, sufficient to support the academic schedule and to provide an appropriate level of support services to meet demands of students. Currently, there are 42 classified managers and 186 classified staff.

The needs for staffing of classified personnel are determined by the program review process. With the recent economic downturn, the staffing needs for the campus were put on hold unless deemed as a necessary position to meet the college mission.

Due to changes in funding, several deans positions were frozen, which increased their range of oversight for many of the current deans. The campus organization has been restructured to have administrators assume more responsibility. For example, the Language Arts division, and the Instructional Resources and Extended Services division faculty and staff, report to one dean.

The Strategic Planning & Budget Council recommended to the superintendent/president to institute a hiring freeze campus wide. As a result of this recommendation, four deans position, 20 full-time faculty positions, and 24 classified positions

remain unfilled. However, evaluation of vacant positions for critical need was done by the Strategic Planning & Budget Council. This review allowed for the re-filling of positions that were crucial to the mission of the college. Some examples of positions which received this approval included programmer/analyst, coordinator for veterans programs, and electrician.

Self Evaluation

Since the 2004 Accreditation Self Study, Antelope Valley College has experienced a 27.8 percent growth in student enrollments and has expanded services at the Palmdale Center. Over the same period, Antelope Valley College has hired 84 full-time faculty and 91 classified staff.

Program evaluation and service effectiveness, which by extension includes maintaining a sufficient number of qualified faculty members, is measured by the program review process. Each area is required to identify quality/performance (outcomes and effectiveness criteria) indicators inclusive of staffing requirements. Outcomes are used to determine the most appropriate corrective action plan(s), and improve personnel resources, facilities, learning resources, and instructional-support resources. An appropriate level of preparation and experience of all employees that is necessary to support the college's mission and purpose is assured through the hiring process.

Antelope Valley College assures that the staffing needs that are identified through the program review,[26] Educational Master Plan Update, and annual budget request processes are met to contribute to the mission of the college. Due to budget concerns that stem from the recent economic downturn, all positions to be announced must be evaluated as to each position's critical need and its effectiveness in supporting the mission and goals of Antelope Valley College, and must be approved by the Strategic Planning & Budget Council.

Due to the lack of financial resources, the ability to hire additional faculty and staff has been hindered. The college has placed a freeze on hiring new positions and has looked into increasing the duties and responsibilities of current employees when a position becomes vacant. Human Resources has identified the need for more data to assist in making decisions in prioritizations of staffing needs. To assist the district in making data driven decisions regarding staffing levels, Human Resources and the Department of Institutional Research and Planning will be developing a survey. This survey will identify key work load drivers for each department in consultation with departmental leadership. Based upon that information, a statewide survey will be conducted to collect data on staffing levels, as well as work load drivers at all of the community college districts. Ratios will then be developed from the data collected to determine appropriate staffing levels and efficiency measures across a diverse array of departments. Examples of the ratios to be developed are the average number of square feet of building space cleaned per custodian, or the dollar amount of financial aid awarded per financial aid office staff member. This data would then be used to provide statewide average ratios, as well as a means of comparison to colleges with similar enrollments to AVC, and would assist SPBC in making decisions to prioritize staffing requests that exceed available resources.

Planning Agenda
None

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary
Antelope Valley College subscribes to the services of the Community College League of California that provide the college with quarterly updates and revisions of board policies and administrative procedures. Antelope Valley College uses the league as a model for institutional policy design. Once policies are developed, they go through the College Coordinating Council collaboration where the policy is vetted. The development of the policy may involve shared governance groups such as the Academic Senate, classified union, faculty union, Administrative Council, College Coordinating Council, and Associated Students. Once a policy is approved College Coordinating Council, it goes to the Board of Trustees as an information item and then as a communication for adoption. On the other hand, administrative procedures are sent to the Board of Trustees as an information item only.

The Board of Trustees ultimately adopts policies, which are then considered public information and made available to anyone upon request. The college has developed a wide range of personnel policies, rules, and procedures, which provide a clear set of guidelines for the fair and impartial treatment of faculty and classified employees. Many of these are set forth in bargaining agreements with specific employee groups. Working conditions for full-time faculty, adjunct faculty, and classified staff are negotiated through the collective bargaining process. Negotiated agreements are available on the college website[14 16] and are accessible by all employees. Administrators receive a copy of the collective bargaining agreements for both classified and faculty. New employees receive an online link to their respective collective bargaining agreements at the initial new employee orientation meeting.

Antelope Valley College strives to provide personnel policies and procedures that are clear and administered equitably. New and revised personnel policies and procedures are reviewed and discussed with Human Resources staff as to how implementation should occur in order to provide fair treatment and consistent handling of personnel matters. All new employees are provided with relevant policies and procedures and are asked to sign an acknowledgement for receipt of the documents.

Antelope Valley College BP 3410 Non-Discrimination and BP 3420 Equal Employment Policy adhere to state administrative regulations for equal employment opportunity. Consistent with the law, equal employment opportunity information is also present in the labor law postings across campus.

Antelope Valley College BP 3410 Non-Discrimination and BP 3420 Equal Employment Policy and Administrative Procedures AP 3410 Non-Discrimination[27] and AP 3420 Equal Employment Policy[28] ensure that fairness in employment procedures exist in all hiring policies. All board policies and administrative procedures are available on the Antelope Valley College

website under the District Board webpage.

The district follows established hiring procedures in filling vacancies without regard to race, color, religion, national origin, ancestry, sex, age, medical condition, mental disability, physical disability, marital status, sexual orientation, or veteran status. When filling a vacant position, Antelope Valley College seeks to attract an adequate pool of qualified candidates and establish an inclusive selection committee. An Equal Employment Opportunity representative, who has received training in equal employment opportunity practices, is a member of each hiring committee and presents committee members with a summary of relevant equal employment opportunity procedures at the beginning of the process. The Office of Human Resources and Employee Relations monitors the employment process to ensure adherence to all policies and procedures. The district has established procedures for handling and investigating any complaints of discrimination in the employment process.

Self Evaluation
As in years past, the college has ensured that hiring is based primarily on job related duties of the position, and applicants are ensured to receive equal opportunity for consideration of employment. Each hiring committee of the district is now provided online EEO training. In addition, the director of human resources and/or designee meets with each search committee at the first committee meeting and reviews the members' roles and responsibilities, and other key protocols, all of which have as their underlying theme that all members are responsible for protecting the integrity and credibility of the hiring and EEO processes.

In the case where a complaint may exist regarding hiring, Antelope Valley College has established procedures for handling and investigating any complaints of discrimination in the employment process. The policy regarding discrimination (BP 3410) and sexual harassment as well as the Discrimination Complaint Form is contained in the district's Equal Employment Opportunity Plan,[29] available in the Office of Human Resources and Employee Relations.

In the recent 2010 Accreditation Self Study Survey[24], when classified staff participants were asked whether the college's personnel policies and procedures are fairly and consistently applied, 49.1 percent *Agree* and *Strongly Agree*. When faculty members were asked, 56.3 percent *Agree* and *Strongly Agree*. When administrative were asked, 59.2 percent *Agree* and *Strongly Agree*.

Planning Agenda
None

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary
The district follows the guidelines set forth in Article VII and Article X of the Faculty and Classified Bargaining Contracts,[14 16] respectively, to ensure that personnel records are kept confidentially. Both contracts stress that all personnel files must be kept confidentially and only allow access for the employee, an authorized representative of the employee, or an administrative employee who requires access based on assigned duties and responsibilities.

All personnel files are kept in a locked cabinet in the Office of Human Resources and Employee Relations to ensure physical security. Anyone requiring access to a file must go to the office during normal business hours and present picture identification. A log sheet is kept in each folder in which the name of the reviewer, date reviewed, and signature of the reviewer is recorded. If an employee would like to designate a representative for viewing his or her file, he or she must submit written authorization to Human Resources.

Self Evaluation
The Department of Institutional Research and Planning conducted a survey[24] to assess the attitudes of classified staff and faculty toward Human Resources. They were asked how strongly they agree or disagree with the statement, "Human Resources is sensitive to, and maintains, the confidentiality of personnel records and information." The results of the survey revealed that 57.9 percent of the faculty, 45.3 percent of the staff, and 77.7 percent of the administrative surveyed, either *Agree* or *Strongly Agree* with the statement.

In another survey conducted by the Human Resources Office 73.6 percent of the participants *Agree* or *Strongly Agree* when asked if Human Resources provides easy access to personnel policies and procedures.

Planning Agenda
None.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary
Through board policy and administrative procedures, Antelope Valley College affirms equity and diversity for employees, students, and the community. College personnel receive training on equity and diversity, and have the opportunity to participate in college governance and professional development activities. The college also provides equity and diversity services and opportunities to students through student clubs and campus wide events. For instance, the college has a Student Activities Counsel that promotes and celebrates events such as the Asian Pacific Heritage Celebration, Martin Luther King Jr. Day, Cesar Chavez Day, and Holocaust Remembrance. Student clubs on campus help foster an appreciation of diversity include clubs such as the Multicultural Club and the Asian Pacific American Collegiate Endeavor. Previously, and for a short period of time, a Native American Club also existed but was discontinued due to the lack of student interest. All student clubs require a faculty advisor.

Antelope Valley College demonstrates an appropriate understanding of, and concern for, issues of equity and diversity through policies and practices. Through BP 3420: Equal Employment Opportunity,[28] the Board of Trustees have a commitment to promote the realization of equal employment opportunity, and has directed the superintendent/president to develop an Equal Employment Opportunity Plan that complies with Title 5 requirements. Furthermore, BP 5300: Student Equity[30] acknowledges the Board's commitment to assuring student equity in educational programs and college services, and is the foundation for the development of a Student Equity Plan.

Through BP 7100: Commitment to Diversity,[31] the Board of Trustees recognizes the importance of diversity in the academic environment. Board Policy 7100: Commitment to Diversity states, "The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students."

Antelope Valley College also actively promotes equity and diversity through professional development activities.[32] For example, during the fall 2009 semester, *Deaf Students, Interpreters, Instructors, and Tutors* was offered as a seminar and, as stated in the seminar description, an opportunity to "discuss the needs of Deaf students, how to work effectively with interpreters, tutoring for the Deaf, and methods for instructors to enhance student learning." Another workshop, *What is a Learning Disability*, also offered during the fall 2009 semester, sought to help individuals identify different learning disabilities and discuss ways in which students with disabilities may be assisted. In addition, faculty have developed curriculum so students are able to satisfy the category "F" areas for an associates degree.

Personnel receive training on equal opportunity and diversity issues and have opportunities for involvement in college participatory governance and professional development activities. Furthermore, all hiring committees are required to have an equal employment opportunity trained representative as a member of the committee.

As part of a diversity outreach, Antelope Valley College advertises in Job Ele-phant, which makes the information available to publications such as Black Careers, Hispanic Outlook, and others that seek to reach diverse audiences.

Self Evaluation
The district demonstrates an appreciation of equity and diversity at all levels. At the Board of Trustees and policy level, mechanisms are in place to ensure appropriate administrative structures and programming which reflect the diversity of Antelope Valley College's population. Faculty, staff, and students are heavily involved in activities which demonstrate the college's commitment to a learning environment that is free from discrimination and embraces diversity.

These efforts are producing results in the form of a more diverse environment for students. From the Student Equity Plan Executive Summary: "AVC continues to meet or surpass the percentage of students compared to the greater population in the following ethnic categories: African American, Native American and Asian Pacific. Our campus is mirroring our local community in the number of the Hispanic population compared to the number of students we serve."

Additionally, our employees also validate the success of these efforts. In response to the 2010 accreditation survey question, "The college promotes sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of its employees," 94 percent of those surveyed *Agree* or *Strongly Agree* with the statement.

Planning Agenda
None

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

Antelope Valley College creates and maintains programs, practices, and services that support a diverse population and meets the needs of students, faculty, staff, administration, and members of the community. In 2006, the Academic Senate realized that the Faculty Academy Program needed to be reinstituted. The Academic Senate decided there was a need to merge the Faculty Academy Program into the Flex Professional Development Program (Flex). The plan was approved and the Flex Chair worked with the Senate Executive to build a solid program. The Professional Development Committee created four standards[33] covers specific professional tasks. They are:

Standard #1 focuses on Faculty Academy. Faculty members need to complete minimum hours of faculty academy (10 hours required for tenured faculty, 15 hours required for non-tenured faculty). The purpose of participating in Standard #1 is to improve student learning and retention through the enhancement of instructional strategies, techniques, and support services by developing new methods of teaching and assessment to address diverse learning styles, embracing new educational technologies, and supporting the Antelope Valley College mission and institutional learning outcomes.

Standard #2 focuses on College Colloquia and interdisciplinary activities. (15 hours required for tenured faculty, 20 hours required for non-tenured faculty). The purpose is to promote faculty interaction, collegiality, and professional growth through the intellectual exchange of ideas across various disciplines and enhance lifelong learning skills by examining culturally diverse perspectives in the arts, sciences, and humanities.

Standard #3 emphasized governance and conferences (15 hours required of tenured and ten hours required for non-tenured faculty). Its purpose is to promote the internal governance and operations of Antelope Valley College by encouraging faculty to serve on committees to enhance their understanding of campus operations. Also, the purpose of Standard #3 is to externally promote AVC's reputation as an institution of higher learning by representing the college at professional conferences and publishing scholarly work in academic and trade publications.

Since many faculty members were participating in professional projects and activities, Standard #4 was developed (20 hours required tenured and 15 hours for non-tenured faculty). The purpose of Standard #4 is to give a chance to faculty to develop new skills and knowledge that directly relate to one's assigned duties at the college through advanced training and coursework and participation in professional activities and projects.

The redesigning of the Professional Development Program was based on the Chancellor's requirements and on campus needs. Many current issues that are important for faculty were included in the program. Such examples include, online courses to teach faculty about Blackboard, presentations to teach faculty about developing and evaluating student learning outcomes (SLOs), and presentations to teach faculty how to use the WEAVE Online program to input SLOs data.

In addition, adjunct faculty have more opportunities to participate in the professional development program by taking courses through www.learner.org (the Annenberg Media) where streaming videos are offered or by participating in technical training events offered remotely through CCC Confer. This process addresses the special needs many adjuncts have with alternate employment schedules and commuting issues.

Self Evaluation

Through a Faculty Professional Development Program, Antelope Valley College provides faculty, and when space permits to staff, and members of the community opportunities for participating in workshops and seminars that promote professional development. New professional development activities are proposed and provided each academic year, and a calendar of events is posted on the college website. The Faculty Professional Development Program allows all participants a chance to discuss and exchange diverse ideas. The events offered every year are based on evaluating the program and assessing the needs of the campus community.

The evaluation of the program is done through continuous dialogue, and occurs at three different levels:

First, the evaluation process starts at the proposal phase. A call is put prior to the calendar year to ask the campus community to submit proposals to the Professional Development Committee for the type of presentations they would like to present and are needed for campus improvement. Second, participants of individual events electronically receive evaluation forms to complete. Third, at the end of the academic year, full-time faculty have to submit an evaluation as a part of their Professional Development contract. Adjunct faculty are requested to submit an evaluation every semester which is included on their final contract. The committee constantly assesses the submitted evaluation to shape the next year calendar.

The Professional Development Program is constantly updated based on campus needs. The input through the evaluation determines the direction of the program. New events are constantly added to the program. For example, in the 2009-2010 academic year, a CERT (Community Emergency Response Teams) training program was added to enable faculty to train and be prepared in the case of an emergency or natural disaster. Participants are certified by Los Angeles County Fire Department. Another program that was included is CPR training. These events are not only open to faculty, but also to campus staff, though faculty get priority since attending these events is part of their contractual obligations. Many of the events included in the program have been a major success. Such topics include SLO Training, SLO Weave Online Assessment Training, Basic Skills Symposium/Forum, CurricuNET Training for AP&P, myAVC training, Blackboard training, Human Resource sponsored – Preventing Sexual Harassment, Discrimination and Retaliation in the Academic Setting/Environment, Discrimination in Education: What We Can Learn from Little Rock – guest speaker Dr. Terrence Roberts, and technical training for anyone who needs assistance in software applications (i.e. Microsoft, Blackboard, etc.)

Planning Agenda
None

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

The Office of Human Resources and Employee Relations at Antelope Valley College inputs demographic data voluntarily provided by employment applicants, and conducts regular recruitment and selection analysis, which assess the progression of qualified applicants from the point of application through final selection. The purpose of the analyses is to ensure that selection and hiring practices provide all applicants and employees with equal access to employment opportunities and to prevent an unjustified adverse impact on members of a protected classification. Human Resources submits required demographic information regarding applicants and employees annually to the Chancellor's Office. Analysis reports developed by the Chancellor's Office are sent to Human Resources for review and to assess how the college employment by race and gender compare to other community colleges in the State of California. Data is used by the Human Resources to assess compliance with Equal Employment Opportunity regulations.[34]

Self Evaluation

Through BP 7100 Commitment to Diversity,[31] Antelope Valley College recognizes the importance of equal opportunities for all individuals, including underrepresented populations. When a vacancy occurs, the district attempts to attract an adequate pool of qualified candidates. Marketing adjustments may be made to ensure advertising reaches diverse groups. The Human Resources department seeks to ensure that underrepresented populations are not being excluded from applicant pools. Beginning in 2008, HR sig-

nificantly improved the process for collecting, tracking and analyzing demographic data of applicants for employment.

An annual MIS/IPEDS report is generated for the Chancellor's Office. The information is also provided to the Equal Employment Opportunity Committee for review.

In the case where a complaint may exist regarding hiring, Antelope Valley College has established procedures for handling and investigating any complaints of discrimination in the employment process. The district's policy and administrative procedure regarding non-discrimination, as well as the Discrimination Complaint Form are contained in the District's Equal Employment Opportunity Plan, and are available in the Office of Human Resources and Employee Relations.

In the 2010 Accreditation Self Study Survey,[24] when asked if the college is proactive and consistent in supporting equal employment opportunities, 68.1 percent of the faculty, 64.2 percent of the staff, and 88.8 of the administrative *Agree* or *Strongly Agree.*

Planning Agenda
None

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary
Antelope Valley College values its students and employees and strives to provide an academic environment free from harassment, discrimination, and unethical behavior. Many board policies and administrative procedures advocate equal

treatment and have been adopted to provide guidance and expectations related to employees and students of Antelope Valley College.

The Antelope Valley Community College District is committed to providing a high quality learning environment to help students successfully achieve their educational goals and objectives. To support this commitment, the Board has adopted an Institutional Code of Ethics (AP 3050) and college employees adhere to the standards of ethical and professional behavior related to their duties.

The district is committed to equal opportunity in educational programs, employment, and all access to district programs and activities. As an adopted Board Policy 3050, "the institution shall provide access to its services, classes, and programs without regard to national origin, religion, age, sex or gender, race, color, medical condition, ancestry, sexual orientation, marital status, physical or mental disability, Vietnam Veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics." Administrative procedures have been established to ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination. Notices of this policy are circulated to all constituency groups of the district on an annual basis and have been incorporated into the Faculty Handbook and Student Handbook.

Additionally, to ensure fairness in employment, the Board has in place an Equal Employment Opportunity Board Policy 3420[28] that supports the intent set forth by the California Legislature. The purpose of this policy is to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. This diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program and constant increase of awareness by training the district's personnel.

Board Policy 3430[35] on Prohibition of Harassment was established. "All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The district is committed to providing an academic and work environment that respects the dignity of individuals and groups. The district shall be free of sexual harassment and all forms of sexual intimidation and exploitation. It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation of any person, Vietnam Veteran, or because he or she is perceived to have one or more of the foregoing characteristics."

The district also has set clear guidelines for reporting incidents of harassment

without fear of retaliation or reprisal (BP 3430). The district also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. All allegations of retaliation will be investigated swiftly. Any employee or student who believes that he or she has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in AP 3435.[36] Supervisors are mandated to report all incidents of harassment and retaliation that come to their attention.

This policy of harassment prohibition is multifaceted and applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.

The district undertakes education and training activities to counter discrimination and to prevent, minimize and/or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The Academic Freedom policy[37] is also set in place to ensure freedom of expression is a legal right protected by the Constitution of the United States. "Academic freedom in the pursuit and dissemination of knowledge in an educational environment shall be ensured and maintained."

The Academic Freedom Policy is provided for all faculty (tenure, non tenure, and adjunct). Faculty are not subjected to censorship or discipline solely on the grounds that he or she has expressed opinions or views, or provided access to controversial opinions or views. Faculty have the freedom to select materials, methods of application, and procedures in carrying out their job duties. If there are any academic freedom issues affecting a faculty member, the Code of Ethics will be consulted and the grievance policy shall be followed.

All the Board policies and administrative procedures are available online to students, employees, and the general public through the college website (http://www.avc.edu/administration/board/policyprocedures.html).

Through Board Policies and Administrative Procedures, Antelope Valley College subscribes to, advocates, and demonstrates integrity in the treatment of administrators, faculty, staff, and students. Furthermore, through processes negotiated between employee bargaining units and the Antelope Valley Community College, employees are afforded the opportunity to grieve or appeal actions related to treatment encountered through employment.

The certificated faculty and classified employee bargaining units have negotiated a grievance procedure with the district to provide an orderly means by which all grievances can be resolved in an expeditious, amicable, and decisive manner. A grievance is a complaint by any unit member alleging that the employer (AVCCD or its representatives) has violated a term of the written employment contract agreed to by the Board and the recognized faculty bargaining agent. A

grievance may be filed by a member of the unit on his /her own behalf or by the Federation on behalf of the Federation or on behalf of a member(s) of the unit. The aggrieved party shall make every attempt to resolve the grievance with the immediate/appropriate supervisor on an informal basis. If the problem is not resolved to the satisfaction of the grievant within a reasonable period of time, the grievant may then proceed to the formal grievance level. There are three levels of review and response available to employees having filed a written grievance. In the event the grievant is not satisfied with the decision at Level III, the grievant may appeal the decision in writing to the Board of Trustees. The grievant may request an oral hearing at this level.

Self Evaluation
The district promotes the prohibition of discrimination and harassment policies[27] [35] during the orientation of new employees. These policies are procedures are accessible to the campus community on the college website, the Student Handbook published each year, and the Faculty Handbook.

To ensure commitment to equity and encouraging reporting of unjust incidents, the district has in place a retaliation policy to protect personnel who report discrimination and harassment. This policy makes it unlawful to retaliate against reporting personnel.

The college ensures that all personnel are aware of such policies and are familiar with forms and the process of reporting. During the 2010 Accreditation Self Study Survey,[24] when participants were asked where to find written documentation about " Procedures How to File a Grievance" and "Procedures How to File a

complaint" an overwhelming majority of the respondents knew where to find the forms. For faculty, 80 percent answered on the college website, 94.5 percent answered in the union contract, 69.2 percent answered in the work area, and 74.2 percent answered in the student/employee/faculty handbook. For staff, 59.1 percent answered on the college website, 100 percent answered in the union contract, and 64.7 percent answered in the student/employee/faculty handbook. For administrative, 57.9 percent answered on the college website, 95.7 percent answered in the union contract, and 62.5 percent answered in the student/employee/faculty handbook.

Planning Agenda
None

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary
Employees at Antelope Valley College are provided with appropriate opportunities for continued professional development, consistent with the college mission, and based on identified teaching and learning needs. Administrative Procedure 7160: Professional Development,[38] provides for an equal opportunity for all personnel to engage in professional development consistent with the college mission.

Professional development opportunities are provided to faculty, staff, students,

and the community through the Faculty Professional Development Program. The Faculty Professional Development Program Committee develops an annual calendar of events consistent with the district mission and based on identified teaching and learning needs, and provides oversight and evaluation of the activities. Unless a special material or travel related fee is required for a workshop or seminar, all activities are presented without charge, and are available to all faculty and to other employees, students, and the general public when space permits.

Employee orientations and Welcome Back activities are also provided on an annual basis to welcome new and returning/continuing employees, and to provide basic information relative to their position at the college. Orientations for new hires, Welcome Back Day activities and seminars, and the Faculty Professional Development Program provide faculty, administrators, staff members, students, and community members an opportunity to attend a diverse selection of professional development seminars and workshops. Furthermore, there are professional development funding sources available to Confidential/Management/Supervisory (CMS) employees, and Classified Employees. The funding sources include:

- *Educational and Professional Development for Classified*. The District typically allocates $7,000.00 annually ($3,500.00 per semester) to fund educational and professional development activities. Unit members completing approved course work or equivalent study can receive up to $100.00 per semester unit.

- *Staff Development*. Staff Development funds are available for every-

one. Typically $75,000.00 is made available depending on economic and budget factors. When funds are available, each individual is eligible for a maximum of $1,000 between July 1 and June 30 of each year. Staff Development guidelines are available online through myAVC.

- *CMS Professional Development*. Funding is available to the Confidential/Management/Supervisory group for the purpose of professional development. Typically $15,000.00 is allocated to the fund for per fiscal year.

- *Required Professional Development/Special Skills Training*. Funding for required training or professional development is approved by the budget subcommittee for each fiscal year.

- *AVC Foundation* provides funding opportunities for the campus community a minimum of $10,000 is awarded annually. Guidelines are available of the AVC Foundation webpage.

Title 5 §77720, §77732 and §84890, 84895 give all community colleges the option of adopting a flexible calendar under the guidelines contained within these articles. Additionally, in order for any professional development program to receive approval from the Chancellor's Office, the Faculty Professional Development (Flex) Committee must agree to the following conditions:

- To survey the faculty annually and determine the most critical faculty, student, and instructional needs.

- To develop a series of presenta-

tions to address those needs.

- To maintain records on the following:
  - ♦ the type and number of presentations scheduled;
  - ♦ faculty contracts indicating a planned program;
  - ♦ an account of the number of faculty participating in the program.
- To evaluate annually the effectiveness of the professional development program and update the presentations to reflect needed changes.
- To hold regular advisory committee meetings to carry out the above tasks and make recommendations regarding guidelines and procedures

The Faculty Professional Development Committee (Flex) at Antelope Valley is a standing committee of the Academic Senate.

The Faculty Professional Development Committee provides administrative oversight and evaluation of its activities. Attendees evaluate all activities and the results are used to plan future events.

By adopting a flexible calendar option,[39] Antelope Valley College provides full-time and adjunct faculty members (both instructional and noninstructional) with time and opportunities for participating in professional development. Although the program is primarily designed for faculty professional development, staff, administrators, students, and community members are welcomed to attend if space permits. Through a carefully designed program to address the needs of Antelope Valley College as it continues to grow,

the professional development program allows participants to explore current and innovative curriculum issues and classroom strategies, and offers faculty from different disciplines a chance to discuss and exchange ideas.

With approval from the Chancellor's Office and the Antelope Valley College Board of Trustees, Antelope Valley College shortened the instructional calendar by ten days so that faculty may engage in an institutionally-sponsored professional development program. While the state's guidelines allow for each campus to create its own calendar and program, two provisions must be followed: 1) flexible time and activities are "in-lieu" of classroom time; and 2) professional development obligations must be met within a single academic year (i.e., no carry-overs). The total number of obligation hours full-time faculty must complete in a fiscal year is 60. Adjunct faculty obligations are established by the total amount of lecture hour equivalents taught in a semester. All adjunct faculty are required to complete a minimum of three hours in Standard #1 – Faculty Academy activity each semester. The remaining obligation hours can be completed with any professional development activity related to their respective disciplines. The Faculty Professional Development Committee has established four standards (program outcomes) that must be met in the following order:

Standard #1: Faculty Academy
(10 hours required for tenured faculty, 15 hours required for non-tenured faculty*)
Improve student learning and retention through the enhancement of instructional strategies, techniques, and support services by developing new methods of teaching and assessment to address diverse learning styles, embracing new edu-

cational technologies, and supporting the Antelope Valley College mission and institutional learning outcomes. Standard #1 events may be used for either salary advancement or towards flex obligation.

Standard #2: College Colloquia
(15 hours required for tenured faculty, 20 hours required for non-tenured faculty*) Promote faculty interaction, collegiality, and professional growth through the intellectual exchange of ideas across various disciplines and enhance lifelong learning skills by examining culturally diverse perspectives in the arts, sciences, and humanities.

Standard #3: Governance and Conferences (15 hours required of tenured faculty and 10 hours required for non-tenured faculty*) Enhance the internal governance and operations of Antelope Valley College and externally promote its reputation as an institution of higher learning by representing the college at professional conferences and publishing scholarly work in academic and trade publications.

Standard #4: Professional Projects and Activities (20 hours required for tenured faculty and 10 hours required for non-tenured faculty) Develop new skills and knowledge that directly relate to one's assigned duties at the college through advanced training and coursework and participation in professional activities and projects.

Hours accumulated beyond the required amount may be transferred and used to satisfy lower standard requirements.

In addition, the college provides all personnel with opportunities of continued professional development through conferences and workshops. Recently the college revised the Welcome Back Day prior

to the beginning of the school year as a Standard #1 Professional Development activity. It is mandatory for full-time faculty to attend, while it is highly recommended for adjunct faculty. The eight hour event provides all participants with presentations about current campus wide issues. During the 2009 Welcome Back Day many were the events were about Student Learning Outcomes.

The Faculty Professional Development Committee plans a comprehensive annual program that is consistent with district's mission and is based on needs as assessed by the program evaluation. Last year, there was a tremendous need and request to learn about Student Learning Outcomes. The Flex calendar included many events conducted by the SLO Committee providing lectures and workshops on how to develop and assess SLOs. In addition, there was a huge demand to teach the college about online resources. There were many Flex events that included technical training on the use of Blackboard, Acrobat Reader, PowerPoint, Gradebook, among others. These events were led by the campus Technical Trainer.[32]

The Confidential/Management/ Supervisory (CMS) Group distributes a Training Needs Assessment Survey to all CMS members in order to gather data necessary to formulate training schedules and content for future professional development activities. Information on training needs for all classified and CMS personnel is also obtained from annual employee evaluations. As a part of the annual evaluation, all employees and/or their Supervisors identify professional development goals.

In addition, a sabbatical opportunity is offered to full-time tenured faculty to ob-

tain innovative instructional or technological expertise in their field. The call goes out every year to faculty announcing sabbatical proposal acceptance. The required proposal includes several questions about how the submitted sabbatical will benefit the college and impact future students.[39]

The study abroad program is also a proposal process for faculty who are interested in teaching abroad. Faculty over the years have been selected to teach in London, England, and Salamanca, Spain. This program gives faculty the opportunity to be exposed to different educational setting and teaching styles form other cultures. This broadens the perspective of participating faculty.

In response the Basic Skills Committee[40] was established. It coordinates with other campus committees that focus on basic skills development, such as the Student Success & Equity Committee, Matriculation, and the Enrollment Management Committee. College courses particularly in math, English, and reading are studied. ESL credit courses, as well as, other credit and noncredit programs, to ensure that best practices are utilized across campus to better serve students. A review of student success will be studied, along with student support such as peer-tutoring, learning and study skills, and counseling. The Basic Skills Committee oversees and manages the basic skills state budget, informs SPBC, and makes recommendations to the superintendent/president, and write grants when available.

Self Evaluation
The district strives to provide the most effective and cutting edge professional development activities to its personnel.

A campus community survey on the Welcome Back Day indicated that the activities were rated as being either excellent or good. Some of the comments were:

"All of the events of the day were well-planned and administered."

"It was great."

"Loved it actually! What a great college I work at with wonderful caring colleagues! I really enjoyed the day – thank you (Flex Committee) for your HARD work and efforts in putting it all together – great job!"

"I enjoyed the break out sessions the most and consider them the most worthwhile. I also like hearing from President Fisher and from Deb Wallace."

"The time allotted for each presentation was very good. It allowed for gaining good information and the pace kept things from getting tedious."

"More workshops, fewer speeches."

"The general session and break out session concept is really working very well. It's much more professional than it used to be."

Responses to individual professional development activities were :

"The information provided during the Certified Emergency Response Training is invaluable to every participant. As a community member and an employee of the district this training session provided an enormous amount of information which will allow me the opportunity to assist the community at large in the event of a natural disaster."

"The guest speaker on Discrimination in Education was very interesting, educational, and enriching."

"For some reason, I thought the WEAVE program would be overwhelmingly difficult. But, now I see it is very easy to use."

"Should be required for all WEAVE facilitators."

"It's absolutely necessary for those of us who are in charge of our courses."

In terms of how many faculty turn in their contracts – the college has about a 98 percent contract submission rate for full-time faculty and a 96 percent contract submission rate for adjunct faculty.

Planning Agenda
None

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary
In accordance with the Antelope Valley College Faculty Professional Development Program Guidelines, faculty must submit a proposal of planned professional growth activities for the coming year and complete end of year contract. Adjunct faculty are on semester employment contracts and so must complete both a Professional Development Plan and an end of semester contract for each term of employment. Once Faculty Professional Development (Flex) obligations have been fulfilled, faculty must sign and return an end of the year Professional Development Contract, including an evaluation form for the Faculty Professional Development Program. Adjunct faculty teaching only short term courses or community service courses do not participate in the professional development program but are welcome to attend any of the presentations listed in this book. Classes exempt from flex obligations are summer session and intersession classes and all classes held during fall/spring semester that do not meet for the full term. Only those classes that are not weekly census classes do not include a professional development obligation as a baseline number of instructional hours is not reduced through scheduling.

Faculty must sign-in at the beginning of the activity and sign-out upon leaving the in order to receive professional development credit. In order to ensure accountability, the Faculty Professional Development Committee reviews all contracts and compares them to the sign-in sheets. Sign-in sheets are kept on file in the Academic Senate Office.

The Confidential/Management/ Supervisory (CMS) group workshop or seminar attendees are required to evaluate each activity at the conclusion of the event. Results are used by the CMS Executive Board to plan for future training needs and opportunities. In addition, CMS group can also participate in the staff development programs by applying for funds for individual projects.

Self Evaluation
Antelope Valley College, through the Faculty Professional Development Program and the CMS Executive Board, systematically evaluates professional development programs and uses the results as the basis for improvement. For example, in an effort to ensure effective planning of a quality program, the Faculty Professional Development Committee recently examined the workshop or seminar evaluation process. As a result, the committee modified how activities are evaluated by the attendees. Previously, activi-

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ties were evaluated at the end of each event and the results were forwarded to the committee by the presenter. The Faculty Professional Development Committee discussed concerns about the validity, anonymity, and accuracy of collecting the results immediately after the activity, and by the presenter. To address the concerns, the committee transitioned to an evaluation process that contacts each attendee after the event and allows the participant to complete a survey electronically through email, or anonymously through a printed form. The new evaluation process began fall 2009 semester.

After each CMS group professional development workshop, participants are required to complete a workshop evaluation form rating the usefulness of the information presented at the workshop, how knowledgeable the presenter was, and whether the learning objectives were met. The Newleaf Training organization utilized by the CMS group reviews the records and uses them to expand course offerings and improve the quality of the workshops. Organizational information for Newleaf may be found on the web at http://www.newleaf-ca.com.

Planning Agenda
None

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
Antelope Valley College integrates Human Resource's planning into the short/ intermediate/long term Educational Master Plan. At each planning interval, staff-

ing needs are collected in a Human Resources Staffing Plan.[25] The Human Resources Staffing Plan provides an district wide picture of staffing needs for the coming decade.

Short term staffing needs are identified through the annual budget request process.[34] Each October, Budget Development Forms are distributed to the campus for identification of budget needs, including additional staffing requirements. The annual budget request process flows through the Strategic Planning & Budget Council according to the timeline defined in the Strategic Planning and Budget Development Process Handbook. Requests are prioritized, and funded request are incorporated into the tentative budget that is sent to the Board for approval in June.

For intermediate range planning, the program review process allows for an assessment of staffing needs at a more strategic level. Program review is completed on a four-year cycle. Staffing requests are developed based upon program level goals and objectives. Peer evaluators provide input through a team report which assesses the program's needs and available resources.

For long term planning, the Educational Master Plan provides a ten-year look into the strategic direction of the district. Specifically, the plan addresses how the district will fulfill its mission in light of anticipated changes in enrollment, the economy, finances, community needs, legislative initiatives, and technology. Each division/department/area identifies how it will be impacted by anticipated changes and the resources needed to continue to contribute to the strategic goals of the college.

The Human Resources Staffing Plan is updated with information from all three sources, and identifies adequate staffing to account for growth in enrollment and support needs of new and existing facilities. It ensures that full-time administrators, faculty, and classified staff are proportionally distributed based on long-term planning. As the basis for budget allocation and future goal setting, the plan also includes a projection of future staffing needs for each functional area of the district. The Staffing Plan is updated annually.[34]

Self Evaluation

At four-year intervals, each division, department, or area completes a systematic program review self study to assess effectiveness of existing programs and determine areas for further development. With the self evaluations and the peer team report, recommendations are made to improve services and improve program effectiveness. Any recommendations that have an impact on human resources are included and incorporated into the Educational Master Plan during the annual Educational Master Plan review initiated by the Strategic Planning & Budget Council (SPBC). The Human Resources Staffing Plan is created through position requests submitted in the Educational Master Plan update as illustrated in the SPBC Blue Print for Planning. Once developed, revisions to the Staffing Plan can be made at the conclusion of the program review cycle or during the annual budget request process.

The Strategic Planning & Budget Council[41] provides a shared governance framework for identifying and addressing budget related issues that surface due to changing needs and available resources. Through the Strategic Planning & Budget Council, new human resource expenditures are prioritized and forwarded as a recommendation to the superintendent/president. The district continues to improve its efforts in data driven decision making. In an effort to provide more data for decision making, the Human Resources subgroup is developing a set of benchmarks for departmental staffing levels based upon key workload drivers. A statewide survey of institutional staffing level benchmarks is expected to be completed by the subgroup in 2011 and will aid the SPBC in prioritizing competing staffing requests in the context of limited funding. The Human Resources subgroup of the Strategic Planning & Budget Council provides the means for projecting future college wide staffing needs, and are incorporation into institutional planning and budgeting.

In the Human Resources Survey sent to the campus community asking "How satisfied are you with the overall performance of the Human Resources department?" 81.4 percent of the respondents were either satisfied or very satisfied.

Planning Agenda
None

Standard III.A.—Human Resources Reference Citations

1—Minimum Qualifications for Faculty & Administrators in California Community Colleges: www.avc.edu/administration/organizations/senate/documents.html

2—Academic Senate Approved Equivalency List: www.avc.edu/administration/organizations/senate/documents.html

3—Academic Senate Equivalency Procedure: www.avc.edu/administration/organizations/senate/documents.html

4—2010-2011 College Catalog: www.avc.edu/information/catalog/

5—Human Resources Survey

6—Educational Master Plan

7—2010-2011 College Catalog: Mission, 8

8—Job Announcements, Faculty Sample

9—Job Announcements, Educational Administrators Sample

10—Job Announcements: Classified Confidential/Management/Supervisory Sample

11—Job Announcement: Classified Sample

12—EEO Training Program

13—Human Resources Job Seeking Tips

14—Collective Bargaining Agreement, Faculty Contract: Article VIII: Evaluation and the Tenure Process

15—Administrative Procedure 7150: Evaluation

16—Collective Bargaining Agreement, Classified Contract: www.avc.edu/administration/hr/cba.html

17—Classified Confidential/ Management/Supervisory Evaluation Form

18—Student Learning Outcomes Committee Webpage: www.avc.edu/administration/organizations/slo/

19—Board Policy 2715: Code of Ethics

20—Board Policy 5500: Standards of Conduct for Students

21—Administrative Policy 3050: Institutional Code of Ethics

22—Faculty Handbook: www.avc.edu/administration/organizations/slo/documents.html

23—2010-2011 College Catalog: Code of Conduct, 35-37

24—2010 Accreditation Self Study Survey

25—Human Resource Staffing Plan: www.avc.edu/aboutavc/planning.html

26—Program Review Procedure: Academic Affairs, Student Services, and Noninstructional Areas: www.avc.edu/administration/organizations/senate/programreview.html

27—Board Policy 3410: NonDiscrimination Policy

28—Board Policy 3420: Equal Employment Policy

29—Equal Employment Opportunity Plan

30—Board Policy 5300: Student Equity

31—Board Policy 7100: Commitment to Diversity

32—Faculty Professional Development Guidelines: www.avc.edu/administration/organizations/fpd/documents.html

33—Faculty Professional Development Committee

Standard III.B.: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

Antelope Valley College was founded in 1929 as a department of Antelope Valley Joint Union High School in Lancaster. The average daily attendance at the college was 13 during the 1929-1930 school year. Enrollment grew steadily during the postwar years, partly because of the GI Bill of Rights and partly because Antelope Valley began developing an aircraft industry. In 1959, groundbreaking was held for a new college campus on 110 acres at Avenue K and 30th Street West where the college resides today. The college has expanded the campus size to approximately 135 acres through land purchases at the Lancaster location. A second site in the City of Palmdale has been added, with plans underway to establish a second permanent campus in Palmdale.

Antelope Valley College has a long history of serving the communities of the valley through preparation for transfer to four-year colleges, lifelong learning, basic skills, general education, and vocational education. Antelope Valley College affords students significant learning opportunities through devoted teaching, excellent support services, and an environment that is responsive to students' changing needs and circumstances.

The rapid growth of housing and population in the Antelope Valley over the past decade has stopped because of the economic slowdown, but these factors have been offset by an influx to the district of displaced workers seeking additional education and training. Because of this, the district is expected to continue its rapid growth after state revenue allows for increases in enrollment. Enrollment is projected to grow from the current enrollment (fall 2009) of 16,017 students to more than 20,000 students over the next decade as budgets return to normal and class offerings increase to adequate levels to meet demand.[1]

Antelope Valley College's various degree and certificate programs are supported by Physical Resources through the provision of safe, comfortable, accessible classrooms, laboratories, student service facilities, vehicles, high tech hardware and software, and athletic facilities. Students, staff, and faculty are encouraged to take an active role in maintaining and improving the safety of the campus by using the Trouble Call Line (Extension 6288) whereby individuals can call in, anonymously or not, items which they believe to be unsafe or unhealthful. Furthermore, the Safety Committee meets regularly and brings items requiring repair or modification to the attention of the Maintenance & Operations area via the director of maintenance & operations who is a member of the committee with the maintenance supervisor serving as the alternate member to this position.

The Antelope Valley Community College District develops and maintains safe and sufficient physical resources that provide a positive environment for supporting ex-

cellence in instruction and learning, regardless of location or means of delivery. The Antelope Valley Community College District is comprised of three main educational facilities including: (1) the Lancaster Campus, (2) the Palmdale Center, and (3) the Fox Field site, which includes access to aircraft maintenance facilities. Physical resources of the Lancaster campus are the responsibility of the Office of Administrative Services (formerly the Office of Business Services) and serviced by two areas within Business Services. The two areas are: (1) Facilities Planning & Campus Development, and (2) Maintenance & Operations. The Palmdale Center and the Fox Field site are managed by the Business Services via lease agreements; the leasers are responsible for servicing the two sites with the exception of custodial and security services.

The district plans and implements scheduled maintenance projects for the repair and renovation of existing facilities as well as the construction of new facilities. Regarding repair and renovation of existing facilities, the Maintenance & Operations area receives information from individuals and campus constituents (including the Safety Committee[2]) of the need for repair and/or renovation of existing facilities. Personnel of the Maintenance & Operations also make observations for these needs as they travel throughout the facility. Any repairs or renovations that cost less than $15,000 to complete are scheduled to be carried out by the Maintenance & Operations. Any repairs or renovations and all new construction estimated to cost over $15,000 are under the purview of the Facilities Planning & Campus Development.[3]

Facilities planning can be classified into tactical facilities planning (e.g. replacing the roof of the Student Services Building), which consist of short-term projects, and strategic facilities planning (e.g. location and placement of the new Health & Science Building), which consist of long-term projects. All facilities planning is coordinated with the California Community College Chancellor's Office for state funded capital outlay projects.[4] Further coordination is carried out with consultants and architects for designing these short-term and long-term projects. Any project of $15,000 and above must be bid publicly. This public bid, in turn, requires design documents that meet the Public Contract Code.[5, 23]

The two Operational Outcomes synthesized by the Facilities Planning & Campus Development are stated as follows:

- Effective tactical and strategic facilities planning results in the delivery of quality projects on time and within budget, thus maximizing district resources.

- Plan and coordinate all phases of capital outlay projects to fully complete the stated district objectives for meeting the needs of a dynamic and growing college population.

These Operational Outcome[6] are assessed on a monthly basis by the Facilities Planning & Campus Development.

In 2004, the residents of the Antelope Valley passed a general obligation bond to ensure that Antelope Valley College continues to meet the growing needs of the community.[7] The bond is called Measure R. State matching funds were provided to the Antelope Valley Community College District for constructing several large scale construction projects at the Antelope Valley College Lancaster Cam-

pus. These construction projects include: West Campus Expansion, which provides a new football stadium, track and field facilities, men's baseball and women's softball facilities, soccer fields, and several practice fields; Agriculture & Landscaping Complex; Warehouse and Facilities Services Complex; Theatre Arts Facility; Campus Infrastructure facilities; Central Cooling Plant; Auto Body Facility; Health & Science Building; parking lot alteration and improvements. Of these projects, the following have been completed: West Campus Expansion; Agriculture & Landscaping Complex; Warehouse and Facilities Services Complex; Auto Body Facility.[8]

Self Evaluation

According to the 2010 Accreditation Self Study Survey,[9] 84.4 percent of the students at the Palmdale site, 100 percent (n=2) of the students at Fox Field, and 52.5 percent of the student respondents at the Lancaster campus *Strongly Agree* or *Agree* that classroom facilities are adequate. However, it should also be noted that 24.3 percent of the student respondents at the Lancaster campus *Disagree* or *Strongly Disagree* that the classroom facilities are adequate. Therefore, the majority of students appear to agree that physical resources are sufficient and adequate for their learning environment.

Planning Agenda

None.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

Through the Educational Master Plan[1] and the Facilities Plan,[10] the college plans, builds, maintains, and upgrades physical resources to assure effective utilization and continuing quality necessary to support programs and services. The Facilities Plan is derived from the Educational Master Plan, and along with the CCCCO Fusion Database Assessment Report and the Five Year Plan, the Facilities Plan is used as an ongoing tool to evaluate the utilization and quality of physical resources.

Facilities planning starts with the Five Year Construction Plan.[11] This must be updated each year and submitted to the State Chancellor's Office. This is the document that serves as the justification for state funded capital outlay projects. The foundation for the Five Year Construction Plan is the Facilities Plan. The foundation for the Facilities Plan is the Educational Master Plan.

In preparation of the Five Year Construction Plan, the director of facilities planning & campus development examines logistics and physical parameters of the campus. This is done to determine if demolition of existing structures must be carried out and programs temporarily housed elsewhere. These efforts attempt to ensure that there is no loss in instruction while demolition and new construction activities are completed. The size of the new structure and adjacent buildings are also important considerations. Aesthetics come into play as well.

The Five Year Construction Plan generates a number of approved projects from the Chancellor's Office. Once a project is approved and funded, various architects are evaluated. A design team is selected

by a committee made up by college employees and construction professionals. The design is then created.

The CCCCO Fusion Database Assessment Report[12] is prepared by a consultant who has been contracted by the Chancellor's Office. The contracted consultant goes into every space on campus and provides a report on the findings. The findings indicate the conditions of each space in terms of how much of life has been exhausted on a percentage basis (e.g. 100 percent indicates that the space has consumed all of its expected longevity). In addition, the findings indicate how much campus space needs to be repaired or replaced. This data from all California Community Colleges is sent from the Chancellor's Office to the State Legislature to justify State funding for California's Community Colleges. This data can serve as useful justification for a bond proposal as it provides a measure on any given structure concerning how much of the structure's life expectancy has been consumed.

There SPBC Facilities subgroup is chaired by the director of facilities planning & campus development and reports progress monthly to the SPBC. The subgroup reviews all facilities planning issues and conducts other business. For example, the SPBC Facilities subgroup recently named roads on campus and sent their recommendations to the superintendent/president and the Board of Trustees.[13]

New construction projects over $15,000 must be bid publicly. The project must be DSA approved. A DSA Inspector of Record is assigned to each project. Since 2005, when Measure R funding began being used, the Antelope Valley Community College District began employing Multiple Prime Projects. In a Multiple Prime Project, there is no general contractor. Rather, there is a Prime Contractor for each trade (e.g. electrical, HVAC, structural steel, etc.). The goal of utilizing multiple prime contracting is to have better control over the construction process and to minimize potential construction claims. Coordination and management of the entire project is accomplished by a Project Management Firm (e.g. Klassen Corporation). The DSA Inspector of Record, Project Management Firm, Architects, etc. report to the Owner's Representative. In this case it is the director of facilities planning & campus development, representing Antelope Valley College District.[14]

Maintenance of the physical resources is accomplished by the Maintenance & Operations area. This consists of the maintenance, grounds, and custodial functions. Maintenance personnel take care of mechanical maintenance of machinery and mobile equipment as well as minor renovation and construction work at the Lancaster campus. Grounds personnel maintain and upgrade irrigation systems and landscaping including ground cover, trees, and shrubbery at the Lancaster campus. Custodial personnel perform janitorial work throughout the Lancaster campus and at the Fox Field site. Each functional division of Maintenance & Operations has a supervisor. The supervisors are headed by the director of maintenance & operations.

Maintenance & Operations has the following Operational Outcome:

- Provide a safe and comfortable environment on campus for students, staff, and faculty. Maintain, repair, and clean all buildings, grounds, parking lots, and vehicles so as to

provide a comfortable and safe atmosphere.[15]

This Operational Outcome is assessed on a daily basis by the supervisors within the area as they review their employees' work performance and compare this performance to the work assignments made. The area supervisors and director also assess this Operational Outcome via feedback from students, staff, faculty, and visitors. This feedback is received informally through conversation or formally through notification of accolades or problems at formal meetings or via services, such as the Trouble Call Line (Extension 6288) whereby individuals can call in to the Maintenance & Operations area, anonymously or not, items which they believe to be unsafe or unhealthful.

Upgrades and renovations are performed by both the Facilities Planning & Campus Development area and the Maintenance & Operations area depending on the cost of any given project. If the project is a capital outlay project of $15,000 or greater, it is coordinated by the Facilities Planning & Campus Development area. This can include State Funded Scheduled Maintenance Projects for which the Antelope Valley Community College District pays 50 percent. Capital outlay projects are defined in the California Public Contract Code. If the project is a minor construction project which is under $15,000, it is coordinated by the Maintenance & Operations area. These projects can also be State Funded Scheduled Maintenance Projects for which the Antelope Valley Community College District pays 50 percent.

For example, if the area served by the Community College District is expected to grow by ten percent in the next ten years, the approval to expand the District's buildings by 50 percent will not be given.[14]

Strategic goal #6 in the Educational Master Plan states that Antelope Valley College will "Develop and maintain facilities to ensure an innovative educational environment that supports Student Learning Outcomes." The Facilities Plan is derived from, and developed to support, the Educational Master Plan in order to forecasted enrollment goals for programs and services. The director of facilities planning & campus development must utilize Full-Time Equivalent Student (FTES) numbers in the Facilities Plan. The FTES numbers are derived in conjunction with the Office of Academic Affairs and are used to identify future growth for all instructional programs.[14] Future building plans consisting of laboratory, lecture, office, and support space are created to meet the projected growth of each program and placed on the Educational Master Plan. To ensure a data driven approach to planning, assessment and capacity, load ratios are used along with the CCCCO Fusion Database Assessment Report and the Five-Year Construction Plan to evaluate new and existing facilities. All equipment is placed on a preventative maintenance program specific to each piece of equipment and is based on manufacturer manuals or literature which suggests intervals for equipment service and maintenance needs.

Self Evaluation
Projects are data driven by Weekly Student Contact Hours (WICH) projections. The greater the number of hours demonstrated, the greater the chance that a project will be approved.[14]

The district strives to plan, build, and maintain physical resources at its owned locations and relocate its current Palmdale

Center, which is located in a leased facility, to an undeveloped property location in Palmdale. In hopes of expanding services to southern Antelope Valley the plan to establish another campus began in 1988. The college began looking for a second campus site in the southeast area of the district. Today the location is on a piece of property in southeast Palmdale that closed escrow in February of 2008. Current data shows that growth in the area seems to be moving east along Highway 138, which places substantial growth within the service area of the new location. The Board of Trustees at the April 14, 2008 meeting approved the official name of the new campus, Antelope Valley College—Palmdale.[16]

Although regional approval for a center has already been granted, justification for construction must still be met by demonstrating an enrollment of 1000 Full-Time Equivalent Students (FTES) sustainable for an academic year. An interim South Valley Campus was established, and, in 2004, the interim South Valley Campus was moved to a new larger location on Palmdale Blvd., in order to expand services in the area and to help establish the 1000 sustainable FTES required by the state. In 2009-2010, the interim South Valley Center in Palmdale generated about 960 FTES.

The Antelope Valley College Catalog indicates that the primary mission of the district[17] is "…to serve the community by placing student success and student–centered learning as our number one priority through higher educational standards and innovative programs and services in a professional, team-driven environment." To better accomplish this mission the district seeks to establish a new educational institution to meet increasing community needs. A college in Palmdale would contribute to this mission by providing increased access to educational opportunities and services.

In addition to the educational benefits associated with a new Antelope Valley College—Palmdale, there are recognized economic benefits. Well educated citizens have the increased opportunity to obtain rewarding careers. The college will also generate new jobs through both the construction of the campus and then through its operation. The new college in Palmdale will become another positive influence in the local economy, increasing both revenue and employment.

The site of the Antelope Valley College—Palmdale is 17 miles south of the Lancaster campus. In comparison, the college in Palmdale will be about 41 miles from the nearest community college from another district, which is College of the Canyons. There is a limited CSU, Bakersfield branch currently located at Antelope Valley College - Lancaster and a proposal is under review to expand services by establishing a CSU campus in the area. Currently the nearest four-year college or university is CSU, Northridge, which is 43 miles from the new site.

The Board of Trustees authorized the district to place Measure R[7] on the November 2004 ballot. This would attempt to solicit voter approval in issuing a multi-million dollar bond. The proposition was approved by the voters and the major effort to upgrade existing facilities and construct new facilities began in 2005. The priorities for this Measure R bond funding focused on the Lancaster Campus. To date, the following major construction projects have been completed: West Campus Expansion; Agriculture & Landscap-

ing Complex; Warehouse and Facilities Services Complex; Auto Body Facility. Major construction projects still underway include the following: Theatre Arts Facility; Campus Infrastructure facilities; Central Cooling Plant; Health & Science Building; parking lot alteration/ improvements.

Planning Agenda
None.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary
The Facilities Planning & Campus Development area is responsible for overseeing construction to ensure that safe and aesthetically pleasing structures are provided for the learning environment. Each engineering design has to be DSA approved and the construction must meet the inspection requirements of the DSA Inspector of Record throughout the project.[14]

Maintenance & Operations is responsible for overseeing the maintenance of campus facilities and interfacing with the leasing agencies of the Palmdale Center and Fox Field sites.[18, 19] The Maintenance & Operations area assures that all facilities are maintained in the same manner and with the same priority level, and that all students attending classes receive the same level of service and attention regardless of which location they choose to attend classes.

Facilities Planning & Campus Development, in accordance with the Americans with Disabilities Act, ensures that facilities are accessible and safe for students, staff, faculty, and visitors. Furthermore, Maintenance & Operations plans and implements scheduled maintenance projects for the repair and renovation of existing facilities. Hazardous substances generated as a result of the instructional and maintenance processes are properly disposed of through appropriate training, planning, and implementation activities carried out by Maintenance & Operations.

Custodial services for the Fox Field site are provided by custodial personnel who are based at the Lancaster campus. Custodial services for the Palmdale Center are contracted to the Desert Haven organization, an organization that employs individuals who have cognitive disabilities and are capable of working as janitors.[20] Police and security services for both the Fox Field site and the Palmdale Center are based at the Lancaster campus.

The Maintenance & Operations Area provides a Trouble Call Line (Extension 6288) whereby individuals can call in, anonymously or not, items which they believe to be unsafe or unhealthful. The Trouble Call Line is staffed during regular business hours and allows callers to leave recorded messages. When a call is received or a recording is retrieved in the morning, a work order is established for the item and an email is sent to the caller. If the caller has an Antelope Valley College email they are informed of the work order status and the corrected measures. The email status reports are continued throughout the life of the work order.

The Antelope Valley College Injury and Illness Prevention Program is reviewed annually by the director of risk management and environmental health,[21] as well as the Loss Control Consultant provided by Keenan & Associates, the District's

Workers' Compensation and Property and Liability insurance carrier. The program is designed to be proactive in the identification of unsafe or unhealthful conditions and work practices. Antelope Valley College facilities are inspected annually for safety and health issues by the Loss Control Consultants and include annual inspections of the Hazardous Materials Inventory. Keenan & Associates conducts the annual Hazardous Materials Inventory to ensure compliance with state requirements for hazardous substances and submits the results to the County of Los Angeles Fire Department Hazardous Substances Division. The Maintenance & Operations director is then responsible for implementation of any corrective actions that may be recommended.

The Lancaster Campus recently completed a project by which major campus building doors were equipped with proximity card readers and remote-controlled lock actuation devices. The primary focus of the project was to provide a means to regulate access through specific doors on campus. This is accomplished through the issuance of proximity access control cards. These cards are issued to faculty and staff to gain access into areas to which they are permitted. When a user presents a proximity card to a card reader, the system verifies that the presented card is authorized for access through that door at the time the card is presented. If authorized, the door is automatically unlocked to permit entry. This system also allows predetermined Maintenance & Operations personnel the ability to program these doors to remain unlocked during specific periods of time to facilitate entry to certain areas and services by persons who do not possess the appropriately programmed proximity cards but who, nevertheless, must have access to an area or service.[19]

In order to serve the college community, the college purchased an emergency alert system known as AlertU. The AlertU system was introduced to students, faculty, and staff whereby individuals may sign up to receive district related text warnings of unusual occurrences or emergencies via a personal cellular telephone. In addition, campus alerts, unusual college related occurrences, or district emergencies are posted on the website and distributed via email.

The Antelope Valley Community College District entered into a contract in February 2010 with the Los Angeles County Sheriffs Department for police and security coverage at the Lancaster Campus, Palmdale Center, and Fox Field site.[22] The Sheriffs Deputies and armed Community Service Officers (i.e. security personnel) patrol the district's educational facilities by patrol vehicle, utility cart, bicycle, and foot patrol. Police and security personnel are dispatched to the Palmdale Center and Fox Field site out of a police station maintained at the Lancaster campus for the Los Angeles County Sheriffs Department employees who are assigned to the district. Prior to implementing the contract with the Los Angeles County Sheriffs Department, the district maintained its own police department and contracted for security guards with a local security company.

To further improve safety and security throughout the Lancaster campus, emergency communication kiosks designated by large blue lights were installed and are located in parking lots and various campus sites and provide students, staff, faculty, and visitors with immediate access to personnel staffing the Los Angeles County Sheriffs Department Lancaster Campus Police Station. All of these de-

vices immediately connect the person needing assistance to the police station by merely activating the device.[19]

The vice president of administrative services (formerly business services) oversees college police and security, facilities and campus development, maintenance, grounds, and custodial activities. This single source responsibility and oversight provides the district the ability to respond to maintenance and safety issues in a timely manner.

Self Evaluation
In order to maintain safety and health at the district's facilities, compliance with federal, state, and local agency safety standards are required. Since California is an Agreement State, its occupational safety, health, and environmental regulations must meet or exceed those of its federal counterparts. Regulations with which the district must comply include those mandated by the California Occupational Safety and Health Administration, the California Environmental Protection Agency, the Los Angeles County Fire Hazardous Materials Unit, and the local Fire Marshall. Additionally, standards complying with the Americans with Disabilities Act and the Department of Public Health must be observed as well as standards for the college's Child Development Center.

According to the 2010 Accreditation Self Study Survey,[9] 74.5 percent of the student and community respondents *Strongly Agree* or *Agree* with the statement that they felt safe while on campus. At the Palmdale site, 79.3 percent felt safe and at Fox Field 50 percent felt safe. It should be noted that only two responses to the question were collected from Fox Field individuals; one *Strongly Agree* and the other response was the *Not Applicable* option.

Overall, students, faculty, and staff appear to feel safe while on campus.

Planning Agenda
None.

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary
Antelope Valley College recognizes that in order to meet forecasted enrollment goals for programs and services there must be adequate facilities and equipment. To assure the feasibility and effectiveness of the physical resources used to support those programs and services, Antelope Valley College evaluates its facilities and equipment on an annual basis. Facilities and equipment are evaluated utilizing multiple factors that include capacity-to-load ratios, available projects in the state planning process, a Facility Condition Assessment Report, and a review of the Facilities Plan via an annual update of the Five Year Construction Plan.

The Facilities Plan, derived from the Educational Master Plan, is used as a means to plan and evaluate facilities and ensure the feasibility and effectiveness of physical resources that support institutional programs and services. Future building plans consisting of laboratory, lecture, office, and support spaces are identified in the Educational Master Plan. Each year building projects are selected as the most viable projects for state approval and then submitted to the state for review.

The Antelope Valley College updates the Facilities Plan and the Five Year Con-

struction Plan annually to identify campus needs. Inputs for updating the plans are gathered from deans, faculty, staff, and students through department or division meetings, campus dialogues with the superintendent/president, and surveys.

Facilities and equipment are evaluated utilizing factors such as capacity load ratios, the Facility Condition Assessment Report, and a review of the Facilities Plan via an annual update of the Five Year Construction Plan, which is reported to Strategic Planning & Budget Council.

Self Evaluation
The Five Year Construction Plan is updated each year and submitted to the State Chancellor's Office. The Five Year Construction Plan for 2012 to 2016 will be completed this July 2010. The first funding year for this Plan is 2012 to 2013.

Overall, the college community appears to be somewhat satisfied with the facilities at Antelope Valley College. In the 2010 Accreditation Self Study survey, participants were asked how strongly they agreed or disagreed with the statement that the interior campus (i.e. classrooms, labs, and office areas) is well maintained. Of the 502 respondents to the question, 51.4 percent (n=258) *Strongly Agree* or *Agree* that the areas are well maintained, and 27.3 percent (n=137) *Disagree* or *Strongly Disagree.* It should be noted that the survey results are for the Lancaster campus only.

Planning Agenda
None

III.B.2.a. The Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equip-

ment.

Descriptive Summary
The long range planning process for capital outlay projects is ultimately based on the Educational Master Plan[1] and further outlined in the Five Year Construction Plan. Long range capital plans take into consideration the total cost of ownership, which includes factors such as cost of utilities, maintenance, depreciation, and usage of facilities and equipment.

Self Evaluation
The Facilities Plan[10] is developed based on the Educational Master Plan and provides guidance for planning and evaluating facilities to ensure the feasibility and effectiveness of physical resources that support institutional programs and services. The Facilities Plan is reviewed annually and subsequent updates and plans to support institutional improvement are published in a Five Year Construction Plan. The director of facility planning, a facility planner, and an architect annually review the Five Year Construction Plan[11] and take into consideration factors such as the capacity load ratios used to determine faculty needs. When new projects are in the Final Project Proposal phase, one phase of the California State Project approval process, the director of facility planning and the architect meet with employees who will be affected by the new project to gather user input. Consideration of new projects versus updating older facilities is balanced with the status and eligibility of projects currently being considered by the state.

As part of the annual review of facilities and equipment, factors affecting total cost of ownership are examined and include the cost of utilities, maintenance, depreciation, insurance, and overall usage of

facilities and equipment. A Facility Condition Assessment Report[24] is generated annually to assist in the identification of facilities maintenance needs.

Planning Agenda
None.

III.B.2.b. The Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
Physical resource planning is integrated with institutional planning through four primary documents that include the Educational Master Plan, the Facilities Plan, the Five Year Construction Plan, and Program Reviews. A systematic assessment of facilities and equipment is conducted on an annual basis and the results are used as a basis for improvement and long-term planning.

Physical resource planning is integrated with institutional planning through three primary documents that include the Educational Master Plan, the Facilities Plan, and the Five Year Construction Plan. A systematic assessment of facilities and equipment is conducted on an annual basis and the results are used as a basis for improvement and long-term planning.

The Facilities Plan is derived from the Educational Master Plan and provides guidance for planning and evaluating facilities to ensure the feasibility and effectiveness of physical resources that support institutional programs and services. The Facilities Plan is reviewed annually and

subsequent updates and plans to support institutional improvement are published in the Five Year Construction Plan.

Physical resource needs are determined based on an annual Facility Condition Assessment Report,[24] an examination of load capacity ratios, and from user feedback both through administrative discussions and facility work requests. For instance, discussions at Cabinet meetings and stated in the Office of Students with Disabilities Program Review Report resulted in the identification and correction of deficiencies for the trailer, which were not meeting state requirements for accessibility. Facility Work Requests[25] are a main source for the immediate identification of issues related to facilities and maintenance. When a Facility Work Request is generated, the request is assigned one of three priorities which include: (1) health and safety; (2) instructional support; and (3) other.

Self Evaluation
Overall, the college community appears to be somewhat satisfied with the facilities at Antelope Valley College. In the 2010 Accreditation Self Study Survey,[9] participants were asked how strongly they agreed or disagreed with the statement that the interior campus (i.e. classrooms, labs, and office areas) is well maintained. Of the 502 respondents to the question, 51.4 percent (n = 258) *Strongly Agree* or *Agree* that the areas are well maintained, and 27.3 percent (n = 137) *Disagree* or *Strongly Disagree*. It should be noted that the survey results are for the Lancaster campus only.

Planning Agenda
None.

Standard III.B.: Physical Resources Reference Citations

1—Educational Master Plan: ww.avc.edu/aboutavc/planning.html

2—Safety Committee Minutes: Sample

3—Maintenance Project Schedule List

4—Capital Outlay Project List

5—California Public Contract Code Section 20651

6—Facilities Planning and Campus Development Operational Outcomes and Assessments

7—Measure R

8—2007 Accreditation Midterm Report: http://www.avc.edu/aboutavc/planning.html

9—2010 Accreditation Self Study Survey: http://www.avc.edu/aboutavc/planning.html

10—Facilities Plan: http://www.avc.edu/aboutavc/planning.html

11—Five Year Construction Plan

12—California Community Colleges Chancellor's Office (CCCCO) Fusion Database

13—Strategic Planning & Budget Council Facilities subgroup: SPBC Annual Review

14—Interview: Doug Jensen, Director of Facilities Planning and Campus Development

15—Maintenance & Operations Operational Outcome and Assessment

16—Board of Trustees Minutes: Action AVC Palmdale property purchase

17—BP 1200: District Mission

18—AVC Organizational Chart

19—Interview: Ray Miller, Director of Maintenance & Operations

20—Desert Haven Custodial Service Contract

21—Interview: Terry Cleveland, Director of Risk Management and Environmental Health

22—Interview: Deborah Wallace, Assistant Superintendent/Vice President of Administrative Services (formerly Business Services)

23—BP 6340:Bids and Contracts

24—Facilities Condition Assessment Report

25—Facilities Work Request Form

Standard III.C.: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Descriptive Summary

Technology resources are used in the academic learning environment to facilitate services to students, to improve the efficiency and effectiveness of the college, and to facilitate distance education.

Students have access to open computer labs and computer labs that are dedicated to support specific disciplines. Some of these dedicated labs are shared by more than one discipline (in an effort to improve cost effectiveness). Students can take classes specifically to learn to use computers, or they can take classes to learn specific computer applications, such as computer-aided design or computer graphics. Other disciplines use computers to simulate other systems, such as the operation of air conditioning and refrigeration equipment.

A variety of services are available to students, including access to their academic records, web registration, financial aid forms, and online orientation. The college provides every student with an email account for enhanced communication with students.

The college has made a significant investment in major software systems and databases to improve the effectiveness and efficiency of the college. These systems include systems such as Banner, myAVC, WEAVE Online, CurricUNET, and Blackboard. Other major systems included software to support control of the

college's various environmental systems. Currently, the college is undergoing an extensive upgrade to the technology infrastructure system to assure that a state of the art system is in place to serve the needs of the college for many years to come.

Recently, the college completed installing computers and projector systems in almost all classrooms. This allows the integration of technology in the classroom, enhancing the learning environment and enabling faculty to remain current in their teaching methodology.

Technology planning is integrated into the college strategic planning and budgeting process. The Educational Master Plan[1] serves as the primary planning document. The Information Technology Committee[2] develops the Computer and Information Technology Plan[3] directly from the Educational Master Plan. It develops goals and strategies to facilitate the acquisition and maintenance of computers and technology. Budgeting for technology acquisition follows the same process as other needs with budget requests being developed by various departments or divisions. These budget requests are compiled by the vice presidents and submitted to the Budget subcommittee of the Strategic Planning & Budget Council. The effectiveness of computers and technology is evaluated as part of the program review process.

Self Evaluation

The college has made significant progress in utilizing technology since the last self study. The myAVC portal software provides a convenient way for faculty to access class rosters and post grades. Stu-

dents are now able to register for their classes online as well. Communication with students has been improved by issuing them an AVC email account. Announcements about registrations dates and payment deadlines can be sent to students in a timely and cost effective manner. Data bases such as WEAVE Online, Ad Astra and CurricUNET are improving the efficiency of the operation of the college.

Faculty now has access to multimedia in nearly every classroom and lab at both the Lancaster Campus and the Palmdale Center. This allows for more creative presentation of teaching materials. Through this media, faculty can stimulate students with a variety of learning styles. Dedicated computer labs are available for a wide range of disciplines to take advantage of various software to improve student learning, and students can also take advantage of the open computer labs for completing homework assignments.

Planning Agenda
None

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary
The computer hardware, software, and technology needs of the college are identified through the strategic planning and budgeting process in the same manner as other needs are identified. The Educational Master Plan[1] is the primary planning document for the college. The Computer and Information Plan[3] is derived from the Educational Master Plan by the Information Technology Committee[3] which is a shared governance committee

with representation from all constituent groups.

The district's technology needs are currently met through access to the internet and intranet, employee and student email services, 69 file servers, approximately 2,500 computers in offices and labs, and 1,400 telephones. Additionally, the district utilizes 14 data bases, 16 enterprise user applications and five infrastructure applications.[4]

All Offices, Divisions, Departments, and Areas participate in the four year program review cycle with annual reviews.[5] Computer and technology needs are identified and documented through this process. Additionally, existing technology that is currently in use is evaluated to assure that it is meeting the needs of students and employees. By utilizing the program review process, assessments of Student Learning Outcomes, Operational Outcomes, and Program Learning Outcomes result in improving strategies which are included in technology planning.[2] These needs are then submitted through the annual budgeting process which requires that budget priorities are tied to Institutional Learning Outcomes.[6] Budget requests are submitted to the Budget subcommittee of the Strategic Planning & Budget Council for consideration.

Self Evaluation
Computer and information technology is implemented across all aspects of the college. Major software systems such as Banner, myAVC, WEAVE Online, and others bring convenience and efficiency to the college. Open computer labs and dedicated computer labs allow for broad access to technology by students and bring computing into the learning environment. Recently, a computer lab was

established at the Palmdale Center to assure that students have access to technology at that location. A major commitment of Measure R[7] funds is being used to upgrade the technology infrastructure to assure reliable telecommunication and networking services for the future.

The college ensures that acquisition of computer and technology systems support the educational needs of the college by integrating technology needs into the strategic planning and budgeting process. Similarly, systematic evaluation of the effective use of technology occurs as part of the program review process.

By assuring that technology decisions are part of the overall college strategic planning and budgeting process, the college ensures that technology acquisitions are based on the strategic goals of the college.[1]

Planning Agenda
None.

III.C.1.a. Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary
The Information Technology Committee develops the Computer and Information Technology Plan[2] from the Educational Master Plan.[1] References to computers, information technology and technology assisted teaching and learning are extracted from the Educational Master Plan and are then used to formulate the goals within the Computer and Information Technology Plan. Strategies are then developed to accomplish these goals.[8]

Decisions regarding various technology hardware and software products are made in a variety of ways. By analyzing the various software applications used throughout the college, the Information Technology Services (ITS) area researches the computer hardware available through a variety of vendors and sets a standard for the college. This standard is used as the benchmark when ordering new hardware. The purchase originator coordinates the purchase with ITS. This assures that there is consistency in the computer hardware used throughout the college and facilitates ease of maintenance. New developments in hardware are constantly researched to assure that the hardware being acquired meets the industry standards at a competitive price.

Routine software such as Microsoft Windows operating systems, Microsoft Office Word, Internet Explorer are adopted as industry standards throughout the college to allow for the widest compatibility between college systems and outside systems. Specialized software for specific educational learning environments rely on the recommendations and needs of the faculty. Examples of this include the use of AutoCAD to teach computer-aided drafting, specialized software used to enhance the teaching of mathematics, simulation software used in various disciplines such as the Air Conditioning Program, and the heavy reliance on Macintosh computers throughout the Visual and Performing Arts Division.

Major software commitments require the involvement of wider constituency groups for sound decision making. When the Distance Education Committee, a standing committee of the Academic Senate, was considering course management systems, six different software products were con-

sidered. Each product was demonstrated to the committee and these demonstrations were recorded and posted for viewing by the campus community. The features, advantages, and disadvantages of each product were weighed including the service, maintenance, and upgrading of the products. After gaining campus wide input, Blackboard was the unanimous choice of the Distance Education Committee.[9]

Similarly, when a software management system was needed for management of Student Learning Outcomes and assessment, the Student Learning Outcomes Committee invited two vendors to demonstrate their software systems to the committee. The director of ITS was involved in these demonstrations. A chart contrasting the features of TracData and WEAVE Online was produced for the committee's consideration. The decision was then made by the Student Learning Outcomes Committee to recommend WEAVE Online to the SPBC.[10]

An Operational Outcomes for the ITS area is to facilitate secure access to district computers, information systems, telecommunications, and other information technology resources.[11] The System Security Administrator is primarily responsible for this function. Various strategies for password security, fire walls, virus protection, and limited access to sensitive data are employed throughout the college.

Through Blackboard, the college continues to utilize technology via distance learning to expand its presence in the community and beyond. A variety of courses across the curriculum are offered online, either entirely online or hybrid form, depending on the pedagogy of the course. Currently, on an average, 85

courses are offered each fall and spring semester. With an additional 27 courses offered during summer. All online course proposals must meet Distance Education Committee guidelines for online courses. Once reviewed by the Distance Education Committee, online course proposals are submitted to the Academic Policies & Procedure Committee for review and approval.[12]

Blackboard requires its own logon to ensure secure access to that system. Student information is limited through Blackboard, and faculty are able to set privacy options for their own information, thereby providing students and staff security and privacy.

Advantages of using Blackboard Managed Hosting include 24 hour uptime and support services, excluding the occasional block for updates. Additionally, Blackboard is hosted separately from the college network, ensuring continued accessibility and reliability if the college network fails.[13]

In the spring of 2006, the Academic Senate asked faculty for input regarding satisfaction related to the services of ITS. The faculty expressed major concerns primarily to slow responses to service requests and service reliability.[14] The Academic Senate passed a resolution on May 7, 2009 that reaffirmed the faculty dissatisfaction with the technology related problems. In fall 2007, the Department of Institutional Research and Planning conducted a campus wide survey of all constituent groups. The survey indicated 61 percent of full-time faculty responded with a high degree of dissatisfaction.[15] The College Coordinating Council contracted with Strata Information Group to conduct a campus wide study to identify

strategies to improve technology services, management and utilization. The study made several key recommendations including establishing an Advisory Committee for academic/instructional computing.[16] The Academic Senate determined that the role identified by the Strata Group for the Advisory Committee could be assigned to the Distance Education Committee without establishing a separate committee. In an effort to improve communications, the Distance Education Committee formed an academic computing group consisting of faculty and ITS staff in fall 2009. There has been insufficient time to see positive results.

Self Evaluation
Adopting industry standard products for common applications, with reliance on faculty in the discipline for specialized applications, ensures that they have the necessary technology tools for instruction and for student learning. Faculty involvement occurs often times through the Distance Education Committee. Campus wide dialogue and decisions regarding specialized products that are adopted for campus wide use, facilitates the decisions related to hardware and software align closely with the needs of the user, and also provides ease of maintenance, and upgrades. The processes used for technology selection support the needs of the college in a cost effective manner.

The director of ITS must approve every purchase of computer related hardware and software. This assures that the ITS area is aware of the campus needs and plans for using technology. If there is a concern, the director contacts the originator of the purchase to discuss these concerns. Recently, printer technology evolved to a point where some printer cartridges were more expensive than replacing the entire printer with a different brand with similar performance. The director of ITS brought this issue to the attention of the Administrative Council, so that all managers could be aware of the issue and improvements in selecting printers for use across campus could be made in a much more cost effective manner.

Major considerations in the selection of Blackboard and WEAVE Online were not just cost and features, but also the fact that the some of the other products under consideration would require district resources for file servers and ITS technical support for patches and upgrades. When those aspects were factored in to the decision-making process, the products that required less district resources were selected.

Blackboard recently upgraded its platform to Blackboard Learn, Release 9.1. This upgrade revised the productivity tools and made Blackboard more user-friendly for both students and faculty. A major component of the upgrade was student collaboration, allowing more interaction between students and faculty. It also increased accessibility for visually impaired students. These changes improved the educational effectiveness and quality of the online courses.

As the demand for distance learning increases, the college continues to expand its online course offerings. Interested faculty are encouraged to attend workshops offered by the Technical Trainer[17] dedicated to the various aspects of Blackboard. All online course proposals are reviewed by the Distance Education Committee to ensure the that the guidelines regarding online courses meet accessibility standards. Once course proposals are reviewed by the Distance Education Com-

mittee they are sent to the Academic Policies & Procedures Committee for review and approval. AP&P ensure that the online course proposal reflects the existing Course Outline of Record.

Planning Agenda
None.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary
Training for faculty, staff and students is provided in different formats and venues depending upon the target audience. An Operational Outcome for the ITS area is to provide quality technical training and assistance to students, alumni, and campus community.

Some of the major training for effective application for information technology are:

myAVC—One of the more common types of training for information technology is when a new software system is acquired. The myAVC software is an extensive educational management system at AVC. Training sessions were offered for faculty through the Faculty Professional Development Program when the software was first acquired. Administrative assistants were given training on the various features of myAVC so that they could provide technical assistance to faculty and staff. Students received and continue to receive assistance on myAVC through the ITS Technical Assistance Service.

CurricUNET—In 2009, the Academic Policies & Procedures Committee recommended that the college adopt CurricUNET to automate the course proposal and revision process.[18] Training on the software is being given to all members of the committee by the software provider as a part of the contract. This is taking place as they tailor the system to meet the needs of the college. Committee members will then become resources to provide training to other faculty and staff.

WEAVE Online—A similar approach was utilized when the WEAVE Online software system was adopted for management of Student Learning Outcomes development and assessment data management. As a part of the software acquisition, the software supplier provided training to the members of the SLO committee. The faculty committee co-chair then scheduled a number of Flex activities throughout the year at various times of the day and week so that faculty could take advantage of the training opportunities.[17]

Ad Astra Scheduling Management—The Ad Astra software for classroom scheduling management is primarily used by the administrative assistants as they develop the schedule of classes. The technical trainer scheduled targeted training sessions for the deans and then for the administrative assistants to meet their specific user needs.

The ITS area provides a variety of workshops and Flex activities.[17] In 2006, the Board of Trustees approved the position of the ITS technical trainer. Over the last two years, ITS technical training has offered 74 formal workshops. These workshops have included topics such as Learning Management Systems, myAVC, Content Management Systems and the new Voice Over Internet Protocol (VOIP) telephone system. The technical trainer also presents multiple training workshops each academic year for the various aspects of

Blackboard, such as Blackboard Basics, Gradebook, Content Manager, and Tools, as well as being available for individual training sessions for faculty and staff if needed. Workshops are scheduled during the day, evening, and weekends, and workshops are conducted in a classroom and online simultaneously via CCCConfer. While some have been well attended, others have had to be cancelled due to low participation.

Students often receive technology training through courses offered through the college. These may be basic computing courses such as CA 103 Introduction to Microcomputers, or more advanced computer science courses related to computer programming. Courses can be highly specialized such as the variety of computer-aided drafting courses and geographical information systems courses. Specialized technology software training may be provided to students in a class utilizing specialized software applications. An example of this is when Air Conditioning students receive instruction related to utilizing air conditioning simulation software in the air conditioning course.

The effectiveness of training workshops is evaluated through the use of participant satisfaction forms that are completed at the end of each training sessions.

Self Evaluation
Information technology training is available in many different forms and venues at the college. Depending on the area of need, the ITS technical trainer incorporates training workshops that directly relate to the technology being used on campus. The technical trainer is easily available for questions and individual training sessions if the workshops offered do not meet the faculty or staff needs. The utili-

zation of CCC Confer for technical training workshops has enabled faculty and staff to attend the workshops from any computer on or off campus, opening the availability of training to more personnel.

In the 2010 Accreditation Self Study Survey,[19] participants indicated how strongly they *Agree* or *Disagree* with the statement that training offered in the use of technology on campus met their needs. Of the 227 respondents, 40 percent *Strongly Agree* or *Agree* that the training offered met their needs, while 24.6 percent *Disagree* or *Strongly Disagree* with the statement. While these results suggest that there is room for improvement, it also indicates that overall, training is meeting the needs of the majority of the respondents.

Planning Agenda
None.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary
The acquisition, upgrades and replacement of technology infrastructure and equipment requires the cooperation and coordination between the user and the ITS area. One of the most effective models for a systematic approach to maintenance, upgrade, and replacement of technology equipment is the Total Cost of Ownership model[20] that was developed by the California Community Colleges Chancellor's Office a number of years ago. This model has been presented and analyzed by the Information Technology Committee. While it is viewed as an ideal model, the cost to implement it is not practical without broad support and significant, dedi-

cated funding from the state.

Frequently, hardware upgrades are driven by the need to upgrade software. An example of this is the AutoCAD lab. Auto-CAD must be upgraded to a new version every two years. Each time, more powerful features have been added and require more powerful hardware to run the software. Major upgrades of this nature must be carefully planned in advance so not to disrupt the educational environment. They are most often planned for summer or winter intersession. Upgrades of this magnitude also require time to identify specific funding sources. These funding sources may be grants, one-time state funds such as the Career Technical funding, Instructional Block grants, or other grants such as Title V. Whenever high end computer equipment is replaced, the equipment being removed is evaluated by the ITS staff. Whenever possible, this equipment is reused to another area of the college or parts are salvaged from equipment and used to repair other computers. This recycling of resources contributes to the cost effective maintenance of the information technology resources.

A major emphasis over the last few years has been the installation of computers and projections systems in nearly every classroom. This project was funded with Instructional Block Grant funds over several years. This year, computer projection systems were installed in every classroom at the Palmdale Center and a computer lab was established at that location as well. The installation and maintenance of computer projection systems is a joint effort between ITS, who is responsible for the infrastructure and computers, and Instructional Multimedia Center (IMC) who is responsible for the projection equipment. The IMC provides support for instruc-

tional programs through the selection and use of multimedia tools and technologies. It provides a variety of multimedia equipment, software, viewing rooms, language labs, and access to training rooms for faculty, staff, and administrators. Podcasting support for instruction is provided through IMC. The IMC also maintains a facility to repair, install, and maintain instructional multimedia equipment purchased by or through the IMC. This includes repair and maintenance of the various projections systems installed in classrooms throughout the campus.

The college does receive state categorical funding know as the Telecommunications and Technology Infrastructure Program (TTIP). This funding has been declining in the past few years but it has been sufficient to sustain the library electronic databases such as EBSCOhost. Additionally, the fund has been used to provide technical training to ITS area staff and to supplement the district funds allocated to ITS to replace servers, equipment parts, or network components.

Recently, a $1.3 million dollar project was initiated with Measure R bond[7] funds to implement a major upgrade to the network infrastructure, network switches, and enhance system security, and server management. This will greatly enhance the system overall reliability and availability.

Banner is the database system that the college uses for all student records and data management. Access to Banner data is restricted and limited based on job function. A Banner network account request form must be approved by the requestor's supervisor and authorized by both the trainer and by the ITS director. Physical access to the Banner server hard-

ware is restricted to ITS employees with job functions that require access to the Network Operations Center. The Network Operations Center is physically secured by two layers of locked doors.

Banner data is backed up nightly with two main backups taking place. One backup is a disk-to-disk backup and the other is a disk-to-tape backup. A full weekly backup is performed on Sunday night including all system files and Oracle files. The file server disks are fully backed up and can be easily swapped out in the event of a failure.

Self Evaluation
Technology is available to meet the needs of the college and is kept current. Major software systems such as Banner, myAVC, Ad Astra, CurricUNET, WEAVE Online and others are in place and support a variety of college functions. Both dedicated and open laboratories are available for students. Computer projection systems enhance the ability of faculty to supplement lectures with a variety of visual images.

There is sufficient redundancy in the Banner database hardware and data back up processes to ensure data and hardware reliability. The college has never experienced a loss of data from this system. In 2006, there was a failure of one of the disk drives, however, due to the redundancy of the system, the college did not experience any loss of system availability or data.

Planning Agenda
None.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhance-

ment of its programs and services.

Descriptive Summary
Computer and Information Technology are in use throughout the college in a wide variety of applications. Individual offices, divisions, departments, and areas identify their technology needs through the program review and requests are made through the college planning and budgeting process. Various shared governance committees such as the Distance Education Committee are charged with the identification of college wide needs. They present these needs to the SPBC for consideration. The Information Technology Committee develops the Computer and Information Technology Plan[2] directly from the Educational Master Plan.[1]

The campus technology infrastructure is undergoing a significant upgrade that is funded through Measure R. This project is designed to provide the campus with a robust infrastructure with increased reliability. Additionally, the telephone system was converted to Voice Over Internet Protocol to allow for significant expansion and high reliability. These upgrades provide the college with state-of-the-art technology infrastructures that will serve the college for many years.

Offering faculty access to computers and the computers' ability to sustain necessary programs is an ongoing challenge for ITS. With the campus technology infrastructure upgraded, the reliability of equipment to support distance education courses increase. Furthermore, it allows ITS to distribute updates more easily and effectively campus wide.

Self Evaluation
Computer and information technology is widely available across the campus and is

highly visible. Both dedicated and open computer labs are available to serve students. A major commitment was recently made to assure that the students served by the Palmdale Center have access to computers. Projection technology is available in most classrooms and laboratories. The major improvement being made to the technology infrastructure serves the needs of the college for many years, including an expansion in distance education and the effectiveness of technology distribution. Through the SPBC process, technology needs are assessed and solutions implemented through the same systematic process used for all other needs of the college.

Planning Agenda
None.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary
The Educational Master Plan is the cornerstone for all district planning and budgeting. The Information Technology Committee derives the Computer and Information Technology Plan from the Educational Master Plan. The Computer and Information Technology Plan outlines goals and strategies for the use of technology to enhance learning, student success and to improve the operations of the college. Strategies are then developed to reach these goals.

Offices, divisions, departments, and areas assess their needs for computer and information technology through the program review process. The program review

process is on a four-year cycle with annual updates. Student Learning Outcomes, Operational Outcomes, and Program Learning Outcomes assessments are reviewed and analyzed to improve student learning. Program reviews then become the basis for developing budget requests, prioritizing these requests and ultimately having requests reviewed by the SPBC. Program reviews also become the basis for revisions to the Educational Master Plan. Through this process, technology needs are tied directly to program improvement.

Other needs for technology are generated through various shared governance committees and standing committees of the Academic Senate. The Distance Education Committee is primarily responsible for identifying the computer hardware and software and other technology needs required to provide effective delivery of distance education, including the recommendation and subsequent contract with Blackboard.

The Student Learning Outcomes Committee (SLO) recognized the need for a computerized system to manage student learning outcomes and assessment. They evaluated several products and made their recommendation to the SPBC. The college is now implementing WEAVE Online to manage the SLO process.

Similarly, the Academic Policies & Procedures Committee identified CurricU-NET as a software system that could reduce the amount of paper used through the manual curriculum proposal and revision process. AP&P presented their requests to the SPBC for consideration of obtaining funding to move forward in the purchasing of this software system. SPBC approved the request and made the rec-

ommendation to the superintendent/ president. The Board approved the purchase of the CurricUNET software system for campus implementation.

Self Evaluation
The central theme to all planning and budgeting at the college is the Educational Master Plan that is overseen by SPBC. This process employed for planning and budgeting involves program review. Decisions regarding computers and information technology are not separated from this process, but are integrated. SLO assessment and program review are linked to budget requests and budget requests are linked to Institutional Learning Outcomes.

Computers and information technology are utilized across the campus and at the Palmdale Center. At various times, major enhancements of computer technology is needed. For example, technology upgrades to classroom projection systems, major software systems, and enhancing computer capabilities at the Palmdale Center become major priorities. The campus is able pull together to when district funds are insufficient for these types of needs, and explores grants and categorical funding possibilities. These efforts are made to maintain resources needed to enhance student learning and success.

The decision regarding the continued contractual agreement with Blackboard Managed Hosting for distance education instruction was made after campus wide evaluation of the program's effectiveness prior to the end of the previous contract with Blackboard. The Distance Education Committee ensures that the faculty are surveyed to learn the effectiveness, reliability, and manageability of Blackboard services as they pertain to student educational needs and success. Further decisions made by the Distance Education Committee are based on the information obtained from the faculty surveys.

Computer and information technology is routinely and widely available. It attempts to enhance student learning and the efficiency of the college.

Planning Agenda
None.

Standard III.C.: Technology Resources Reference Citations

1—Educational Master Plan: www.avc.edu/aboutavc/planning.html

2—Information Technology Committee: College Coordinating Council Information Sheet

3—Computer and Information Technology Plan

4—BP/AP 3720: Computer, Network and Telecommunications Use

5—Program Review Self Studies and Peer Team Reports: www.avc.edu/administration/organizations/senate/programreview.html

6—Institutional Learning Outcomes

7—Measure R

8—Information Technology Accomplishments list

9—Distance Education Committee Minutes: Blackboard

10—Student Learning Outcomes Committee minutes: WEAVE Online

11—ITS Operational Outcomes

12—Academic Policies & Procedures Committee: Distance Education Form

13—Blackboard Contract

14—May 7, 2010 Academic Senate ITS Survey Results and Resolution: Information Technology Services

15—2007 ITS Campus wide ITS Survey results

16—Strata Group 2008: AVC ITS Findings and Recommendation Report

17—Faculty Professional Development Program (Flex) Technology Training activities

18—Academic Policies & Procedures Committee minutes: CurricUNET

19—2010 Accreditation Self Study Survey

20—Total Cost of Ownership Ratios

Standard III.D.: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner than ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Descriptive Summary
The budgets and actuals[1] for the general fund since the last 2004 self study are presented in the table below.

Year	Beginning Balance and Revenue	Expenditures and Other Outgo	Ending Balance
2009/2010*	$69,885,098	$66,013,066	$3,872,032
2008/2009	$72,591,340	$67,052,853	$5,538,487
2007/2008	$71,041,416	$66,407,536	$4,633,881
2006/2007	$64,623,412	$59,856,765	$3,762,423
2005/2006	$55,951,744	$51,782,526	$4,169,218
2004/2005	$52,613,941	$47,944,286	$4,771,562

*Adopted Budget, including audit adjustments

The above table is evidence that during the previous six years the college has demonstrated an ability to provide sufficient revenue to support enrollment growth and the development of new programs. Since 2008-2009 fiscal year, the state's economic condition has resulted in significant reduction in funding to community colleges. Throughout this time frame, the college has provided sufficient revenue to sustain educational programs and support prioritized educational improvements. The college operates in a fiscally conservative manner. The college has maintained unrestricted reserve funds above the five percent recommended by the California Community Colleges Chancellor's Office every year except 2006-2007 when the college made a conscious decision during the strategic planning and budgeting process to increase faculty and staff to enable significant growth.

Through the strategic planning and budgeting process, resources are allocated according to the mission and goals of the college and in a manner to support the Educational Master Plan.[2] This process joins planning, resource allocation and enrollment management in a manner that assures the college can operate within the anticipated revenues. In years of revenue reduction and uncertainty, enrollment data is analyzed to provide reduced

enrollment goals that can be strategically implemented to reduce the impact to educational programs and services.

Self Evaluation
The strategic planning and budgeting process has helped the college tie resource allocation to the college mission, goals, and the Educational Master plan. The Blueprint for Planning[3] tied all planning activities directly to the Educational Master Plan. The Cycle of Evaluation[4] assures that SLO assessment and program review processes are used for resource allocation and updates to the Educational Master Plan.[5]

The college now relies on data to make fiscal decisions, whether in a growth mode or in a resource contraction mode. The Department Institutional Research and Planning provides accurate predictions on enrollment trends. This information is utilized effectively to adjust the schedule of classes to meet the needs of the students within the anticipated funding resources. The fact that the college has been able to weather these difficult times without laying off full-time employees is evidence that the planning process has been able to effectively adjust to resources available.

There have been positive developments in the overall fiscal management of the college. The LACOE financial reports are now available to all managers on the fiscal reports server. The college has maintained healthy cash reserves in excess of five percent over the last three years. Also, there have been no major audit exceptions for the last two fiscal years.[7]

Planning Agenda
None

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

Descriptive Summary
As outlined in the Blueprint for Planning, the Educational Master Plan is the cornerstone of the college planning process. The Educational Master Plan serves as the foundation in the development and implementation of the Facilities Plan,[8] the Human Resources Plan,[9] the Enrollment Management Plan,[10] and the Computer and Technology Plan.[11] The Finance subgroup and Budget subcommittee utilizes these plans to develop and assess outcomes of the Finance Plan.[12] This, in turn, provides guidance for campus groups as they seek to establish priorities each year for resource allocation. The superintendent/president reviews all recommendations before submitting to the Board of Trustees. At board meetings, the Board of Trustees are shown how all recommendations to allocate funds are linked to each outcome prior to their final approval.

The strategic planning and budgeting process utilizes the Cycle of Evaluation[4] to incorporate outcomes assessment and program review into the planning process. Student Learning Outcomes and Program Learning Outcomes are assessed as a part of the program review process and program review then become the basis for updating the Educational Master Plan.[5] This cycle assures that institutional planning and resource allocation is based on the mission and goals of the college and the Educational Master Plan.

Self Evaluation
The Strategic Planning & Budget Council (SPBC)[13] consists of members from every constituency group to ensure that all areas of the college have a voice in the strategic

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planning and budgeting process. By linking planning to resource allocation and revenue projections, sound decisions regarding enrollment growth are made. This process focused on core programs when funding was less certain or not available. The college has been able to sustain educational programs and services during the last two years of having a dynamic and fluid budget with essentially no full-time employee layoffs as a result of the significant reduced funding from the state legislature.

Planning Agenda
None.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary
SPBC oversees the budgeting and resource allocation process. The SPBC is a shared governance council that includes members from all constituent groups. When necessary, the SPBC meets jointly with the Enrollment Management Committee to establish growth targets and assess the fiscal and resource impacts resulting in decisions made through this joint process.[14] This assures that budget decisions support the enrollment growth targets of the college and the needs of the students served by the college. Recommendations are reviewed by the superintendent/president to ensure fiscal stability and then submitted to the Board of Trustees for final approval.

Each year, the superintendent/president initiates a process for developing "Campus Goals Led by the Superintendent/President," which involves seeking input from all constituent groups and the Board of Trustees. Goals are published on the President's Group on myAVC.[15] They are available for review by all employees.

In 2009, the program review process was revised. As stated in the 2008 Follow Up report, the timeline for program review was shortened to a four-year period from a six-year period with an annual report.[16] These reports require that Student Learning Outcome (SLO) assessment and Program Learning Outcome (PLO) assessment be reviewed and used to establish program goals. Goals listed in all program review documents are synced with "Campus Goals Led by the Superintendent/President."

Budget request forms[17] are distributed each fall semester to the appropriate administrators and managers. These forms require that all budget requests be tied to the Institutional Learning Outcomes and Operational Outcomes. Budget requests that support the annual program goals are submitted to the appropriate administrator and manager. Administrators and managers, in conjunction with their employees, prioritize budget request and then submit to the respective vice president for further prioritization.

Each assistant superintendent/vice president submit their prioritized budget lists to the SPBC budget subcommittee. These requests are reviewed and recommended for approval based upon available funding, campus goals, and appropriateness to the mission of the college.[18] Specific funding amounts are recommended for full-time faculty positions and classified positions, then funding is recommended for reoccurring and one-time expenditures. These recommendations are then forwarded to SPBC for their consideration and recommendation to the superintendent/president. All full-time positions that

are supported by special or categorical funds are submitted to SPBC as information only. However, SPBC must recommend approval if any special or categorical positions are requested to be absorbed by district general funds. All requests for full-time positions of administrators, confidential/management/supervisory, classified managers are submitted to SPBC for recommendations to the superintendent/president.

Priorities for faculty positions are determined by the superintendent/president, in conjunction with the academic senate president, vice president of academic affairs, and the vice president of student services. Priorities for classified positions are determined by the president/ superintendent, in conjunction with the president of the classified employees union.

The superintendent/president will request approval from the Board of Trustees of all full-time positions. The Board of Trustees has the final authority to approve all positions of employment.

Self Evaluation
The budgeting process assures that budget decisions are based on department and division goals and are also aligned with the mission of the college and the ILOs. The membership of the SPBC assures that all constituent groups are included in the budget process.

Specific examples of budget decisions supporting campus goals include:

1. Hiring of 20 faculty and 21 classified employees in 2006-2007 in support of the campus goal to increase enrollment to above an annual

10,000 FTES. Exceeding the 10,000 annual FTES provided the college with an additional $1 million dollars ongoing to the general fund.

2. The purchase of Ad Astra software in 2007 to assist with the management of classroom and laboratory facilities and improve class schedule efficiency.

3. The purchase of WEAVE Online software in 2008 to support the assessment of SLOs.

4. The continued expansion of classroom availability at the Palmdale Center in order to reach an annual student enrollment goal of 1,000 FTES.

The process has also been effective over the last two fiscal years when budgets needed to be reduced due to the lack of funding for California Community Colleges. In these austere times, the superintendent/president has repeatedly set a goal of not laying off any full-time faculty or staff as a result of lack of funding from the state. The SPBC has made tough decisions regarding what vacant positions are essential to the core operations of the college and must be filled, what vacant positions can be filled at a later time, holding supply budgets to the 90 percent level of expenditures during the 2008-2009 year. The superintendent/president has given a directive to only approve funding for: (1) employees attending workshops and conferences required to maintain skill certification; (2) leadership responsibilities; (3) reduce stipends; (4) restrict overtime to classify employees; and, (5) add extra duty whenever possible.

Planning Agenda
None.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary
The vice president of administrative services (formerly business services) serves as the co-chair of the SPBC. The vice president is responsible for the development of the adopted budget. The primary function of this position is to maintain close contact with the California Community College's Chancellor's Office and advocate groups such as the California Community College League to stay informed of funding trends and issues at the state level. The adopted budget is based on projected spending and the estimated revenue that the college plans to receive. Development of the adopted budget includes estimating for the necessary resources to achieve the fiduciary stability goal listed in the "Campus Goals Led by the Superintendent/President," SPBC approved resources allocations that are recommended for funding from the prioritized budget request process. The adopted budget is reviewed by SPBC and the superintendent/president.[19] In June of each year, the Board of Trustees approves the tentative budget. Typically the Board approves the adopted budget in September of each year. The SPBC Budget Subcommittee refers to this information as the basis for planning and budgeting for the next year.

The SPBC utilizes the college mission, Educational Master Plan, "Campus Goals Led by the Superintendent/President," and Institutional Learning Outcomes as the cornerstone of college planning. The Educational Master Plan is reviewed annually by the Educational Master Plan subgroup to assure that the college's ongoing needs are being met. Subgroups of the SPBC use the Educational Master Plan for developing the Facilities Plan, the Human Resources Plan, Finance Plan, Technology Plan, and Enrollment Management Plan. This Cycle of Evaluation[4] assures that planning, budget allocation, SLO and ILO assessment, and program review processes complement each other. The Finance subgroup developed the Finance plan as a tool to determine the impact necessary to implement the Facilities, Human Resources, Technology and Enrollment Management plan.[20]

The program review guidelines require annual analysis of the assessment of Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs). This analysis is used to set annual goals for the programs. Program review also becomes the basis for updating the Educational Master Plan which completes the Cycle of Evaluation.

The process outlined above is contained in the Strategic Planning and Budget Development Process Handbook[21] approved by SPBC in fall 2010 and will be located on the Business Services public website pending SPBC approval in the fall 2010.

Self Evaluation
The SPBC process allows for funding priorities to be clearly connected to the mission and goals of the college and to the college's Educational Master Plan.[3, 4] All individuals serving on SPBC receive updated information regarding the college budget. The Budget Subcommittee[12] receives prioritized budget requests developed by the offices of the various vice presidents. Budget decisions are closely linked to student learning through the close relationship between SPBC, SPBC

Budget Subcommittee and Enrollment Management Committee. As essential evidence that demonstrates the success of this process, is that the college was able to achieve aggressive growth in enrollment years. When budgets have been tightened, the schedule and resources have been strategically reduced.

The chart below shows the allowable FTES, Projected FTES, and Actual FTES for the last five years. When the college is in a growth mode, projections are based on FTES since funding is based on that figure. However, when the college is in a reduction mode, the projections are based on Lecture Hour Equivalency (LHE) which has a more significant connection to budget expenditures.

Phase	Year	Base FTES	Projected FTES (Date)	Actual FTES	Actual-Projected	%
Growth	2006-2007	9,922	10,362 (10/2006)	10,804	442	4.1%
Growth	2007-2008	10,804	11,393 (9/2007)	11,401	8	0.1%
Growth	2008-2009	11,064	12,950 (10/2008)	12,919	-31	-0.2%
Reduction	2009-2010	11,097	11,738 (10/2009)	11568*		
Reduction	2010-2011	11,107				

*Estimate as of P2

During the Growth phase the State typically paid for over cap FTES so AVC tried to maximize FTES.

During the Reduction phase AVC switched to targeting LHE based on the funds available for courses.

Note that the difference in Projected FTES and Actual FTES for the period shown is 12 FTES out of 34,717 total FTES (0.03 percent).

Planning Agenda
None.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identified and plans for payment of liabilities and future obligations.

Descriptive Summary
Long-term student enrollment projections unduplicated head count and FTES are linked to strategic planning and budgeting based on the availability of funding. Enrollment (FTES) targets are refined as new information becomes available from the state. This review is a constant and continual process to ensure that there are sufficient resources to support growth or if a decision needs to be made to reduce offerings in order to maximize funded FTES.

As part of the Facilities Plan, in 2004, a local Measure R[22] General Obligation bond was passed to update existing infrastructure and construct buildings to enable the offering of state-of-the-art programs. The $139 million has been used to significantly improve and add infrastructure projects (e.g. 1,000 additional student parking spaces, new telephone system, separation of domestic/fire/landscape water systems, new central plant, upgrade campus roads, solar covered parking structure, sewer system, and electrical connec-

tions), construct a new football, track and baseball field, Environmental Horticultural Sciences building, Maintenance and Operations building and the Auto Body building. In addition, construction has begun on the new Theatre Arts Facility and Health & Science Facility.

The Antelope Valley College expansion plan includes the establishment of a Center in Palmdale, California. Antelope Valley Community College serves multiple communities and the Palmdale Center allows those students who live a distance from the college to conveniently attend class in a nearby location.

In addition, Antelope Valley College has a partnership agreement with both the local high school and California State University Bakersfield (CSUB). The Students on Academic Rise (SOAR) program allows for high school students to also attend college-level courses before graduation. There is a site on the Antelope Valley College campus to introduce these students to the college environment and also to expedite the matriculation process.

California State University Bakersfield (CSUB) has an extended campus located on the Antelope Valley College campus. Recently, CSUB has expanded its offerings and degree programs, making attainment of a Baccalaureate degree program more convenient to residents of the Antelope Valley.

Additional consortium agreements have been established with other high schools and community colleges to allow for grant revenue to support programs necessary to increase access to post secondary educational opportunities.

In the 2009-2010 adopted budget, the An-telope Valley College estimated receiving approximately 81 percent of its general fund revenues from the State of California. Local sources account for fifteen percent such as property tax and the remaining four percent are federal revenues mainly received from grants. Since the majority of the funding is received from the state, long-term financial planning is centered on decisions necessary to maximize funded FTES.[1]

An area of consideration to the district's financial planning is the potential for prior year recalculations. Prior year recalculations have reduced current year revenue at an average of over $1 million in 2008-2009 and 2009-2010. There have been fiscal years were the recalculations resulted in additional revenue to Antelope Valley Community College; however, given the past two fiscal year tight budget times, planning for the recalculation when it could reduce revenue is critical in the budget development process.

When the budget is fluid or uncertain, important areas to focus on are reporting, analysis and communicating the impact to the campus community. Constant review enables accurate real-time financial reporting information to those who have to make quick decisions necessary to mitigate any changes that could adversely affect the district.

During these lean budget years, another source of revenue for the college is generated through the AVC Foundation, which builds community relationships and receives private donations necessary to supplement support for college programs and activities.[23] Through the generous community and corporate donations the AVC Foundation is able to offer scholarships to students and has provided support for stu-

dents to compete at state-level competitions for programs such as the Model United Nations (MUN) and Forensics Speech Competitions. In addition, in 2009-2010 more than $1 million in cash and kind donations were provided to the district by the AVC Foundation. This allows for expanded activities to be offered to the students of the college, enhancing the overall educational experience.[24]

Approximately 82 percent of the general fund annual expenditures are from salary and benefits. The remaining 18 percent are for supplies, services such as legal and auditing, and capital expenditures.

Financial planning involves first directing funds to support the staffing necessary to maintain critical educational and institutional programs in lean years. During more robust years, staffing may be increased to expand course offerings and support functions.

When revenues are reduced or growth funding is not available, it is critical to review all expenditures and prioritize programs. Aside from the cost of personnel, utilities also make up a significant cost to the college. Continually reviewing the reduction of demand or generating energy, would help minimize expenditures in this area. The more money saved through these efforts would allow for the availability of funding to be spent in the classrooms or on other operational needs. There is also a goal to drastically reduce the carbon footprint of a district by 2012, making it more critical to focus on energy saving methods.

A significant liability to the district is the obligation from the Other Post Employment Benefits (OPEB).[25] Government Accounting Standards Board (GASB)[26] 45

requires employers to measure and report the liabilities that are associated with post employment benefits. Actuarial studies[27] are conducted on a biennial basis to determine the Annual Required Contribution (ARC) to identify deficiencies or excesses in past contributions. The actuarial study is conducted by an independent party, Total Compensation Systems. Currently, the district utilizes the pay-as-you go method; however, the obligation continues to increase over the years with the number of people retiring.

The Antelope Valley Community College is a member of the California Association of Joint Powers Authorities (CAJPA). CAJPA is a cost-effective way for risk management because it is a cooperative agreement among multiple public service agencies. An advantage of this type of arrangement allows for the members to establish insurance coverage rates because the JPA is not driven by profit. CAJPA covers areas that tend to be costly, such as worker's compensation, claims, safety and loss control, health care and tort reform.

Self Evaluation

During the tight budget times, proactive measures were taken by the Strategic Planning & Budget Council (SPBC) in conjunction with the Enrollment Management Committee.[14] Through this process, positions were frozen and expenditures were minimized or reduced in the areas of travel, additional duty, and overtime.

In the summer of 2009, SPBC met on a weekly basis to assess the constant changes that were occurring at the State level and the impact to the college. SPBC's goal was also to meet a stated goal in the "Campus Goals Led by the Superintendent/President," FTES should

not exceed one percent above the funded growth. FTES was reduced to maximize funding levels. Strategies were planned and implemented to reduce expenditures, and revenue generating proposals were solicited from the entire campus. The Office of Administrative Services (formerly Business Services) provided cost estimates for each proposal. The SPBC reviewed and decided which proposals were cost-effective, yet still supported the core mission of the college. Through this process we were able to achieve a reserve of over eight percent in 2008-2009, three percent above the Chancellor's Office fiscally conservative five percent. This allowed for less borrowing as a result of the state wide deferrals, ultimately reducing interest expense.

Campus wide communication was issued when news was received from the Chancellor's Office, Legislative Analyst's Office or the California Community College League. This enabled transparency in the decision making process and strengthened collaboration among all constituent groups.

In order to mitigate the possibility of a prior year recalculation that could negatively impact the current year apportionment, the college budgeted the additional tax revenue received from the 2008-2009 fiscal year as a potential budget cut in the 2009-2010 adopted budget. Not budgeting the additional revenue allowed for expenditures to be more aligned with money received.

Analysis and financial reports are provided to the regularly scheduled Board of Trustees meetings[28] on a monthly basis. These reports are available publically on the Office of Administrative Services (formerly Business Services) website to

allow for accountability and transparency at all levels.

A Bond Interest and Redemption Fund has been established for the repayment of the General Obligation Funds for when they mature. The improved and new facilities will alleviate the deferred maintenance costs of aged facilities and infrastructure resulting in less long-term financial expenditures.

The district has entered into an energy agreement to review possible areas where the college can reduce the carbon foot print and save money. A central plant is being constructed, as well as the recent additional effort of a one-megawatt solar panel covered parking structure that is estimated to reduce the district's energy by 80 percent through these saving measures.[29]

The Other Post Employment Benefits are being reviewed with outside contractors to estimate the cost of establishing an irrevocable trust. This will reduce the college's OPEB liability by planning to financially support the ARC.

Planning Agenda
None.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary
The membership of the SPBC represents all constituent groups. Membership includes 16 members who are permanent by nature of their position at the college in-

cluding the union presidents, seven faculty representatives, five representatives from the classified staff, four deans/directors, one confidential/management/supervisory representative and two student representatives. Members[13] who are not permanent are elected to three-year terms by their constituent groups. By accepting membership on this council, these individuals are also accepting the responsibility to keep the members of their respective groups informed and to gather their input and represent the views of the constituency group to the council.

The majority of recommendations brought to SPBC are from the various subgroups; i.e., Human Resources, Finance, Facilities, Communication and Educational Master Plan. Since SPBC is comprised of members of the various constituent groups, all recommendations are reviewed by these members with an opportunity to provide input into the process.

All documents related to planning and budget are presented to the public through the regular meetings of the Board of Trustees. The meeting agenda and all supplementary materials are posted and available for review on the college's website. Staff in the Office of the Superintendent/President sends out notification to all employees regarding this information through a campus wide email.

Planning and budget documents are also widely available through postings on the website or as council documents and files on myAVC.

Self Evaluation
Representation on SPBC are required to seek feedback from respective constituencies as a means to ensure that they have knowledge of the planning and budgeting process and have a voice in that process. Members of the SPBC often state at meetings that they have discussed with their constituencies on how to support or not support recommendations to be submitted to the superintendent/president.

Planning Agenda
None.

III.D.2. To assure financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound decision making.

Descriptive Summary
The college utilizes the financial system, Peoplesoft, available through the Los Angeles County Office of Education (LACOE). All general ledger transaction budgets are posted to this system. Reports are extracted from the Reports And Data website and published to the fiscal reports drive so that all managers can review the status of the available funds against their accounts. Information is updated on a weekly basis.

Purchase requests and contracts are subjected to a multi-layer review and approval process. Once it is signed by the originator, it is reviewed by the manager of the department or division. This review is to assure there are sufficient funds and that the purchase or contract is an appropriate use of funds. Commitments over $1,000 must be approved by the appropriate vice president. Commitments over $5,000 require review and approval by the vice president of administrative services (formerly business services). All commitments are reviewed by the director of

Business Services to assure proper procedures have been followed and sufficient funding is available. All purchases and contracts require the approval of the Board of Trustees.[30]

The college takes a conservative approach to financial matters and maintains sufficient reserve for emergencies. The college has maintained a reserve in excess of five percent every year since 2004 with the exception of 2006-2007, in which a decision was made through the strategic planning and budgeting process to reach the targeted goal of 10,000 FTES. A goal stated in the "Campus Goals Led by the Superintendent/President" established for the 2010 academic year is an eight percent unrestricted reserve.[15]

Each fiscal year, all funds of the district are audited by an independent contracted firm. Compliance testing is performed to assure adherence to the applicable laws and regulations. Audits consistently show that the district conforms with Generally Accepted Accounting Principles (GAP) and the Government Accounting Standards (GASB).[31]

Adopted budgets are presented to the SPBC. Adopted Budgets and Audit Reports are presented to the Board of Trustees. These documents are also readily available on the college's public website for a period of the last three years.

Self Evaluation
The multi-level approval process serves as a check and balance approach to provide effective oversight of finances. This practice is the common thread that is applied to all purchases and contracts regardless of funding source. Additionally, managers have access to current account balances on the fiscal reports drive. This

process assures that funds are expended in a fiscally responsible manner.

The fiscally conservative approach to financial matters that the college utilizes has proved its merits in the recent years of budget uncertainty. The college has been able to maintain a reserve above the five percent recommendation of the California Community Colleges Chancellor's Office without the need to layoff any full-time employees.

Audit reports have shown the college in a favorable position. No material exceptions were cited in either the 2008-2009 audit or in the 2007-2008 audit. Previous audits have found only minor instances of "findings and questioned costs." This all gives strong evidence that the financial resources of the college are used with integrity and in a manner consistent with the mission and goals of the college.[31]

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary
The college utilizes the financial system, Peoplesoft, available through the Los Angeles Office of Education (LACOE). All general ledger transactions budgets are posted to the Peoplesoft financial system. Each year the district uploads the line item budgets after the budget is adopted by the Board of Trustees. Reports are extracted from the Reports And Data (RAD) website and published in the fiscal reports drive to allow managers to review the status of the available funds against their

accounts. Because expenses may vary from year-to-year, the district has a budget augmentation process that allows managers to move budgets from one line item to another. This information can be found in the Strategic Planning and Budget Development Handbook.[21]

Payroll is posted through the LACOE Human Resources System (HRS). This system interfaces with Peoplesoft to ensure that payroll is posted to the general ledger. When budgeting for salaries, projections are done to include step and column changes. Benefits are reviewed each year by individuals and the plan that they are enrolled in.

Because the college is fiscally dependent upon LACOE, we utilize their distribution of information when projecting increases to benefits such as PERS and STRS and Unemployment Insurance. As these change, the Office of Administrative Services (formerly Business Services) projects the impact to the developed budget before it gets adopted. Once adopted, if changes occur, the budget augmentation process is utilized.

During the budget development process, each division or department submits their budget requests to the respective vice president. The vice presidents prioritize requests that are then submitted to the SPBC. SPBC reviews the budget requests and makes the recommendations to the superintendent/president.[32] If approved these recommendations are included in the annual adopted budget. The budget development process can be found in the Strategic Planning and Budget Development Handbook found on the Office of Administrative Services (formerly Business Services) public website.

The tentative budget is reviewed with the entire membership of SPBC when it is developed. This information is presented to the Board of Trustees for approval. Once approved, the adopted budget is posted on the college website.

The Educational Master Plan, the Facilities Plan, the Human Resources Plan, Finance Plan and the Enrollment Management Plan are presented and reviewed by the entire SPBC. This information is reviewed by the superintendent/president prior to being presented to the Board of Trustees for approval. Once approved, it is posted to the college website.

Each year, the college contracts with an independent auditor who reviews the District financials and Foundation financials separately. Various compliance tests are conducted by the auditors to ensure adherence to the applicable laws and regulations. Per the Office of Management and Budget, the auditors also perform tests on the federal programs administered by the district. Any noncompliance is reviewed for materiality and reported if necessary in order to rectify or create a corrective action plan to remedy.

The auditor's provide a report by January of each fiscal year showing the changes in the financial position of the district. This includes the Balance Sheet, Income Statement and Cash flow Statement. The district provides input to the audit report in the Management Discussion and Analysis (MD&A). The MD&A shows the economic factors that affected the audited fiscal year, as well as projections based upon the information at the time. The audit report is presented to the Board of Trustees each fiscal year, which gives the members and the public an opportunity to review and comment on the financial po-

sition of the college. Audit reports for the last three years are provided on the Office of Administrative Services (formerly Business Services) public website.

The auditors also perform Proposition 39 audit of the Measure R funds to ensure that funds are spent in accordance with the Ballot and Resolution. In 2008-2009, there were no findings.

For the district audit, in 2006-2007, there were six audit findings. In 2007-2008 there were four audit findings and in the 2008-2009, there was one minor finding noted by the auditors.

Self Evaluation
Each year, SPBC publishes an annual review of the goals and accomplishments of the fiscal year.[20] These are developed at the subgroup level, i.e., Human Resources, Finance, Facilities, Communication and Educational Master Plan. This booklet is shared with the campus to ensure accountability and transparency at all levels.

The Office of Administrative Services (formerly Business Services) develops the corrective plan for the audit exceptions and reports monthly to the board as to the progress of resolving the finding. The 2008-2009 single finding was due to a financial reporting error made on the CCFS 311 Report[33] to the Chancellor's office. The report was revised and resubmitted clearing the audit exception. Procedures are established or reviewed to ensure that future findings are eliminated and proper internal controls are adequate.

The annual CCFS 311 Report shows a comparison of the adopted budget and end of year actual expenditures. The report is based off the district's trial balance

and reconciles to the audit report. The audit report will show that the college allocates more than 50 percent of general funding in support of instruction and services to students.

The adopted budget and monthly budget-to-actuals report is provided to the Board of Trustees on a monthly basis to address any shortfalls or overages. The financial reports are available on the Office of Administrative Services (formerly Business Services) public website.

Information related to budget and planning is presented to representatives of all constituency groups through SPBC. Information is also readily available through the regular Board of Trustees meeting supplemental materials and through the college website. Information is presented in a timely manner so that decisions related to planning and financial management can be made in a thoughtful manner.

Planning Agenda
None.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary
The adopted and final budget reports are reviewed with the membership of the entire SPBC when it is developed. This information is reviewed by the superintendent/president prior to being presented to the Board of Trustees for approval. Once it is approved, it is posted to the college website.

In June of each year, annual budget provided by the Institutional Advancement and Foundation is submitted for review only by the Board of Trustees. The Institutional Advancement and Foundation's

budget will show how and who made donations. The budget provides to the Board of Trustees and community how and where expenditures are to be allocated.

In June of each year, the Associated Student Body (ASO) submit to the superintendent/ president a review of an annual budget proposal. The annual budget identify anticipated revenue sources and expenditures. The superintendent/president submits the ASO's budget proposal to the Board of Trustees for approval.

The adopted budgets for the last three years and the audit reports for the last three years are posted to the college website. The monthly Budget-to-Actuals Reports are also available on the college website. These reports show the college's progress when compared to the budget.

The Educational Master Plan, the Facilities Plan, the Human Resources Plan, the Finance Plan, and the Enrollment Management Plan are presented and reviewed by the entire SPBC. This information is presented to the Board of Trustees. Once it is approved, it is posted to the college website.

Self Evaluation
Information related to planning and budgeting is presented to representatives of all constituency groups through SPBC. Information is also readily available through the regular Board of Trustees meeting supplemental materials and through the college website. Information is presented in a timely manner so that decisions related to planning and financial management can be made in a thoughtful manner.

Every summer, directors who serve on the Institutional Advancement and Foundation Board attend a retreat to develop goals and strategies on how to raise funds in support of its' operating costs, scholarships for students, and mini grants. Funds afford employees an opportunity to deliver programs, activities, and services in support of student learning.

Planning Agenda
None.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary
The actual revenue, expenditures, ending balances and the percent reserve are shown in the table below.

Year	Beg. Balance and Revenue	Total Expenditures	Ending Balance	Unrestricted Reserve
2008/2009	$72,591,340	$67,052,853	$5,538,487	8.29%
2007/2008	$71,041,416	$66,407,536	$4,633,881	6.51%
2006/2007	$64,623,412	$59,856,765	$3,762,423	3.91%

The college has maintained an unrestricted reserve funding in excess of five percent every year since 2004 with the exception of 2006-2007. That year, a campus goal to achieve enrollment of 10,000 FTES was set and additional faculty were hired to accomplish that goal.

The college takes a conservative approach to financial matters and maintains sufficient reserve for emergencies. During this time of economic uncertainty, a goal stated in the "Campus Goals Led by the Superintendent/President" is to maintain a an eight percent unrestricted reserve for the 2010-2011 year.[15] For the 2010-2011 fiscal year, this is three percent above the California Community Colleges Chancellor's Office recommended reserve of five percent.

The college receives revenues on a monthly basis through the state apportionment process. These funds include unrestricted, categorical, and restricted funds. In addition, the college receives local property tax. In the last few years, there have been delays in receiving apportionment due to the uncertainty of the California state budget. During the recent statewide budget crisis, in 2009-2010 significant deferrals of over $1 billion to California Community Colleges were implemented in order to mitigate cash flow shortages. The result to Antelope Valley College was approximately $7.285 in 2008-2009 and $9.75 million in 2009-2010 or about 20 percent of the annual general fund apportionment. With an unrestricted reserve amount that is not sufficient to cover even one month of the deferred revenue, cash flow strategies have been developed in order to pay all necessary monthly payroll and vendor payments.

The district worked with an outside company to pursue a Tax Revenue Anticipation Note (TRAN) in 2008-2009 and 2009-2010. Cash flow analysis was done on a monthly basis and revised when information was received that could affect the inflows and outflows of cash. With changing economic conditions at the state level, the cash flow reports are continually revised to reflect the most current information. The cash flow reports are highly scrutinized by investors and the rating agencies to ensure accuracy and transparency in the figures provided. The amounts borrowed are enough to cover the deferrals to allow the district to make payroll and vendor payments. Because the district is tied to the County and our cash shortage generally occurs in the spring of each year when there are deferrals, Antelope Valley College utilizes the LACOE TRAN. This TRAN goes before the Los Angeles County Board of Supervisors, allowing an additional layer of oversight to protect colleges and schools. The TRAN is a premium bond and by entering into a pool of several borrowers, the district receives the most competitive interest rates available, reducing the cost of borrowing.

While the district is negotiating the TRAN, a temporary mechanism of borrowing is to utilize the County Treasury as a stop-gap measure. In 2009-2010, the district temporarily borrowed from the Treasury until the TRAN was finalized to allow the continuous and timely payment of obligations.

In order to cover unforeseen losses or emergencies, the college carries insurance for loss, theft, accidental, liability, and student insurance. Depending upon the dollar value, a determination is made whether the college should cover the loss

or submit a claim for insurance coverage. The coverage is in accordance with the JPA, which the district is a member.

Self Evaluation

The college is financially sound and has been able to maintain an unrestricted reserve in excess of the five percent reserve recommended by the Accrediting Commission for Community and Junior Colleges and California Community Colleges Chancellor's Office. By operating in a fiscally conservative manner and maintaining this amount of unrestricted reserve, the college has been able to weather the financial difficulties of the last two years without layoffs of full-time faculty or staff.

In years when growth funding was available, the college was able to set and meet aggressive growth targets. This action maximized the funding available.

During the previous two fiscal years steps have been taken to reduce expenditures. The course schedule (i.e. winter intersession, spring semester, and summer session specifically) was reduced significantly during 2009-2010 by approximately 800 Lecture Hour Equivalencies (LHEs) resulting in an overall savings to the college of nearly $990,000. These cuts were made primarily to the spring 2010 schedule since the fall 2009 schedule.

For 2010-2011, the superintendent/ president has set a goal of reducing the schedule of classes by approximately 3.7 percent thereby saving $714,000 in comparison with the 2009-2010 schedule. Schedule reduction targets were given to each academic division to implement in a manner that would have the least impact of the students served. These steps assure that the college will maintain its fiscal

integrity.

During the state-wide deferrals, the district was able to monitor cash flows and borrow the amount necessary to cover personnel and operational costs. The district received one of the highest credit ratings in 2008-2009 and in 2009-2010 because of the sound fiscal management practices.

Planning Agenda
None.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs contractual relationships, auxiliary organizations or foundations and institutional investments and assets.

Descriptive Summary

Restricted and unrestricted apportionment is deposited in the college accounts and traced by utilizing the accounting system of Los Angeles County Office of Education (LACOE). The college relies on Los Angeles County Office of Education to provide accounting services to the district related to income and outflow of funds. Weekly reports are generated by LACOE and the Business Services department compares these reports to the Advanced Apportionment Schedule[34] to verify that the amount of revenue received matches the anticipated revenue as outlined on the report. The LACOE reports are posted on the network file server and are available to department and division managers to use to monitor expenditures and budget balances.

All Purchase Requisitions are signed by the originator and reviewed and signed by the responsible manager. Anything over

$1,000 requires approval by the appropriate vice president. Purchases over $5,000 require approval by the vice president of administrative services (formerly business services). Finally, all purchase requests are reviewed by the director of business services to assure proper procedures have been followed and sufficient funding is available before the purchase is processed.[30] All purchase orders require the approval of the Board of Trustees. A report is provided at the regularly scheduled board meeting showing each purchase order for consent approval.

Audit reports reflect "unqualified" opinions, with no material findings. Minor audit findings are addressed by the Business Services department in a timely manner by providing a corrective action plan and monitoring progress towards eliminating the finding.

Measure R Funds

Measure R is a bond that voters passed in 2004. Measure R funds are invested to accrue interest without unnecessary risk until they are expended.[22] The intended use of this funding is for capital and infrastructure projects to build out the main campus and initiate land acquisition and facilities for the planned Palmdale College. Purchase requests utilizing Measure R funds must first be approved by the director of campus development to assure that they fall within the allowable expenditures as outlined in the Ballot text. There is also a Citizen Oversight Committee associated with the Measure R funds.

Redevelopment Funds

The college receives redevelopment funds from the City of Lancaster and the City of Palmdale. These funds are distributed to the college by each city in a lump sum on a periodic basis. Redevelopment Funds Agreements with each city specify the intended use of these funds. These documents are on file in the Business Services department. Purchases made with these funds also require the approval of the vice president of administrative services (formerly business services).

Categorical Funds and Grants

The college receives funding from 49 different categorical funds or grants. Restricted state funds are received through the apportionment process while grants disburse funds on a reimbursement basis. The Categorical Accountant is dedicated to the task of accounting for these funds.

Each categorical fund has a project manager who is responsible for submitting proposals for funds, quarterly and annual reports, establishing any oversight committees or planning teams that may be required, and initial approval of any Purchase Requisitions that are accessing these funds.

Auxiliary Funds

Auxiliary funds are special purpose funding streams that are not part of the normal public funding sources. These are funds that are generate by various campus groups such as student clubs or specific educational programs. Funds placed in auxiliary accounts typically are the result of some type of fee for service or performance, such as ticket sales. Per board policy, only the AVC Foundation can house funds that are raised. event or other purpose with tangible goods or services being exchanged for funds rather than charitable donations that are handled by the AVC Foundation.

A form must be submitted to the director of business services to establish an auxil-

iary account.[35] The form must clearly state the name of the account, the specific purpose of the funds, and the dean or director responsible for the funds. Purchases utilizing auxiliary funds are submitted on an Auxiliary Services Requisition rather than the normal Purchase Requisition. The Auxiliary Services Requisition requires the signature of the originator, and the Approval of the designated dean or director. Purchases over $1,000 also require the approval of the appropriate vice president.

While the Associated Student Organization is technically not considered as an auxiliary fund, it functions in a similar manner.

Bookstore and Cafeteria
The Bookstore and Cafeteria are enterprise funds. The income generated from the sale of goods and services is used to pay for operations and personnel costs. Currently, the Cafeteria operates at a loss and the Bookstore income is used to offset this loss. This arrangement is in accordance with guidance from the Board of Trustees.

Income and outflow of funds is maintained in accounting software systems by each entity. Monthly statements are submitted to the Office of Administrative Services (formerly Business Services) for review by the Board of Trustees at their regular meetings. Balance sheets for these entities are reviewed on an annual basis by the Board of Trustees.

Financial Aid
Funds for Financial Aid arrive from several sources to the Business Services department and are disbursed to students by debit card. Financial Aid is available to students through fee waivers, Cal Grants,

BFAP, Pell Grants, Stafford Loans, SEO Grants, Federal Work Study Grants, EOPS Grants, Care Grants, STAR Grants, ACG Grants and various scholarships. The accounting practices and standards for each form of financial aid are laid out in policies and procedures documents available in Financial Aid . Each form of financial aid has its own reporting requirement, but the pattern is consistent across all programs. Financial Aid sends a list of students who are receiving a particular type of financial aid to the Office of Administrative Services (formerly Business Services). The Office of Administrative Services (formerly Business Services) then wires the money to Higher One, which loads the debit card and records the transactions against the list of eligible students. The Office of Administrative Services (formerly Business Services) services draws down the funding to allow for availability of payment for student awards. This process creates a report that details all disbursals, as well as those instances when the aid which should have been awarded is not disbursed. This report is sent to the Financial Aid and the agency that originated the aid.

Investments and Assets
Measure R funds are held in the Bond Interest and Redemption Fund (Fund 21) and are conservatively invested to allow for the accrual of interest without excessive risks.

District funds on deposit with LACOE accrue interest at the Treasury Bill rate.

Foundation
The AVC Foundation's vision is to:

- Garner significant financial resources to support college vision.

- Improve the lives of people living in

Antelope Valley.

- Create culture of giving in the community in support of the college.

- Support the education of our students.

- Raise funds to meet college needs.

- Be caregivers to education.

The mission of the AVC Foundation is to: Increase the resources raise funds and create friends and partnerships to support the mission of Antelope Valley College.

The AVC Foundation is a nonprofit organization 501(c)3 providing IRS tax-deductions to those private and corporate donors supporting Antelope Valley College. Per board policy, all Antelope Valley College fund raising and gifts received must go through the AVC Foundation.

The AVC Foundation has a board of directors who oversees the governance and fund raising efforts in support of the college. The AVC Foundation, in partnership with the superintendent/president, who is a voting member of the board of directors, establishes the AVC Foundation's goals and priorities. The AVC Foundation develops three-year strategic plans to work in partnership with the college leadership in identifying needs and providing support for the district.

The AVC Foundation annually reviews its Bylaws and Policies and Procedures. Standing Committees include an Executive committee, Finance and Investment Committee, Audit Committee and others geared towards prospect cultivation, donor acquisition and stewardship.

The firm of Payden & Rygel oversees the management of the investment portfolio in accordance with the AVC Foundation's Policies and Procedures. Payden & Rygel provides monthly reports to the Finance and Investment Committee, and gives bi-annual presentations to the entire AVC Foundation Board of Directors. The financial activities are reported to the President, vice president of administrative services (formerly business services), and the AVC Board of Trustees on a regular basis.

More than 160 program funds are managed by various district fund managers, including deans, directors and faculty. Two signatures are required to request funds. The director of business services must approve all expenditures in addition to the superintendent/president or the pertinent vice president overseeing the fund division, department, or area. The executive director of institutional advancement and foundation provides verification of fund availability prior to distribution, and the accounting assistant II provides all financial management of these funds. Since the creation of Institutional Advancement and Foundation in 2002, the AVC Foundation has grown from having net assets of just under $400,000 to having more than $2.1 million, including an endowment of $1.7 million.[36]

Self Evaluation
The multi-level approval process serves as a check and balance approach to provide effective oversight of finances. This practice is the common thread that is applied to all expenditures regardless of funding source. This process assures that funds are expended in a fiscally responsible manner and in accordance with the goals of the college.

Categorical funds and Measure R funds have additional requirements. In addition to the standard multi-level approval process, all of these funds have a project monitor. Their role is to assure that the expenditures meet all guidelines and requirements established for these funds. Also, many categorical funds and Measure R funds have oversight committees such as the Citizen's Oversight Committee for Measure R.[37]

Categorical funds and most federal grants also have specific quarterly or annual reporting requirements. These reports are transmitted to the agency with oversight of the funds to assure that the funds are used in accordance with the guidelines and specifications of those agencies.

Oversight mechanisms for Financial Aid funds follow state and federal regulations. This process is extensive and has a high degree of integrity and consistency. Every process within the financial aid area has a looping system of reports and duplicate signatures.

The Foundation utilizes district procedures and is a separate entity with its own governing board. The process requires multiple level signatures to ensure adequate review of expenditures.

Ultimately, all funding and expenditures (except for AVC Foundation) is reported to the Board of Trustees on a monthly basis. The Board of Trustees has final approval for all district funding transactions.

Planning Agenda
None.

III.D.2.e. All financial resources, including those from auxiliary activities, fund raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary
Transparency is a key to the integrity of the financial management of the college. A central focus of the budget process is the SPBC. A central purpose to the SPBC is to mate the year-to-year decisions on allocation of resources under the guidance of the long-range plans of the college. SPBC membership consists of 32 members representing all constituency groups of the campus. Utilizing the Educational Master Plan[5] as the central focus, the year-to-year financial decisions made by the SPBC follow the Blueprint for Planning to assure that the district funds align with the goals and priorities of the institution.

The auxiliary funds include the cafeteria and bookstore area. They are enterprise services and generate their own accounting and financial reporting that is submitted to the Office of Administrative Services (formerly Business Services) for inclusion in the regularly scheduled Board of Trustees meeting. The auxiliary service areas are also independently audited to ensure compliance with Generally Accepted Accounting Principles (GAAP). Cash handling procedures are tested to ensure that there is proper fiscal management in high risk areas such as cash management.

The Associated Student Organization (ASO)[38] also generates their own accounting and financial reporting that has re-

cently been included in the monthly regularly scheduled Board of Trustees meeting, by submitting these documents to the Office of Administrative Services (formerly Business Services). The ASO utilizes the Associated Student Body Accounting Manual & Desk Reference provided by the Financial Crisis and Management Team (FCMAT) to ensure that funds are spent in accordance with these guidelines. All expenditures are also reviewed by the ASO, allowing for an additional layer of oversight to ensure that recorded transactions are accurate and transparent.

By having the Office of Administrative Services (formerly Business Services) as the central point, the financials are reviewed and validated on a monthly basis before being reported to the Board of Trustees.

Each fiscal year, the various funds of the district are audited by an independent contracted firm. Under the umbrella of this audit are the general funds, CDC, redevelopment, bond and scheduled maintenance, all grants, auxiliary funds, Financial Aid, and the Foundation. Compliance testing is performed to ensure adherence to the applicable laws and regulations. The final audit report is sent to numerous agencies such as the Department of Education and Clearinghouse for the Federal Government. The various federal grants are tested to ensure that expenditures are in accordance with the program guidelines and allowable under the scope of the grant. This includes providing supporting documentation to sampled items in order to demonstrate compliance. The district fund managers are interviewed to ensure their familiarity and knowledge of the program rules and regulations. Because of the various grants that are administered

by the district, individual programs are subject to audit from the appropriate office of the California Community College's Chancellor's Office or the fiscal agent for the grant separately than the annual independent audit. This can happen randomly and at any time the Chancellor's Office or the fiscal agent deems necessary to support the expenditures of the program. The Office of Administrative Services (formerly Business Services) handles all audit inquiries regarding the district financials and provides the necessary information to the various agencies upon request.

Financial aid awards are subject to audit, not only from the independent contracted audit firm, but also from the various entities that provide the award. These entities include the United States Department of Education Office of the Inspector General, California Student Aid Commission, and the California Community Colleges Chancellor's Office.

The district has had no material findings in any of the district financials for 2006-2007, 2007-2008, and 2008-2009. This includes any federal grants, the foundation and auxiliary funds. Integrity is demonstrated by the performance of the audit through an independent contractor and then provided to several agencies for their review. The audit reports are also published on the Administrative Service's (formerly Business Services) public website.

Self Evaluation

Over the past six years, the college has maintained a reserve over the five percent recommended by the California Community Colleges Chancellor's Office every year with the exception of the 2006-2007 year. That year, a conscious decision was

made by SPBC to hire additional faculty and staff to aggressively reach a target of 10,000 FTES.

During this period of declining budgets and budget uncertainty, the college has been able to maintain its fiscal integrity without resorting to laying off any full-time faculty or staff. This is evidence of the careful planning that has taken place with the SPBC and Enrollment Management Committee.[14] Through judicious class scheduling, the college has been able to serve our community and maintain reserves higher than the five percent required by the Chancellor's Office.

Because of the amount of grants that are administered by the district and to ensure compliance for all transactions processed against these grants, Antelope Valley College has established a categorical accountant position[39] to assist the program managers in the fiscal compliance of the various programs.

Additional evidence of sound fiscal planning and management can be found in the audit reports that state changes in financial position and cash flow conform with Generally Accepted Accounting Principles (GAAP) and the Governmental Accounting Standards Board (GASB). They also found that the district was in full compliance, in all material respects with the requirements and found no instances of noncompliance related to the internal control, major program requirements (federal and state compliance).

No material exceptions were cited in either the 2008-2009 audit or the 2007-2008 audit. Previous audits have found only minor instances of "findings and questioned costs." This is evidence of continuous improvement in compliance

through the 2008-2009 audit. This provides evidence that financial resources are used with integrity and in a manner consistent with the mission and goals of the college.[5, 18]

Planning Agenda
None.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary
Most contracts fall into three major categories. These are leases for property, electronic systems or materials, or contracts for services. All contracts must conform with Administrative Procedures (AP) 6340,[40] AP 6360,[41] or AP 6370.[42] The procedures for processing contracts are included in the Business Services Handbook and closely follow the process for normal purchases. Contracts for facilities or services in excess of $15,000 require prior approval by the Board of Trustees.

A listing of active contracts can be located by requesting it from the director of business services. Contracts are listed under object code 5100 and 5600. Examination of this listing indicates the types of facilities and services that are contracted. These facilities and services closely mirror those services required to sustain our mission, the health and well being of our students and employees, or facilities and services that are driven by goals and objectives associated with the college Educational Master Plan. Contracts for new leased facilities or contracted services are reviewed and approved by the SPBC.

For example, the college Educational Master Plan[5] has included a vision of a campus located in the southeast quadrant of the Antelope Valley. This location has been referred to as the South Valley Site and, more recently, the Palmdale Campus or Palmdale Center. To enable this vision to become a reality, the college must demonstrate the educational demand and need of the residents of that part of the college. To facilitate this, the SPBC approved the expenditure of funds to lease classrooms at an office complex on 15th Street East and Palmdale Boulevard. It is anticipated that this location will generate 1,000 Full-Time Equivalent Students (FTES) during the 2009-2010 year.

Other contracts are required to maintain a healthy and safe environment for both students and employees on campus. While some of these tasks are functions of the college maintenance department, many times, these services are more economically provided by specialized contractors. Some examples of these contracts include Dewey Pest Control, AM-TECH Elevator Services and Kurt S Welding and Maintenance.

Self Evaluation

The multi-level approval process used for purchases is also used for initiating contracts. This process is outlined in the college Board Policy, Administrative Policy, and the Business Services Handbook. This approach provides for multiple opportunities to review the contract prior to it being approved.

All contracts have renewal clauses and are reviewed on a periodic basis to assure that the contracted facilities and services are still necessary to the district and are providing value. Contracts that are not meeting expectations or are no longer

needed are not renewed. Additionally, all contracts contain language that allows the college to terminate the contract prematurely with specific notification given to the contractor.

Planning Agenda
None.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

Antelope Valley College is fiscally dependent upon LACOE. The financial management systems are provided by LACOE and include Peoplesoft and HRS. These systems provide the necessary information to communicate the district financials to all constituencies.

The Office of Administrative Services (formerly Business Services) has the overarching responsibility to review the financial management processes and procedures on a regular basis to ensure that financial records and transactions are maintained in accordance with GAAP and GASB requirements, as well as federal and state rules and regulations.

Aside from the annual audit, the independent contracted auditors also perform an internal controls audit in June of each fiscal year.[31] This ensures that proper financial management processes are followed to close out the fiscal year and any deficiencies identified at this time are reported for resolution before the books are closed and the new fiscal year begins.

The Office of Administrative Services (formerly Business Services) provides

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financial reports to the district at the various levels, transaction reports, division or departmental level reports and district level reports that are provided to the Board of Trustees on a monthly basis.

Self Evaluation
The Office of Administrative Services (formerly Business Services) has recently provided detailed processes and procedures to ensure consistency and adherence to the various rules and regulations that govern community colleges, to include GAAP, GASB, Title 5 and Public Contract Code. These processes and procedures can be found on the Office of Administrative Services (formerly Business Services) public website.

Annually, these processes and procedures are reviewed to ensure that they are kept up-to-date and with the most recent and relevant information.

The Office of Administrative Services (formerly Business Services) also maintains the Processes and Procedures manual that includes desktop procedures. This manual has been provided to the Board of Trustees for approval.

Planning Agenda
None.

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
The program reviews for Academic Affairs, Student Services, and Noninstructional Areas allow for the development of financial resources necessary to support Institutional Learning Outcomes, Program Learning Outcomes, Operational Out-

comes and Student Learning Outcomes. As a result, the programmatic planning is reviewed, revised and expanded upon to reflect the resource needs of an area. This information drives the Cycle of Evaluation.[16]

During the budget development process, all divisions and departments submit their request to the respective vice presidents for prioritization. The requests stem from and link to the program plan and institutional plans. The requestor has to identify the aligning Institutional Learning Outcome for the financial resource allocation request. The prioritized requests are then submitted to the superintendent/president and SPBC before inclusion in the adopted budget.

In order to identify if improvement is needed, various campus surveys are developed to address areas of deficiency and areas that require improvement. The results are brought to the responsible areas and elevated as necessary to the committee level for review and possible recommendation to SPBC.[6]

Self Evaluation
The Office of Administrative Services (formerly Business Services) meets with division, department, and area administrators during budget development to identify areas that are potentially unfunded needs that require budget augmentation. The budget augmentation process allows for changing requirements to match any given funding stream. This information can be found in the Office of Administrative Services (formerly Business Services) public website under the Strategic Planning and Budget Development Handbook.[21]

Major budget augmentations are brought

before SPBC for recommendations which will allow the strategic planning process to link to fiscal resource allocation. At the completion of a fiscal year, SPBC gathers the accomplishments of the different sub-groups and formulates goals for the next fiscal year that align with the mission of the district.

The 311 financial reporting, which addresses the expenditures in any given fiscal year is provided to the California Community Colleges Chancellor's Office each year which addresses key indicators such as funding deficits, adherence to the 50 percent law and the amount of unrestricted reserve percentage. This information is then consolidated for all California Community Colleges in the fiscal data abstract report provided by the Chancellor's Office. It compares the financial statistics of all community colleges with one another and provides averages among the various colleges. This information is reviewed to see where Antelope Valley Community Colleges falls within the averaged financial statistical information. The fiscal data abstract report can be found on the Office of Administrative Services (formerly Business Services) public website.

Planning Agenda
None.

Standard III.D.: Financial Resources Reference Citations

1—Adopted Budgets 2005-2010

2—Strategic Planning & Budget Council Minutes—sample

3—Blueprint for Planning Graph

4—Cycle of Evaluation Graph

5—Educational Master Plan

6—Department of Institutional Research and Planning: Research Project list

7—2005-2008 Audit Report

8—Facilities Plan

9—Human Resources Plan

10—Enrollment Management Plan

11—Computer and Information Technology Plan

12—Strategic Planning & Budget Council Budget Subcommittee notes—sample

13—Strategic Planning & Budget Council: CCC Information Sheet

14—Strategic Planning & Budget Council and Enrollment Management Committee joint meeting minutes—sample

15—*Goals Led by the Superintendent/President*

16—Program Review Reports & Peer Team Reports

17—Budget Request Form—sample

18—BP 1200: District Mission

19—Board of Trustees Meeting: Approved Adopted Budgets

20—SPBC Annual Review

21—Strategic Planning & Budget Development Process Handbook

22—Measure R

23—Foundation Budget and Audit Reports

24—Foundation Grants

25—Other Post Employment Benefits

26—Government Accounting Standards Board Report

27—Actuarial Studies

28—Board of Trustees Meetings: Minutes—sample

29—Chevron Energy Agreement

30—Interview: Diana Keelan, Director of Business Services

31—Messner & Hadley Accounting Firm

32—SPBC Budget Subcommittee Budget Request Notebook

33—CCFS 311

34—Advanced Apportionment Schedule

35—Auxiliary Fund Form sample

36—Foundation Policies and Procedures: www.avc.edu/foundation/bylaws.html

37—Citizen's Oversight Committee: www.avc.edu/administration/facilities/citizensoversight/

38—Associated Student Organization Budget

39—Categorical Accountant Job Description

40—AP 6340: Bids and Contracts

41—AP 6360: Contracts—Electronic Systems and Materials

42—AP 6370: Contracts—Personal Services

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Standard IV

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COLLEGE

Standard IV: Leadership and Governance
The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student leaning programs and services

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Through the application of Board Policy and Administrative Procedures,[1] Antelope Valley College recognizes that ethical and effective leadership within the organization enables the college to define and execute its mission, identify Institutional Learning Outcomes, and maintain a governance structure that allows for effective strategic planning and management of its operations. Furthermore, the college is positioned to be responsive in innovative ways to the needs of the students and the community.[2]

IV.A.1. Institutional leaders create an environment for empowerment, innovation and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary
Antelope Valley College values participation and leadership from all offices, divi-

sions, departments, areas, and job categories as an essential part of its process for identifying institutional values and improving its programs practices and services, thereby assuring that all (internal and external) stakeholders have a voice in, and commitment to, the achievement of the district's strategic goals. Following a model of participatory governance, staff, faculty, administrators, and students serve on committees, task forces, work groups, and advisory groups where they share direct experience from the field, provide innovative ideas and insights, and impact the ongoing work of the college.

The Board of Trustees endorses administrators, directors, and managers to work in concert with faculty, staff, and students to create an environment where all constituent groups are encouraged to take initiative in improving the practices, programs, and services in which they are involved. Leaders on campus provide an opportunity for input on strategic initiatives, development of goals, and discussion of outcomes, along with the update and implementation of the Educational Master Plan.[3]

Administrators willingly provide effective leadership and support for the creation, implementation, and revision of the Educational Master Plan and institutional guiding principles. Additionally, administrators are responsible for the creation of a stimulating learning environment for students and staff, which include the initiation of new ideas, improvements, and the promotion of quality and responsiveness

in college operations.

Self Evaluation

Antelope Valley College's mission statement[2] affirms an institutional commitment to innovation and teamwork, stating that the college places "student success and student-centered learning as our number one priority through higher educational standards and innovative programs and services in a professional, team-driven environment." Through staff and divisional meetings, councils, committees, Associated Student Organization, advisory committees, and work groups, information is disseminated and input is solicited. Periodic "Dialogue with the President"[4] presentations provide an additional opportunity for individuals on campus, or from the community, to share ideas, solutions, concerns, and feedback directly with the superintendent/president and key campus leaders on critical or timely topics. Additionally, the superintendent/president seeks nominations from the campus and joins the Board of Trustees in recognizing the leadership, innovation, and outstanding commitment or service of campus individuals and groups at monthly Board of Trustees meetings.

Campus leadership has been instrumental in the planning, implementation, and advancement of new initiatives within the last six years. The Board of Trustees actively supports innovation and leadership at all levels and sets aside time at its monthly meetings to have the superintendent/president recognize campus individuals that contribute to the mission, vision, and overall philosophy through their personal or team efforts.[5] Examples of Board of Trustees recognition for initiatives where teams of college individuals have provided innovative ideas, and used their leadership talents, include, but are not limited to, the following:

July 2008 - Superintendent/President recognized employees working together to compile a new Administrative Assistants' Manual.

September 2008 - Superintendent/ President presented certificates of recognition and appreciation to members of the planning committee that put together the very successful I'm Going to College event, which introduced fourth grade students to the importance of early academic preparation and financial planning.

December 2008 - Superintendent/ President presented certificates of recognition and appreciation to accounting assistants for averting a fraudulent check-cashing scheme and potentially saving the college thousands of dollars.

May 2009 - Superintendent/President and Board President recognized employees for working to increase the college's blood donations.

September 2009 - Superintendent/ President and dean presented a certificate of recognition to instructional assistant for taking the initiative to develop a grant proposal that resulted in $20,000 award to the college.

October 2009 - Superintendent/President and dean of health sciences presented a certificate of recognition to respiratory therapy faculty for work that resulted in the initial five-year accreditation of the respiratory care program.

January 2010 - Board President and superintendent/president presented a certificate of recognition to English professor for work in organizing a presentation by

the United States' Poet Laureate, Kay Ryan, an AVC alumna.

Other recognition opportunities include the annual Bill Montamble award, which is presented to an outstanding classified or confidential employee. For the first time this year, the classified bargaining unit has had an opportunity to select a classified employee to be presented to the Board of Trustees to be nominated for recognition from the Chancellors Office, which has presented an opportunity for an outstanding classified employee to receive the California Community Colleges Classified Employee of the Year Award. As stated in the criteria, "nominees for this award are evaluated on their commitment to: the mission of community colleges; professional ethics and standards; serving the institution through participation in professional and/or community activities; and serving as a leader beyond the local institution."[6]

The annual selection of a full-time faculty member as Scholar in Residence is one way that the college through the Academic Senate recognizes and rewards excellence. Another way is via the annual Outstanding Adjunct Faculty Award, which is given to an faculty member who has been nominated for the honor by his or her full-time colleagues. The Scholar in Residence and Outstanding Adjunct Faculty awards are presented at an annual Faculty Appreciation Day event designed to honor all faculty. During the Welcome Back Ceremony, the ASO selects an outstanding faculty member.

The confidential/management/supervisory employees are recognized by the Board of Trustees through Board Policy (BP) 7240 Confidential Employees and Administrative Procedure (AP) 7240

Confidential Staff.[7] Through collaboration and professional development, the confidential/management/supervisory employees seek to support student success by being a positive voice and providing proactive leadership through the participatory governance structure. In an effort to encourage an innovative environment that develops leadership skills, the confidential/management/supervisory employees sponsor an annual scholarship for applicants that demonstrate a high level of integrity and a high standard of ethical behavior as exemplified by such things as: (1) performing exceptional work for the same employer; (2) volunteering with a group for a substantial period of time; (3) demonstrating leadership ability; (4) showing commitment in a chosen endeavor; (5) making progress on career goals; and (6) developing innovative ideas at work that improve such things as workplace conditions and efficiency. The scholarship is open to Antelope Valley College students with a minimum Grade Point Average of 3.0. Currently, students from all majors or fields of study are eligible to apply.

Student leadership fluctuates due to turnover (especially as a result of graduation or transfer). However, students have a continuous opportunity to provide input in all participatory governance committees, as well as the College Coordinating Council.[8] The Associated Student Organization (ASO) represents students and encourages active participation on the part of students in college governance committees and planning efforts. The Associated Student Organization President or designee and Student Trustee have opportunities to voice student concerns and issues directly to the Board of Trustees at monthly board meetings.[9, 10]

As part of the 2010 Accreditation Self Study Survey,[11] participants were asked how strongly they agreed with the statement that institutional leaders create an environment for empowerment, innovation, and excellence. Of the 487 respondents to the question, which included faculty, staff, students, administrators, and community members, 47.0 percent (n=229) *Strongly Agree* or *Agree* with the statement, while only 10.0 percent (n=49) *Disagree* or *Strongly Disagree.* The remaining 42.9 percent (n=209) *Neither Agree* nor *Disagree*, or did not offer an opinion. When participants were asked about institutional leadership working with the community, 39.9 percent (n=193) of the 483 respondents *Strongly Agree* or *Agree* that institutional leaders work and communicate effectively with the communities served by the college; again, only 9.9 percent (n=48) *Disagree* or *Strongly Disagree* with the statement, while the remaining 50.1 percent (n=242) *Neither Agree* nor *Disagree*, or did not offer an opinion. The low percentage of the survey respondents who disagreed or strongly disagreed suggests that the environment at Antelope Valley College, and its leaders, does encourage empowerment, innovation, and excellence; however, a lack of a majority of those who agreed or strongly agreed, also suggests that there is room for improvement.

Planning Agenda

During the 2010-2011 academic year, develop and complete a campus survey for college constituencies in identifying additional strategies that will encourage, empower, and stimulate innovation in meeting the college mission. College Coordinating Council will review the results, select and implement the strategies that can most benefit student learning.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning and special-purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

Through BP 2510 Participation in Local Decision Making, and AP 2510 Participation in Local Decision Making,[8] faculty, administrators, staff, and students have a substantive and clearly defined role in governance at Antelope Valley College, which includes an opportunity to exercise a substantial voice in institutional policies, planning, and budgeting. Board Policy 2510 and AP 2510 define the roles and processes by which individuals participate in the decisions made at Antelope Valley College. Board Policy 2510 also defines the constituent groups on campus and recognizes their right to "participate effectively in formulating the college policies and procedures that affect them," and further identifies the particular spheres of influence accorded to faculty on academic and professional matters.

Self Evaluation

Decision making at Antelope Valley College is defined in BP 2510 Participation in

Local Decision Making and AP 2510 Participation in Local Decision Making. The College Coordinating Council serves as the coordinating body for governance issues, except academic and professional matters and collective bargaining issues. The College Coordinating Council also determines the role and function of college wide participatory governance committees and specifies the membership and terms of those committees. The council has four functions: (1) issue management; (2) providing a communication network for distributing information to all campus constituent groups; (3) determining the decision making and recommending authority of college wide participatory governance committees; and (4) submitting recommendations to the superintendent/ president in areas of effective participation. When new initiatives or issues emerge where no defined group has responsibility for the task, the College Coordinating Council per AP 2510 determines the appropriate forum or creates a new committee or task force as needed.

Administrative Procedure 2510 recognizes the following governance councils and committees:

Governance Councils:

- College Coordinating Council
- Mutual Agreement Council
- Strategic Planning & Budget Council

College Wide Participatory Governance Committees:

- Staff Development Committee
- Information Technology Committee
- Matriculation Committee
- Equal Employment Opportunity Advisory Committee

- Campus Safety Committee
- Calendar Committee
- Legislative Committee
- Enrollment Management Committee

Academic Senate Standing Committees:

- Academic Policies & Procedures Committee
- Faculty Professional Development Committee
- Honors Program Committee
- Distance Education Committee
- Student Learning Outcomes Committee
- Equivalency Committee
- Senate Grant Program Committee

Participatory governance committees have broad based participation by constituent groups and are a permanent part of the college governance structure.

A variety of advisory committees also exist to advise various programs as outlined in Title 5[12] or as stipulated in grant procedures. Labor-management committees are established to address topics both negotiable and non-negotiable and function by agreement between the district and union to address various work related issues and the goal is to promote building employee employer relations, improve communication and build a cohesive work environment.[13, 14] Types of committees are the Classification Study and the Labor Management Committees, which include classified unit members, administrators, and confidential management. In addition to this, both faculty and classified participate on the Benefits Committee.

Classified Classification Committee

The Classification Committee meets on an annual basis as negotiated in the contract to review completed employee applications to provide an annual opportunity for unit members who have had significant permanent and substantial changes in duties or responsibilities since the position was last classified. The committee members include: the assistant superintendent/vice president of human resources and employee relations, five classified employees, one alternate, and one member from the confidential/management/supervisory group to serve as ex-officio.

The Classification Committee will:

- Provide all unit members with applications;

- Conduct a complete review of all applications;

- Consult with the superintendent/president on issuing final decisions to the committee;

- Provide results to all applicants;

- Provide applicants with a process for appeals;

- Submit recommendations to federation president, superintendent/ president and the Board of Trustees;

- Contact all applicants with final results of study.

Labor-Management Committee

The Labor-Management Committee is a nonnegotiating committee scheduled to meet on a monthly basis, and works within the mission of the committee to address noncontractual matters that can have an impact on the college as a whole and address issues to mitigate potential problems, and improve employer-employee relations and communication.

The committee members include: federation president, vice president, assistant superintendent/vice president of human resources and employee relations, and a member of confidential/management/supervisory group. The committee will:

- Identify issues or subjects of concern;

- Discuss the goal behind the issue;

- Generate options or potential solutions to an issue;

- Establish criteria as a measure to brainstorm options;

- Develop solutions that all can accept and support without feeling constituencies interests have been compromised;

- Refer items that must be negotiated to the negotiating team.

The college recognizes that the faculty play a central role in determining the content and delivery of student learning through ongoing dialogue, action planning, curriculum development, and assessment of Program Learning Outcomes and Student Learning Outcomes. Individual faculty members and/or departmental teams create new, and modify existing, curriculum on a six-year cycle and create or modify existing articulation agreements as needed. Other roles of faculty include the following:[8, 15, 16]

- Establish and assess Student Learning Outcomes and Program Learning Outcomes and submit to the Student Learning Outcomes Committee for review and affirmation;

- Conduct departmental/divisional planning and update departmental/ divisional goals through the process of program review and updates to the

Educational Master Plan;

- Provide input regarding equipment needs and new faculty hires through the annual departmental/divisional budget requests;

- Provide input on annual action plans for VTEA, Basic Skills Initiative, and Matriculation courses, support services, and professional development;

- Participate in the evaluation of tenure, non- tenured, and adjunct faculty;

- Design and participate in professional development programs and activities.

Faculty play a central role in the governance of the college regarding issues related to Academic and Professional Matters. The Academic Senate's governance role is detailed in BP 2510 Participation in Local Decision Making and AP 2510 Participation in Local Decision Making as defined by state regulation and law. The role and membership of the Academic Senate is outlined in its Constitution.[17]

Full-time and adjunct faculty are represented by the Antelope Valley College Federation of Teachers (AVCFT), which ensures that policies and procedures related to the collective bargaining issues of wages, hours, processes involving disciplinary action, and working conditions are observed and codified in its contract. In cases where areas designated as Academic and Professional Matters might overlap with matters related to working conditions, the Academic Senate Executive and the Faculty Union Executive collaborate to ensure effective discussion, planning, and implementation.[13]

Classified employees also play an integral part in decision making of the college, by participating on Governance Councils and Committees. They serve on the Strategic Planning & Budget Council and its subgroup which include: Finance, Educational Master Plan, Facilities, Human Resources, and Communication. They also serve on campus wide participatory committees such as: Campus Safety Committee, Enrollment Management Committee, Matriculation Committee, and Staff Development Committee. By serving on councils and campus wide participatory governance committees classified employees influence decisions that have an impact on staffing, college wide distribution of information, and budget decisions. The classified union president also serves on College Coordinating Council and the Calendar Committees. Classified employees also participate through the generation of new ideas and continuous quality improvement of college programs, services, and initiatives, and through input to processes such as systematic program review, Student Learning Outcomes and Program Learning Outcomes development and assessment, Educational Master Plan updates, and hiring of classified employees.

Classified employees are represented by the Antelope Valley College Federation of Classified Employees (AVCFCE), which ensures input into decisions related to wages, hours and working conditions, disciplinary action processes, and other issues related to the collective bargaining agreement through the process of negotiations. The president AVCFCE meets on a biweekly basis with the superintendent/ president to encourage mutual respect and informal dialogue and feedback on matters of mutual concerns, and all classified employees have an open invitation to attend the "Dialogue with the President"

events.[14]

The Federation leadership attempts to build and maintain relationships with the Board of Trustees to convey the union's point of view on given issues. This is accomplished through regular monthly meetings with some members of the Board of Trustees and members of the union leadership and by inviting board members to attend meetings with unit members. The benefit has been that classified employees have had an opportunity to actually meet with and question board members regarding their role in relation to the support of classified unit members. And board members gain an understanding of the classified employee's role within the college and how their functions meet the institutional goals. With limited funding due to the fiscal crisis board members have expressed an interest and concerns about workload issues within the classified ranks.

It is encouraging that some board members support classified functions by attending the Classified Recognition Events Week and the Craft fair. And it is the classified leadership's goal to expand relationships with all board members with their acceptance so that all are involved and supportive of the classified unit.

In addition to representation on participatory governance committees and Academic Senate standing committees, individuals have opportunities to provide input on institutional policies, planning, and budget decisions through division/ department meetings, systematic program review, and college wide "Dialogue with the President" sessions offered by the superintendent/president.

Advisory groups and partnership initiatives, as well as the Antelope Valley College Foundation and Bond Oversight Committee,[18] provide an opportunity for community partners to provide experience and expertise to the college's efforts at improving practices, programs, and services. The groups help inform campus wide planning initiatives, strengthen programmatic community-based connections, and help the college identify and acquire resources. The groups also act as a resource to the college in its discussion, planning, and implementation of new initiatives and innovative approaches to promote economic development and address community based vocational and technical program needs.

The participatory governance structure ensures an opportunity for collaborative discussion, planning, and implementation at Antelope Valley College. Furthermore, in an effort to provide all college constituents with relevant and current data necessary to make decisions on improving institutional effectiveness, documents related to accreditation, planning, program review, bond-funded construction projects, and the annual Fact Book are posted on the Department of Institutional Research and Planning website for review and reference by all constituent groups.[19] The Department of Institutional Research and Planning participates in the design and implementation of surveys to solicit feedback from all constituent groups on such issues as Educational Master Plan goals and content, Palmdale Center expansion and student concerns, student equity, enrollment management, and student engagement.

Planning Agenda
None.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Antelope Valley College relies primarily on the Academic Senate faculty input on student learning programs and services, as well as other campus wide committees.[8] The Academic Senate represents faculty in the formation of policy on academic and professional matters. The Senate represents the faculty position on these matters and promotes communication and mutual understanding within the framework of the college. The Academic Senate is responsible for all areas mandated by Title 5 §53200 as academic and professional matters. This may include, but is not limited to policies and practices concerning: (1) curriculum, including establishing prerequisites and policy courses within disciplines; (2) degree and certificate requirements; (3) grading policies; (4) educational program development; (5) standards or policies regarding student preparation and success: (6) district and college governance structures as related to faculty roles; (7) faculty roles and involvement in accreditation processes, including self study and annual reports; (8) policies for faculty professional development activities; (9) processes for program review; (10) processes for institutional planning and budget development; and (11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate (Title 5 §53200). Furthermore, Board Policy 3250 Institutional Planning requires that the superintendent/president ensure the implementation of a broad-based comprehensive, systematic, and integrated system of planning involving appropriate segments of the college community.[20] In 2000, the Academic Senate made a formal agreement with the Board of Trustees on the ten plus one areas identified in Title 5 (Title 5 § 53200). Those areas that rely primarily on the Academic Senate include: (1) curriculum, including establishing prerequisites; (2) degree and certificate requirements; (3) grading policies; (4) educational program development; (5) standards or policies regarding student preparation and success; and (8) policies for faculty professional development activities. Mutual agreement areas are: (6) district and college governance structures as related to faculty roles; (7) faculty roles and involvement in accreditation processes, including self study and annual reports; (9) processes for program review; (10) processes for institutional planning and budget development; and (11) other academic and professional matters as are mutually agreed upon.

There are a number of standing committees of the Academic Senate that directly or indirectly are involved with student learning programs and services. These include the Academic Policies & Procedures Committee (AP&P: curriculum), the Distance Education Committee, the Faculty Professional Development Program Committee (FLEX), the Honors Program Committee, and the Student Learning Outcomes Committee, Equivalency Committee, and Senate Grant Program. Other areas of responsibility are Program Review (academic affairs, student services and noninstructional areas), and Tenure and Evaluation.

The two committees that have the most direct impact on curriculum and student learning are AP&P and Student Learning Outcomes Committee.[21, 22] AP&P has

main responsibility to oversee the development, review, renewal, and recommendation of curriculum to be approved by the Board of Trustees. The committee: (1) reviews and approves new and revised courses, new and revised degree or certificate programs and locally approved certificates; (2) establishes prerequisites, corequisites, advisories, and limitation on enrollment through the content review process and course validation studies; (3) recommends curriculum policy and procedures, graduation and G.E. requirements, and other academic policies or concerns as deemed necessary by the Senate; (4) reviews and advises on matriculation policies and procedures and matters of assessment as they are related to curriculum; and (5) keeps the campus informed of statewide curriculum issues and Title 5 regulations through its faculty representatives of the Senate. The membership includes one faculty member from each division, articulation officer (non-voting), one student services dean, one transfer dean, one vocational dean, two students (one voting, one non-voting), with administrative assistance from academic affairs. The committee is co-chair by the academic affairs, vice president, and academic senate faculty appointee (three-year term).

The Student Learning Committee also has direct impact on student learning programs and services. The committee is charged with determining a campus wide process for the uniform implementation and assessment of Student Learning Outcomes at the course, program, and departmental level. The committee: (1) provides support and training; (2) recommend and provide samples of effective assessment tools; (3) provides connections to current campus practices; (4) provides support and data in program reviews; (5) provide

support and data to the accreditation reports; (6) ensures that SLOs are connected to Institutional Learning Outcomes (ILOs); and (6) acts as a resource group and maintain liaison to AP&P. The committee is co-chaired by Academic Senate faculty appointee (three-year term) and the director of institutional research and planning. The membership includes an AP&P liaison, vice president of student services, research analyst, one dean, one counselor, four faculty, one classified staff representative, and one confidential/management/supervisor representative.

The faculty co-chairs/coordinators of the Academic Senate receive reassign time during the academic year. For example, the AP&P co-chair receives 40 percent reassign time per semester and 6 LHEs during the summer months. The SLO co-chair receives 20 percent reassign time per semester and 3 LHEs for the summer months. The Academic Senate President receives 60 percent reassign time per semester and 6 LHEs during the summer months.

The Academic Senate president sits on major councils and campus wide committees.[8] The Academic Senate presidents co-chair's the Mutual Agreement Council with the college superintendent/president, co-chair's the Strategic Planning & Budget Council and Budget Subcommittee, with the vice president of administrative services (formerly business services). The Academic Senate president is a member of College Coordinating Council, and Matriculation Committee to name a few. Faculty across campus also participate on committees that affect student learning programs and services such as the Basic Skills Committee, Student Success & Equity Committee, SPBC, Title V activities, Matriculation Committee, Assessment

Committee, to name a few.

The Board of Trustees and college administration relies on the faculty leadership in making decisions and recommendations on student learning through the college governance process (BP/AP 2510).[8]

Self Evaluation
Antelope Valley College uses a shared governance committee structure to make recommendations on student learning in instructional and student services programs. Faculty serve on all standing committees of the Academic Senate, as well as on campus wide committees. In each of these councils or campus committees the faculty works closely with administrators, classified, and confidential/management/supervisory. Students participate in governance as well sitting on Board of Trustees, College Coordinating Council, SPBC, Academic Senate, AP&P, Matriculation Committee, and Basic Skills for example. However, due to scheduling conflicts many times student participation is inconsistent.

All segments of the campus constituency are involved in decision making processes that impact student learning. A review of the governance structure (AP 2510) of the campus and composition of each its committees demonstrates that faculty are not only instrumental, but critical to the development and evaluation of student learning programs and services at the college.

A primary example is the role that faculty play in program review for all areas of the college.[23] A faculty member is appointed by the Academic Senate for a three-year term and is provided 40 percent reassign time per semester. At times, the reassign time has been renegotiated based on the program review timelines. During the revision to the academic and student services program review procedures the program review coordinator, AP&P faculty co-chair, and the SLO faculty co-chair worked closely together to ensure that the revised procedures contained COR requirements for determining new course developments, revisions, and/or obsolete determinations. The SLOs status of development, review, and assessment was included into the procedure. In coordination and by relying on the faculty leadership, the faculty, administration, classified, and the students are aware of that these areas remain center as each program participates in self evaluation and determining future planning, while using qualitative and quantitative data.

Another example of faculty leadership can be found in the work of the Basic Skills Committee.[24] A faculty co-chair is given 20 percent reassign time per semester and 3 LHE for summer depending on Basic Skills funding. The committee requested to the AP&P Committee to include basic skills into the college mission. AP&P made this recommendation and was approved at the April 17, 2008 Academic Senate meeting. The Basic Skills Committee annually presents at the Welcome Back Day activities held each August, as well as in the Faculty Professional Development Program (FLEX). The committee early on identified a goal to inform faculty and the campus community of new teaching and learning models that benefit basic skills students. In fact, the superintendent/president's campus goal over several years has been to, "continue to develop programs, courses, and technical services that meet the changing needs of students…" The Basic Skills Committee has also connected its

goals to the Enrollment Management Committee and the Student Success & Equity Committee goals as they tie to the Institutional Learning Outcomes.

Planning Agenda
None.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary
The governance structure of Antelope Valley College[8][25] includes the Board of Trustees as the ultimate decision makers, three councils: College Coordinating Council, Mutual Agreement Council, Strategic Planning and Budget Council; eight campus wide participatory governance committees: Staff Development, Information Technology, Matriculation, Equal Employment Opportunity Advisory, Campus Safety, Calendar, Legislative & Enrollment Management; and seven Academic Senate standing committees: Academic Policies & Procedures, Faculty Professional Development, Honors Program, Distance Education, Student Learning Outcomes, Equivalency, and Senate Grant program. The faculty and classified unions also participate through representation on the councils and committees, and students have the opportunity to take an active role in the governance structure through the Associated Student Organization and Student Trustee. The College Coordinating Council serves as the coordinating body on all matters of governance other than those deemed academic and professional matters and col-

lective bargaining issues. The Council manages issues, provides a communications network for distribution of information to constituent groups, determines the decision-making and recommendation authority of campus wide participatory governance committees, and makes recommendations to the superintendent/president in areas of effective participation. This governance structure functions for the good of the district and strives for communication between and within all college constituencies.

Self Evaluation
Strong examples of how the shared governance structure at Antelope Valley College facilitates collaboration for the good of the college is through the Strategic Planning & Budget Council (SPBC) subgroups, and subcommittee, a forum in which all constituent groups make recommendations regarding budget matters, which the superintendent/president presents to the board.[26] In this instance, during the fall and spring semesters of the 2008-2009 and 2009-2010 fiscal years, the college along with the state is facing the worst fiscal crisis in history, requiring all groups to work together to mitigate expenses in order to save full-time positions in all employee groups from layoffs and maintain vital services to students. Through productive discussion and many hours in special meetings held, all groups agreed to make cuts, such as freezing positions, cutting supply budgets, overload and overtime, student workers and hourly, travel, placing programs on hiatus and so forth. All constituent groups worked together to make these deep cuts along with the superintendent/president's commitment to not lay off any full-time employees saved jobs and minimized the overall impact on students.

Another example of shared governance in progress is College Coordinating Council (CCC) where constituency groups meet to discuss and make recommendations relating to various campus wide issues and board policies, initiating task forces and work groups. Examples of some board policies that have been addressed are:

- Smoking Policy

- Amorous Consensual Relationships

- Emergency Campus Closures

- Consensus

- Campus Wide Reorganization

- Minors on Campus

Examples of some events that all constituency groups participate in that tie the campus to the community are:

- Annual Welcome Back Events

- Annual Achievement Award Dinners

- Scholarship and honors convocations

- The seventy-fifth (75th) and the eightieth (80th) Gala

- Naming opportunities for campus streets

- Daffodil Days and Relay for Life for the American Cancer Society

- Craft Fair – Student Scholarships are awarded with a portion of the proceeds from the craft fair event

- Groundbreakings and dedications for the West Campus Expansion, Facilities Services & Receiving Warehouse, Agriculture Labs & Greenhouses, Auto Body Complex, Theatre Arts Facility and Health & Sciences Building

- AVC Foundation Holiday Party

- Scholarship Donor Recognition Breakfast

One area where the process could be improved with respect to shared governance, such as the Strategic Planning & Budget Council, SPBC Budget Subcommittee, and the College Coordinating Council (CCC), is to consider revision to the current definition of consensus, so that during such meetings, when final decisions are made, all groups are aware of the decision. Currently, the definition used by the college is "A decision making process used to resolve conflict creatively and with general agreement. Complete unanimity is not the goal. Each individual should accept the group's decision on the basis of logic and feasibility."

An example of how the governance structure at Antelope Valley College facilitates collaboration for the good of the college may be found in responses to the actions of a single Board of Trustees member who acted in a fashion that could have caused legal and/or accreditation impact on the college. On multiple occasions, as documented in the Board of Trustees monthly meeting minutes during the period of 2007 through 2009, one Board member suggested actions that would have potentially misdirected Measure R Bond funds and reduced the college budget reserve well below the five percent level. Through the governance structure, college constituents voiced concerns and influenced opposition to the potentially problematic actions of the Board member. For instance, during the October 2008 Board of Trustees meeting, the Board member unsuccessfully attempted to commit one-half of the college budget reserve to a trust account for Palmdale. As a result of the Board member's actions, the Associated Student Organiza-

tion, the Academic Senate, faculty union, and members of the classified staff discussed the issues and voiced concern to the Board of Trustees through public comment sections of the monthly meetings, resolutions, and a vote of no confidence for the Board member. The Board of Trustees was also encouraged not to elect the particular Board member to the position of Board President. Consequently, the Board member was not elected to the Board of Trustees President position. Furthermore, the Board member's actions prompted Antelope Valley College to request that the Accrediting Commission for Community and Junior Colleges provide accreditation training for the Board of Trustees. In February 2008, the Commission President, Dr. Barbara Beno visited Antelope Valley College and conducted training specifically for the Board of Trustees. This valuable training session was recorded and is available for checkout by campus constituencies from the Instructional Multimedia Center.

Although the governance structure at Antelope Valley College is designed to provide ample opportunities for students, staff, faculty, and administrators to communicate face-to-face regarding college issues, the most popular resource for communicating appears to be through the electronic mail system. When participants in the 2010 Accreditation Self Study Survey were asked where they get information on important college issues, 88.5 percent (n=430) of the 486 respondents indicated a preference for the Antelope Valley College email updates.[11]

Planning Agenda
At the beginning of each academic year, reaffirm the definition and application of consensus to use in making recommenda-

tions (decision making) by governance councils, campus wide participatory governance committees, and taskforces.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary
Antelope Valley College advocates and demonstrates honesty and integrity with respect to business and curricular standards established and required by external agencies that contribute to and participate in our educational mission. Antelope Valley College agrees to comply with Accrediting Commission standards and moves expeditiously to respond to recommendations made by the Commission.

Self Evaluation
Antelope Valley College's commitment to the accreditation process and responding to the Commission's recommendations is evident by the sequence of events listed below which have occurred since the 2004 Self Study and visitation by the accreditation team. In response to recommendations from the 2004 Self Study, Antelope Valley College has communicated with the Commission through the following documents:[27]

- Accreditation Progress Report 2006

- Accreditation Mid Term Report, October 2007

- Accreditation Follow Up Report, Oc-

tober 13, 2008)

All of the reports since the 2004 Accreditation Self Study were accepted by ACCJC. Antelope Valley College also provides annual financial and accreditation status reports to the Accrediting Commission for Community and Junior Colleges.

Antelope Valley College is also responsive to multiple agencies that provide programmatic and curricular standards, funding opportunities, and mandated reporting requirements. For example, the Division of Health Sciences has responded to the Board of Registered Nursing,[28] the Radiologic Health Branch of the California Department of Public Health, and the Respiratory Care Board of the State of California. Other agencies include:

- California Community College Board of Governors

- College Reading and Learning Association

- Board of Registered Nursing

- Board of Vocational Nursing and Psychiatric Technicians

- Radiologic Health Branch of the California Department of Public Health

- Joint Review Committee on Education in Radiologic Technology

- Commission Accreditation for Respiratory Care

- Respiratory Care Board of the State of California

- Emergency Services Agency of Los Angeles County

- California Medical Board

- Office of Private Postsecondary Edu-

cation for Training of Veterans

- United States Immigration Service

- Federal Aviation Administration

- United States Department of Education

- National Science Foundation

- Foothill Athletic Conference

- Southern California Football Alliance

- Commission on Athletics

- California Community College Athletic Association

- California Community College Chancellor's Office, various program offices

- Brevard Community College

- California State Department of Education

- California Space Authority

- Yosemite Community College

- Foundation of California Community Colleges

- AERO Institute

- Boston Reed

- City of Palmdale

- City of Lancaster

- Goodwill of Southern California

- Federal Audit Clearing House

- California State Department of Finance

- Department of Social Services

- Los Angeles County Office of Education

- Los Angeles County Controller

- California Treasury Department

- National Student Clearinghouse

- California Post-secondary Education Commission

- California Commission on Peace Officer Standards and Training

- Los Angeles County Sherriff's Department Custody Assistants Program

- Measure R Citizen's Oversight Committee

Since the 2004 Accreditation Self Study, Antelope Valley College has increased online course offerings such that some programs or degrees may be completed 50 percent or more online. Although required program specific courses offered online do not exceed the 50 percent threshold for a program, it is possible that a student could complete enough general education courses that would allow the degree as a whole to be completed more than 50 percent online. Antelope Valley College is in the process of submitting a substantive change report to reflect the increase in online course offerings that includes both major and general education courses.

Planning Agenda
Complete the submission of the substantive change report to establish the Palmdale Center as a location that is geographically apart from the Lancaster campus. The Center offers at least 50 percent of an educational program and supports the addition of courses that constitute 50 percent or more of a program offered through a mode of distance or electronic delivery.

IV.A.5. The role of leadership and the institution's governance and decision making processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary
Antelope Valley College leadership and decision-making process are regularly evaluated to ensure their effectiveness, and the results are used as a basis for improvement. Through Board Policy and Administrative Procedures, Antelope Valley College is committed to evaluating its governance and decision–making processes, and communicating the results to all college constituents for use as a basis for improvement.

Self Evaluation
The governance structure and decision-making process at Antelope Valley College is based on BP 2510 Participation in Local Decision Making and AP 2510 Participation in Local Decision Making.[8] Board Policy 2510 recognizes the Board of Trustees as the ultimate decision-makers and confirms a commitment by the Board of Trustees to a participatory governance process that includes faculty, students, staff, and administrators. Board Policy 2510 also outlines the decision-making authority of constituent groups. Administrative Procedure 2510 outlines the procedures to implement BP 2510. Administrative Procedure 2510 recognizes the responsibilities of the College Coordinating Council to determine the role and function of college wide participatory governance committees, and to review the role, function, and membership of the committees every three years. As listed in section A.2.a. of this standard,

there are three councils, eight participatory governance committees, and seven standing Academic Senate committees that act as a foundation for the decision-making structure at Antelope Valley College.

Administrative Procedure 2510 Participation in Local Decision Making also stipulates that each committee will annually review its activities and submit a report to the appropriate reporting body, which is generally either the College Coordinating Council or the Academic Senate. The participatory governance committee operating procedures listed in AP 2510 also outlines the requirements for the distribution of meeting agendas and minutes.

With regard to meeting agendas and minutes, Antelope Valley College remains inconsistent in meeting the requirement to post minutes and to include brief summaries of discussions conducted during meetings. For instance, while the Strate-

gic Planning & Budget Council agendas are often distributed as required, the meeting minutes are not posted in a timely fashion. Similarly, the Information Technology Committee is consistent in distributing an email noting that the agenda has been posted, however, notes are taken instead of minutes and do not include discussion summaries. Furthermore, the agendas and minutes of both the Strategic Planning & Budget Council and the Information Technology Committee are posted in myAVC and are not available to the general public. In contrast, the Board of Trustees and the Academic Senate agendas and minutes are timely, comprehensive, and publicly available.

Planning Agenda
Each year reinforce AP 2510 for consistency of posting and distribution of meeting agendas and minutes for governance councils, campus wide participatory governance committees, and taskforces.

Standard IV.B.—Board and Administration Organization

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

Through board policy and administrative procedures, the Antelope Valley College Board of Trustees and the superintendent/president work together to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the district. Furthermore, board policy also commits the Board of Trustees to a clearly defined policy for selecting and evaluating the chief administrator for the college.[29]

Self Evaluation

The Antelope Valley Community College District adopted BP 2200 Board Duties and Responsibilities, which defines the role and procedures of the Board of Trustees in the leadership and governance of the district. Working in collaboration with the superintendent/president, the Board of

Trustees establish policies and makes decisions that assure the quality, integrity, and effectiveness of the student learning programs and services and financial stability of the college. Board Policy 2430, Delegation of Authority to superintendent/president, delegates to the superintendent/president of Antelope Valley College the responsibility for administering the policies adopted by the Board of Trustees, and executing Board of Trustees decisions that require administrative action.

Additionally, through BP 2431 Superintendent/President Selection, BP 2432 Superintendent/President Succession, and BP 2435 Evaluation of Superintendent/President, the Board of Trustees adhere to a clearly defined policy for selecting and evaluating the chief administrator for Antelope Valley College. In the case of a superintendent/president vacancy, BP 2431 Superintendent/President Selection commits the Board of Trustees to a fair and open search process. In the event the superintendent/president is unable to perform his or her duties, BP 2432 Superintendent/President Succession stipulates that the Board of Trustees shall appoint the acting superintendent/president.

On an annual basis, the Board of Trustees evaluates the performance of, and its working relationship with, the superintendent/president. The evaluation is based on BP 2435 Evaluation of Superintendent/President, the superintendent/president job description, and an assessment of the performance goals and objectives set for the academic year by the Board of Trustees and superintendent/president. Annual performance goals and objectives are identified by the superintendent/president and disseminated to the college commu-

nity to gather input and to ensure that the goals and objectives are aligned with the college's mission and goals.

Planning Agenda
None.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary
The governing board of the Antelope Valley Community College District is an independent policy-making body that reflects the intent of the communities in the Antelope Valley.[29] Through board policy, the Board of Trustees advocates for and defends Antelope Valley College, and protects the college from undue influence or pressure.

Self Evaluation
The Board of Trustees for the Antelope Valley Community College District is comprised of five elected members from the community and one elected student trustee. Board of Trustees members are elected to office for a four-year term with terms staggered such that at least two positions are elected every two years. The student trustee is elected annually by majority vote of the student body.

Through BP 2200 Board Duties and Responsibilities, the Board of Trustees are committed to advocating and protecting Antelope Valley Community College District while representing the public interest. Additionally, through BP 2710 Conflict of Interest and BP 2715 Code of Ethics/

Standards of Practice, board members may not be financially interested in any contract made by the Board of Trustees, and must maintain high standards of ethical conduct, which includes exercising authority only as a whole board.

Planning Agenda
None.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary
The governing board of Antelope Valley College has adopted policies consistent with the mission of the college and to ensure quality, integrity, and improvement of student learning programs and services, along with the resources necessary to support them. In keeping with the mission, the Board of Trustees sets expectations for the quality and improvement of student learning programs.

Self Evaluation
Policies established in support of the mission and require that quality and the improvement of student learning programs and services be considered with regard to any evaluation and changes include the following:[30, 31]

- BP 4010 Calendar

- BP 4020 Program, Curriculum Development, and Course Development

- BP 4025 Philosophy and Criteria for Associate Degree and General Education

- BP 4040 Library Services

- BP 5120 Transfer Center

- BP 5130 Financial Aid

- BP 5140 Disabled Students Programs and Services

- BP 5150 Extended Opportunity Programs and Services

- BP 7120 Recruitment and Hiring

Policies adopted to ensure the integrity of the college's programs and services include the following:

- BP 2510 Participation in Local Decision Making

- BP 4220 Standards of Scholarship

- BP 4225 Course Repetition

- BP 4226 Multiple and Overlapping Enrollments

- BP 4231 Grade Changes

- BP 4260 Prerequisites, Corequisites, Advisories, and Limitations on Enrollment

- BP 5050 Matriculation

- BP 5052 Open Enrollment

- BP 5110 Counseling

Policies developed to ensure the resources necessary for support include the following:[26, 32, 33]

- BP 6200 Budget Preparation

- BP 6400 Audits

- BP 3250 Institutional Planning

Board Policies and Administrative Procedures are available through the Board of Trustees webpage located on the college website.[1]

In keeping with the mission, the Board of Trustees sets, through its policies, expectations for the quality and improvement of student learning programs. For example, BP 4020 Program, Curriculum Development, and Course Development states that, "The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency." As detailed in the curriculum development policy, as well as BP 2510 Participation in Local Decision Making, the Board of Trustees ensures the quality of its educational programs by executing its agreements to rely primarily on the Academic Senate for curriculum and program development, while retaining the responsibility for final approval of all new courses and programs, including course deletions. Another example of the Board of Trustees' commitment to policies that support the mission is BP 5120 Transfer Center, which states in part, "The District incorporates as part of its mission the transfer of its students to baccalaureate level institutions."

Antelope Valley College conducted a comprehensive review of its policies and procedures during the 2004-2005 academic year. To ensure that the college enacted and maintained policies that were compliant with laws and regulations, up-to-date, and relevant, the Board of Trustees approved funds to cover a multi-year subscription to the Community College League of California's Policy and Procedure service as well as reassigned time for a faculty member to coordinate the campus wide revision review. The 2005-2006 Campus Goals, developed by the superintendent/president and the Board of Trustees during the superintendent/president's evaluation, included a goal regarding review and development of policies and procedures in response to recommendations of the accreditation evaluation team that visited the college in 2004.[33] The

Board of Trustees held a special meeting on April 13, 2005, to review, offer input, and provide direction regarding proposed changes to the first two policy and procedure sections concerning the district and Board of Trustees.

Through BP 7120 Recruitment and Hiring, the Board of Trustees is committed to hiring and retaining qualified faculty and staff needed to develop and maintain high quality programs and services and provide opportunities for continuing professional development. BP 7120 Recruitment and Hiring requires that academic employees possess the minimum qualifications prescribed by the Board of Governors and that the criteria and procedures for hiring employees is established and implemented in accordance with the Board of Trustees' agreement with the Academic Senate as described in BP 2510 Participation in Local Decision Making.[8] Furthermore, the Board of Trustees' annual evaluation of the college superintendent/president has included measurement of progress in reaching specific goals concerning preparation and implementation of a comprehensive Staffing Plan and improvement of professional development opportunities. Copies of the annual evaluations are kept on file in the Office of the Superintendent/President, and included in the board meeting packets, with relevant discussion documented in the meeting minutes.

Board policies have also been developed to ensure that resources necessary to support student learning programs and services are allocated based primarily on the Educational Master Plan. Board Policy 6200 Budget Preparation[34] and BP 3250 Institutional Planning[32] commit the college to maintaining unrestricted reserves necessary to protect programs during dif-

ficult financial times, and that the planning process is broad based, comprehensive, systematic, integrated, and supported by institutional effectiveness research. Procedures, such as AP 3250 Institutional Planning, have been developed to implement board policies, and require that budget decisions are aligned with the mission and goals of the college, and that program review and evaluation of student learning and operational outcomes play a primary role in the allocation of resources. The Board of Trustees monitor the effectiveness of policies concerning resources by requiring annual audits (BP 6400 Audits),[35] requiring that the superintendent/president "keep the Board fully advised regarding the financial status of the district" (BP 6100 Delegation of Authority),[36] and reviewing monthly financial statements and reports of progress in addressing audit findings.

Planning Agenda
None.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary
The Board of Trustees is granted ultimate responsibility for Antelope Valley College's educational quality, legal matters, and financial integrity by California Education Code Section 70902. The Board of Trustees' responsibility for making decisions regarding educational quality, legal matters, and financial integrity is preserved in its policies, including those regarding hiring, participation in local decision making, institutional planning, claims against the district, program, curriculum and course development, delegation of authority, and budget preparation.

Self Evaluation
The Antelope Valley College Board of Trustees is committed to, and recognizes the ultimate responsibility for, educational quality, legal matters, and financial integrity through BP 2200 Board Duties and Responsibilities.[37] In fulfilling the responsibilities outlined in BP 2200, the Board of Trustees utilizes other board policies and administrative procedures to ensure compliance with the law and the efficient operation of the college. For example, BP 4020 Program, Curriculum, and Course Development and AP 4020 Program and Curriculum Development,[15] commit Antelope Valley College to developing high quality programs and curricula that are relevant to the community and meet the needs of students. Similarly, BP 6100 Delegation of Authority delegates, to the college superintendent/president, the authority to oversee general business procedures and directs the superintendent/president to ensure compliance with applicable laws and with the California Community Colleges Budget and Accounting Manual.[38]

Planning Agenda
None.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary
The Antelope Valley College Board of Trustees has adopted policies that specify the board's size, duties and responsibilities, structure, and operating procedures, including policies regarding an annual organizational meeting, regular meetings, closed sessions, special and emergency meetings, quorum and voting, agendas, public participation, speakers, decorum, minutes, recording, and communication among members. Board policy manuals are available in the Library; distributed to board members, administrators, and constituent group leaders; and published on the college website.

Self Evaluation
Board Policy 2010 Board Membership specifies that the Board of Trustees will be comprised of five members elected by voters in the district, and further specifies that the elected members may not be an employee of the Antelope Valley Community College District or hold a position that would be incompatible with the position on the board. Board Policy 2015 Student Trustee adds one nonvoting position; a student who is selected by the student body.

The responsibilities of the Board of Trustees are outlined in BP 2200 Board Duties and Responsibilities.[29] Board Policy 2210 Officers outlines the structure of the Board and the duties of the Board President, Secretary (Superintendent/ President), vice president, and Clerk of the Board. Other board policies that relate to the responsibilities, structure, and operating procedures of the Board of Trustees includes the following:

- BP 2305 Annual Organizational Meeting

- BP 2310 Regular Meetings of the Board

- BP 2315 Closed Sessions

- BP 2320 Special and Emergency Meetings

- BP 2330 Quorum and Voting

- BP 2340 Agendas

- BP 2345 Public Participation at

Board Meetings

- BP 2350 Speakers
- BP 2355 Decorum
- BP 2360 Minutes
- BP 2365 Recording
- BP 2720 Communications Among Board Members

All board policies are available on the college website under the Board of Trustees webpage.[1]

Planning Agenda
None.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary
Through board policy, the Antelope Valley College Board of Trustees is committed to acting in a manner that is consistent with its policies including, but not limited to, acting in the best interest of the community, ensuring public input into board deliberations,[39] preventing conflicts of interest, exercising authority only as a board, and using appropriate channels of communication. The process for evaluating policies is outlined in board policy and administrative procedures.

Self Evaluation
Agendas for regular Board of Trustees meetings are distributed and posted for public review prior to each meeting and provide opportunity for public comment regarding matters within the board's jurisdiction consistent with policies on board operations. Board of Trustees meetings are conducted in a manner consistent with

the governing board's policies and bylaws as reflected in publicly available meeting minutes. Meeting minutes reflect public participation in matters presented for the board's consideration, the board's discussion, and votes taken. Background materials provide trustees with details regarding matters under consideration; evidence that policies concerning participatory governance are being followed; and the financial impact, if any, to the district of taking recommended actions. Background meeting materials are distributed or made available to the board, media, constituent groups, and the community prior to each meeting to inform the public of the issues under consideration. In 2009, the President's Cabinet opted to improve the availability of meeting information by posting agendas and background materials on the public website, rather than in the Board of Trustees myAVC group. In addition, the district began posting audio recordings of meetings online in March 2009.

The governing board's actions reflect compliance with its policies and procedures. For example, at the February 9, 2009, regular meeting, the Board of Trustees[40] acted to approve new and revised courses recommended by the Academic Policies & Procedures Committee consistent with BP 4020 Program, Curriculum Development, and Course Development,[15] as well as BP 2510 Participation in Local Decision Making.[8] At the same meeting, the Board of Trustees approved the purchase order schedule, as well as bids and contracts in a manner that conforms to BP 6330 Purchasing and BP 6340 Bids and Contracts.[41 42]

After the 2004 Accreditation Self Study, the district conducted a comprehensive review of its policies and procedures using model policies developed by the

Community College League of California. The Board of Trustees held a special meeting on April 13, 2005, to discuss changes to policy sections concerning the district and the Board of Trustees. The district receives policy and procedure change recommendations from the Community College League of California bi-annual based on best practices and changes in laws and regulations. In addition, administrators and constituent groups provide recommendations for improvements to the policies and procedures. The process for adopting and revising policies and procedures is defined in BP 2410 and AP 2410.

Policies and procedures under review are posted to the myAVC Board Policy group, which is accessible to students, staff, faculty, and administrators.[43] A chart listing the status of policies and procedures under review is periodically sent by email to the Administrative Council and College Coordinating Council. Once reviewed, policies and procedures are presented to the Board of Trustees for adoption (policies) or information (procedures).

Prior to adoption, the campus and public are afforded opportunities to provide comment or express objection to any changes proposed. The Thursday prior to each regular meeting, board packets containing proposed new or revised policies and/or procedures are delivered or made available to trustees, the media, constituent group leaders, and the community. Also on the Thursday prior to each regular meeting, the meeting agenda and all relevant background materials, including proposed new and revised policies and procedures, are posted online and the college community is notified by email (all employees and the Associated Student

Organization) and a myAVC campus announcement (any individual with access to myAVC). The meeting agenda, referencing policies and procedures under consideration, is also posted in a display case outside the Student Services Building, in a display case inside the Business Education Building, and mailed to individuals who have made such a request.

An opportunity for public comment related to agenda items under consideration is provided at each Board of Trustees meeting, allowing anyone to express concerns prior to the adoption or administrative approval of policies and procedures. Policies are presented for the Board of Trustees' information at least one month prior to being presented for adoption, giving the public and campus an additional month to comment or express objection to proposed policy changes. Since completion of the comprehensive review, the district has continued to evaluate and revise policies and procedures on a regular basis consistent with BP 2410 Policy and AP 2410 Policy and Administrative Procedures.[44]

Planning Agenda
None.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary
The Antelope Valley College Board of Trustees is committed to board development and new member orientation through board policy, which also ensures membership continuity through staggered terms of office. Candidates for the Board

of Trustees, and newly elected trustees, are provided relevant information regarding the Antelope Valley Community College District, community college governance, and the role of trustees.

Self Evaluation
Board Policy 2740 Board Education, describes the governing board's commitment to its ongoing development and new member orientation. In addition, BP 2715 Code of Ethics/Standards of Practice[29] contains statements relevant to the governing board's expectations regarding board member development. Travel for board members to conferences held by state and national organizations that provide training, networking, and legislative advocacy opportunities is approved annually at the Board of Trustees organizational meeting. Candidates for board positions are provided packets of information concerning Antelope Valley College, the district's policies and procedures, the California community College System, and the responsibilities of trustees. Candidates are also invited to tour the campus, meet with the superintendent/president and other campus leaders, and attend governing board meetings. Potential candidates for the 2009 election were invited to attend the governing board's special February 9, 2009, meeting wherein the Accrediting Commission for Community and Junior College's President gave an in-depth presentation concerning accreditation and the role of trustees.[45] Newly elected board members are provided district policy and procedure manuals as well as the Community College League of California's Trustee Handbook and are encouraged to meet with the superintendent/president and attend the annual Community College League of California's Effective Trusteeship Workshop. The Student Trustee annually attends the Student Trustee Workshop held by the League in August.[10]

Continuity of board membership and staggered terms of office are provided for through BP 2100 Board Elections and BP 2110 Vacancies on the Board, and AP 2110 Vacancies on the Board. Board Policy 2100 Board Elections provides that members are elected to four-year terms, elections are held every two years, and "Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election." Board Policy 2110 Vacancies on the Board requires that the Board of Trustees order an election or make a provisional appointment to fill the vacancy within 60 days in order to provide continuity of board membership.[29]

Two trustees attend Association of Community College Trustees and Community College League of California conferences and share information with fellow trustees regarding advocacy efforts, budget issues, and legislation affecting community colleges. One trustee agreed to serve on the Community College League of California Advisory Committee on Legislation for the 2008-2009 academic year.

In addition to state and national associations, the Board of Trustees maintains membership in the Antelope Valley School Boards Association, the Inland Valleys' Community College Trustee and CEO Association, and the Los Angeles Schools Trustees Association. Membership in the organizations provides opportunities for networking and legislative advocacy specific to the regional needs of the member districts. A board member has served as an officer of both the Antelope Valley School Boards Association and the Inland Valleys' Community Col-

lege Trustee and CEO Association.

Planning Agenda
None.

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary
The Antelope Valley College Board of Trustees self evaluation process is clearly defined in board policy.[29] Board of Trustees self evaluations are conducted annually and the results are documented and published, along with relevant discussions, in Board of Trustees meeting minutes.

Self Evaluation
Board Policy 2745 Board Self Evaluation defines the governing board's self evaluation process, which consists of an annual evaluation conducted during the spring semester using an acceptable self-evaluation method. Board Policy 2745 Board Self Evaluation indicates that the Board of Trustees' objectives in conducting the self evaluation are to recognize strengths and weaknesses and formulate ways to improve Board of Trustees operations.

The Board of Trustees has conducted a self evaluation annually during the period under examination as evidenced by public session discussions recorded in meeting minutes. Trustees use an evaluation instrument containing 25 questions that range from the conduct of meetings to knowledge about the district's history, mission, values, strengths, and weaknesses. The five publicly elected trustees are asked to rate how well the Board of

Trustees as a group has fulfilled its responsibilities during the previous academic year. In the accreditation workshop presented by the Accrediting Commission for Community and Junior Colleges President at the Board's special meeting of February 9, 2009, the presenter suggested that, during its self evaluation, the Board of Trustees should also consider to what degree the board has operated in a way that supports institutional excellence.

Self evaluations are kept on file in the Superintendent/President's Office, included in the Board meeting packets, and any relevant discussion is documented in the meeting minutes.[46]

Planning Agenda
None.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary
The Antelope Valley College Board of Trustees maintains a Code of Ethics that includes a clearly defined policy for dealing with behavior that violates its code, and commits all Board of Trustees members to a high standard of ethical conduct that reflects the best interest of the college and the community. Additionally, board policies are also established to address board member conduct related to conflict of interest, political activity, and personal use of public resources. Board Policy 2715 Code of Ethics/Standards of Practice clearly defines the responsibility of the Board members to uphold a high standard of ethical conduct.[29] The policy also outlines the responsibility of Board members to report violations of the code directly to the whole Board. The Code of Ethics

states that violations or perceptions of violations are to be reported to the Board as a whole and that the Board has an obligation to investigate and address such violations.

Other Board Policies that guide the conduct of Board members includes the following:

- BP 2710 Conflict of Interest

- BP 2716 Political Activity

- BP 2717 Personal Use of Public Resources

- BP 2720 Communications among Board Members

Self Evaluation
Although Board of Trustees members have reported no formal violations of ethical conduct, activities occurring during the 2008-2009 academic year may have approached potential violations, but were recognized and addressed by the Board of Trustees as a whole before any violations became a reality. During the 2008-2009 year, a single board member took actions that appeared to be inconsistent with BP 2715 Code of Ethics/ Standards of Practice by attempting to conduct direct administration over issues such as the redistribution of bond money allocated for specific state approved campus projects, preferential contracts to local businesses, and reallocation of the college reserve funds. As a result of the board member's actions, the Board of Trustees requested specific training of Board of Trustees member duties and responsibilities from the Accrediting Commission for Community and Junior Colleges. Subsequently, on February 9, 2009, the Board of Trustees participated in an accreditation seminar presented by the President of the Accrediting Commission

for Community and Junior Colleges. Furthermore, in April 2009, the Board of Trustees held a retreat to discuss and review the accreditation process and the Board of Trustees' role and responsibilities. As a result of discussions held at the retreat, a recommendation was made, and implemented, that specific accreditation standards related to the Board be discussed at each regular meeting.[47]

Planning Agenda
None.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary
Board policy and administrative procedures ensure that members of the Board of Trustees for Antelope Valley College are informed about and involved in the accreditation process. The superintendent/ president is responsible for ensuring that the district complies with the accreditation process.

Self Evaluation
Board Policy 3200 Accreditation sets forth the responsibility of the superintendent/president to ensure that the district complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges. The corresponding AP 3200 Accreditation requires that a Board of Trustees member serves on the Accreditation Steering Committee. The administrative procedure also requires presentations to the Board of Trustees concerning the accreditation standards and process, and includes the Board of Trustees among the groups that should review the findings of the visiting team and develop institutional goals to implement any findings.

Annually, during the superintendent/president's evaluation, the Board of Trustees approves "Campus Goals Led by the Superintendent/President" for the following year and reviews the progress made in reaching the goals set forth during the previous year. Each year since the 2004 Accreditation Self Study, specific goals regarding accreditation and implementation of the evaluation team recommendations have been included, evaluated, and shared at public Board of Trustees meetings.[48]

In accordance with AP 3200 Accreditation, a trustee was appointed by the Board of Trustees to serve on the Accreditation Steering Committee during the preparation of the 2004 Accreditation Self Study, 2006 Progress Report, 2007 Midterm Report, and the 2008 Follow Up Report. The Board of Trustees held special meetings to meet with the accreditation evaluation teams that visited the college in October 2004 and November 2006, and two board members met with the evaluation team in 2008. One board member served on the Accreditation Steering Committee, Standard IIB and Standard IV Committee for the 2010 Accreditation Self Study.

Formal presentations regarding accreditation were made to the Board of Trustees, and included a special presentation by the President of the Accrediting Commission for Community and Junior Colleges on the role of the Board of Trustees in accreditation. The training session was recorded on DVD and a copy placed in the Instructional Multimedia Center for access and review by the college community.

Since the previous accreditation self study, the Board of Trustees has reviewed and approved all required Progress Report, Midterm Report, and the Follow Up Report sent to the Accrediting Commission for Community and Junior Colleges.

Planning Agenda
None.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/ system or college, respectively.

Descriptive Summary
Antelope Valley College is a single college district that employs a superintendent/president. Through board policy, the Board of Trustees selects and delegates full responsibility and authority to the superintendent/president to implement and administer board policies without board interference. The Board of Trustees also annually evaluates the leadership of the superintendent/president and the activities of the college. Moreover, goals for the next year are established.

Self Evaluation
Board Policies 2431 Superintendent/President Selection and BP 2435 Evaluation of Superintendent/President confirm the Board of Trustees' responsibility for the selection and evaluation of the superintendent/president of Antelope Valley College.[49] Furthermore, BP 2200 Board Duties and Responsibilities lists among the board's responsibilities "Hire and

evaluate the CEO" and "Delegate power and authority to the chief executive to effectively lead the district." Board Policy 2430 Delegation of Authority to Superintendent/President, charges the superintendent/president with full responsibility to administer board policies and account for the operation of the district.

During an annual special meeting of the Board of Trustees, which is generally held in June, the Board of Trustees conducts an evaluation of the superintendent/president and works collaboratively with the superintendent/president to determine annual goals that support the district's mission and Institutional Learning Outcomes. Prior to the meeting, the superintendent/president gathers input from the campus community regarding proposed goals to help ensure that approved goals align with the district's mission, Institutional Learning Outcomes, and strategic goals. The "Campus Goals Led by the Superintendent/President" for the next academic year, as well as an accounting of the progress made in meeting the previous year's goals, is presented annually at a public Board of Trustees meeting.[50]

Planning Agenda
None.

IV.B.2. The president has primary responsibilities for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary
The superintendent/president of Antelope Valley College has the primary responsibility for the quality of the college. Through board policy, the superintendent/

president is committed to providing effective leadership in planning, organization, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Self Evaluation
In accordance with BP 2430 Delegation of Authority to Superintendent/President, the superintendent/president of Antelope Valley College is responsible for administering the policies adopted by the Board of Trustees, and executing all decisions of the Board of Trustees requiring administrative action.[51] On March 24, 2004, the Board of Trustees appointed Dr. Jackie L. Fisher, Sr. as the superintendent/president of Antelope Valley College, who continues to serve as the college president. Dr. Fisher has the primary responsibility for the quality of the institution and for providing effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. Along with setting and seeking input on annual campus goals, the superintendent/president chairs the College Coordinating Council and co-chairs the Mutual Agreement Council. Setting annual goals and participating as a leader in these two councils allows the president to ensure that collaborative planning opportunities exist in all aspects of college operations.

The superintendent/president of Antelope Valley College utilizes forums, known as "Dialogue with the President,"[4] to disseminate information and gather feedback on important college issues. Topics of the forums have included, but are not limited to, the following:

- Campus Goals
- Security
- Distance Education

- Accreditation

- Budget

- Palmdale Expansion

Campus goals are distributed to all constituent groups through email, division/department meetings, and are posted online in the college intranet. An annual report is presented to the Board of Trustees on the status of each goal.

Throughout budgeting challenges resulting from the dynamic allocation of funds to community colleges from the State of California, the superintendent/president continues to be fiscally responsible and appears able to manage growth as the college moves toward a second campus in Palmdale. For example, as a result of reduced funding from the State of California, the superintendent/president elected to reorganize the college structure to address budget shortfalls, and has managed to do so without the need to execute a reduction in force. Furthermore, the superintendent/president utilized the reorganization opportunity to plan and implement a structure that will increase opportunities to develop personnel into leaders at the college.

Although the superintendent/president seeks to assess institutional effectiveness and progress through campus open forums, data from the 2010 Accreditation Self Study Survey suggests that only 42 percent of the faculty, staff, and administration feel that the role of leadership and the institution's governance and decision-making processes are regularly evaluated to assure institutional integrity and effectiveness.

Planning Agenda
None.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary
The superintendent/president oversees and evaluates an administrative structure organized and staffed to reflect the purpose, size, and complexity of Antelope Valley College. The superintendent/president delegates authority to administrators and others including the following:

- Assistant Superintendent/Vice President Academic Affairs

- Assistant Superintendent/Vice President Student Services

- Assistant Superintendent/Vice President Administrative (formally Business) Services

- Assistant Superintendent/Vice President Human Resources

- Executive Director of Institutional Advancement and Foundation

- Public and Governmental Relations Director

Self Evaluation
The superintendent/president utilizes a collaborative approach to planning and organizing the administrative structure at Antelope Valley College. As an example, during the spring 2009 semester, the superintendent/president, under the authority of AP 3100 Organizational Structure,[25] initiated an organizational structure change process campus wide in order to improve efficiency and cost effectiveness of services and programs, and to provide career ladder opportunities for faculty and

staff in the area of college leadership. Under AP 3100 Organizational Structure, all campus constituents were afforded an opportunity to provide ideas and input on possible organizational changes. For instance, faculty provided two organizational recommendations through the Academic Senate, and divisions gathered input from divisional staff, faculty, and administration.

After gathering input and discussing the results with the College Coordinating Council, the superintendent/president presented a new structure to the Board of Trustees representing the following goals:

- Establish career ladder opportunities for all employees

- Provide faculty members the opportunity for the development of additional leadership

- Reinforce a commitment to instructional excellence

- Stimulate more instructional innovation

- Contribute to student development

- Reduce the number of administrative positions to help the district reduce its budget obligations.

The superintendent/president distributed a memo to all employees outlining the goals of the new organizational structure.[52] After identifying the new organizational structure, an evaluation of the implementation of AP 3100 was conducted by the Department of Institutional Research and Planning. Results of the survey were submitted to the College Coordinating Council and revisions to the procedure are under consideration.

Planning Agenda
None.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following: Establishing a collegial process that sets values, goals, and priorities.

Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.

Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.

Establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary
The superintendent/president guides institutional improvement through collegial communication and assessments that set institutional values, goals, and direction. The collegial communication and assessment process relies on quality research with communication and input from the Department of Institutional Research and Planning, Board of Trustees, Administrative Council, the College Coordinating Council, the Strategic Planning & Budget Council, the Mutual Agreement Council, union membership, classified staff, confidential/Management/Supervisory employee leadership, and the Associated Student Organization. The superintendent/president meets with the President's Executive Council (members consists of president and vice presidents), the President's Administrative Cabinet (members consists of president, vice presidents, Executive director of institutional advancement and foundation, and director of public and governmental relations), the Aca-

demic Senate president, the faculty and classified union presidents, the Associated Student Organization president, and student trustee. Additionally, the Administrative Council, a group comprised of all vice presidents, deans, directors, and supervisors meets biweekly to discuss issues regarding the district.

Self Evaluation

Establishing a collegial process that sets values, goals, and priorities.

Board Policy 3250 Institutional Planning and AP 3250 Institutional Planning[32] outline the responsibilities of the superintendent/president to ensure that the district has implemented a broad based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research. The superintendent/president serves as an ex-officio member of the Strategic Planning & Budget Council and all documents including program review, Educational Master Plan updates, the Computer and Information Technology Plan, the Facilities Plan, the Communication Plan, Marketing Plan, Enrollment Management Plan, Finance Plan, Student Equity Plan, Basic Skills Plan, Matriculation Plan, and the Human Resources – Staffing and Equal Employment Opportunity Plans are shared with Strategic Planning & Budget Council prior to being submitted to the Board of Trustees.

In the 2010 Accreditation Self Study Survey,[11] respondents were asked whether they *Agree* or *Disagree* with the statement that "Institutional leaders incorporate a collegial process that sets values, goals and priorities." Of the 485 respondents to the question, only 45.2 percent (n=219) either *Strongly Agree* or *Agree* that Institutional leaders incorporate a collegial

process that sets values, goals, and priorities. However, only 8.5 percent (n=41) *Disagree* or *Strongly Disagree*. The following table lists the results categorized by constituent groups.

Group	Open Forums with the President	AVC Email Updates
Administrative	34.6 % (n = 9)	88.5% (n = 23)
Faculty	26.2% (n = 38)	90.3% (n = 131)
Staff	12.5% (n = 6)	91.7% (n = 44)
Student	7.5% (n = 19)	86.7% (n = 221)
Community	16.7% (n = 2)	91.7% (n = 11)

Table 5: Where do you get information on college issues?

As suggested by the results of the survey, the campus email system appears to be a favored method of communication on campus. Even though the "Dialogue with the President" forums were not rated the highest method of communication, it still remains as an opportunity for individuals from the campus and the community to participate in campus discussions directly with the superintendent/president, which also provides the superintendent/president another opportunity to evaluate overall institutional planning and implementation efforts. The superintendent/president also uses the annual Welcome Back Day meeting, held at the beginning of each fall semester, to provide information about the college and the coming year to the college community.

The superintendent/president has placed a strong priority on planning for the development of the Palmdale Center and in the 2009-2010 updated Educational Master Plan the Palmdale Center will be included.[53]

Planning Agenda
None.

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The superintendent/president assures the implementation of statutes, regulations, and governing board policies and assures that college practices are consistent with district mission and policies through an annual review of board policy and administrative procedures.[54]

Self Evaluation

The Office of the Superintendent/ President provides support for board operations, including the development and maintenance of board policies; analysis of items requiring board action; and preparation of agendas, coordination of logistics, and management of board meetings. The Office of the Superintendent/President also bears responsibility for coordination of regularly scheduled Administrative Council, High Desert/Mountain Higher Education Joint Powers Authority, Citizens' Oversight Committee, Dialogue with the President, Educational Master Plan Taskforce, Latino Advisory Committee, Mutual Agreement Council, President's Cabinet, and President's Executive Council meetings.

During an annual review each fall semester, the superintendent/president directs the Administrative Council to review board policies and administrative procedures. Additionally, when there is a change through Title 5, the superintendent/president refers the information to each respective vice president or dean for their review. Board Policy 2410 and AP 2410 are used to propose any new policies

or revisions to existing policies.[44]

When a policy is proposed as new, or revised, BP and AP 2410 states in part:

A recommendation for a change in, or new, policy or administrative procedure from a campus wide participatory governance committee, recognized campus constituent group, or administrator will be distributed to all faculty, ASO, classified staff and administrators for feedback at least 30 days prior to making a recommendation to the College Coordinating Council (CCC) and College President. The campus wide committee, recognized constituent group, or administrator initiating the recommendation must review the feedback from the campus constituent groups prior to forwarding a final recommendation to the College Coordinating Council and the college superintendent/ president.

New or revised board policies or administrative procedures may be found on the myAVC Board Policy group page so that all members of the college community have an opportunity to review the proposal and provide feedback. Any individual, student or employee, who has access to the myAVC portal may subscribe to the board policy myAVC group. In addition, approved board policies and administrative procedures can be found on the public website.

Planning Agenda
None.

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary
The superintendent/president effectively controls the budget and expenditures through a shared governance structure and

in collaboration with the Strategic Planning & Budget Council.

Self Evaluation
The superintendent/president serves as an exofficio member of the Strategic Planning & Budget Council. Budget decisions are discussed by the Finance subgroup and Budget subcommittee of the Strategic Planning & Budget Council. Budget and expenditure recommendations are presented to the superintendent/president through the Strategic Planning & Budget Council.

As stated previously, the superintendent/president uses several means of communication to inform the campus community about issues affecting the budget, including, but not limited to, the Welcome Back Day, "Dialogue with the President" forums, and through memos sent to the campus employees and students about budget issues. The vice president of administrative services (formerly business services) makes updates to the Board of Trustees on a regular basis.

Although the superintendent/president attempts to reach out to employees and students through opportunities such as "Dialogue with the President" forums and the president's myAVC group, results from the 2010 Accreditation Self Study Survey[11] suggest that the budget and planning process at Antelope Valley College is not widely understood. Survey participants were polled regarding their understanding of the budgeting process. Table 6 shows the group constituencies categories of the 527 respondents to the question, 26.9 percent (n=142) *Strongly Agree* or *Agree* that they understand how the budgeting process works at Antelope Valley College, 27.3 percent (n=144) *Disagree* or *Strongly Disagree*, and 45.7 percent (n=241) *Neither Agree* nor *Disagree*, or they did not know.

The relationship of planning and budget is similarly not well understood. When asked if they understood how planning and budget worked together, of the 523 respondents, 28.9 percent (n=151) *Strongly Agree* or *Agree* that they understand how planning and budget work together at Antelope Valley College, while 25.4 percent (n=133) *Disagree* or *Strongly Disagree*, and 45.7 percent (n=239) *Neither Agree* nor *Disagree*, or did not know.

Table 6

Group	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Do Not Know	n
Administrative	3	13	5	2	1	2	26
Faculty	5	35	29	29	18	32	148
Staff	4	18	10	8	6	7	53
Student	20	37	59	46	32	92	286
Community	4	3	1	2	0	4	14
	36	106	104	87	57	137	527

I understand how the budgeting process works at AVC.

Group	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Do Not Know	n
Administrative	5	18	2	1	2	0	28
Faculty	22	81	36	16	9	7	171
Staff	10	27	13	8	0	5	63
Student	68	118	78	22	20	58	364
Community	4	8	2	1	0	1	16
	109	252	131	48	31	71	642

The College states its goals clearly

Group	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Do Not Know	n
Administrative	4	13	4	2	1	2	26
Faculty	7	34	35	25	18	28	147
Staff	4	17	11	6	7	8	53
Student	23	42	55	42	31	90	283
Community	4	3	2	1	0	4	14
Total	42	109	107	76	57	132	523

I understand how planning and budget work together at AVC

Planning Agenda
None.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary
The superintendent/president works and communicates effectively with the communities served by Antelope Valley College and seeks to enhance and expand relationships through the creation of partnerships, increasing recruitment efforts, and by raising awareness of college programs and services.[54]

Self Evaluation
The superintendent/president participates in the Antelope Valley Board of Trade, the American Cancer Society, Greater Antelope Valley Economic Alliance, YMCA, and as a member of the Lancaster West Rotary. On a state level, the superintendent/president serves on the California Community Colleges Commission on Athletics, Community College Facilities Coalition, Advisory Committee on Legislation (2005-2008), and has served on accreditation teams for the Accrediting Commission for Community and Junior Colleges.

The superintendent/president has set, as the ninth campus goal listed in the "Campus Goals Led by the Superintendent/President" that was presented to the Board of Trustees for 2009-2010, to enhance and expand relationships and collaborative partnerships with the external community through the creation of partnerships with school districts, universities, community organizations and business, increased recruitment efforts, and rais-

ing the awareness of college programs and services.

The superintendent/president was appointed by Senator George Runner to serve as the Chair of the High Desert/Mountain Higher Education Joint Powers Authority, whose goal is to bring a public four-year University to the Antelope Valley. Another example is the president's involvement in the Tejon Pass Centennial project, where the superintendent/ president has been actively working with the developers and community leaders to incorporate Antelope Valley College into their master planned community.

Additionally, the superintendent/ president has been involved in creating and continuing the Science, Technology, Engineering, and Mathematics program (STEM). The Science, Technology, Engineering, and Mathematics program has established pathways to develop 'home-grown' engineers to support local and regional aerospace employers and to develop school teachers with interest in teaching K-12 science and mathematics. These pathways have been developed jointly with California State University, Bakersfield and Fresno State University. The College of Engineering (CSU, Fresno) has announced its withdrawal from the Engineering Program at the Lancaster University Center in the spring of 2012. To maintain the local program, the superintendent/president has already begun collaborating with CSU, Long Beach, College of Engineering and the College of Continuing and Professional Education to bring their baccalaureate programs in electrical and mechanical engineering to the Lancaster University Center.

In an effort to serve students seeking a four year education, Antelope Valley College maintains a relationship with California State University, Bakersfield that includes a presence on the Antelope Valley College campus. California State University Bakersfield - Antelope Valley currently rents modular buildings that are physically located on the north end of the Antelope Valley College campus, and offers four year programs that benefit from feeder courses at Antelope Valley College.

In 2006, under the direction of the High School Superintendent and AVC's superintendent/President, joined together to create an Early College High School called, Students on the Academic Rise (SOAR). In January 2009, the Early College High School was opened on the Antelope Valley College Lancaster campus. Students on the Academic Rise High School is a specialized high school located on the Antelope Valley College campus, but remains a part of the Antelope Valley Joint Union High School District, and is an Early College High School which integrates college courses into the high school curriculum. Students on the Academic Rise students are treated as college students, and if successful, receive both a high school diploma and an associate's college degree within five years.

Planning Agenda
None.

Standard IV: Leadership and Governance Reference Citations

1—Board Policy and Administrative Procedures Manual—www.avc.edu/administration/board/policyprocedures.html

2—College Catalog 2009-10, 8

3—Educational Plan 2007, 2010

4—List of dates for Dialogues with the President

5—Board Agendas 2008-2010

6—California Community Colleges Classified Employee of the Year Award-criteria

7—BP/AP 7240: Confidential Employees

8—BP/AP 2510: Participation in Local Decision Making

9—Associated Student Organization Constitution and By-laws 8/2007

10—BP/AP 2015: Student Trustee

11—Accreditation Self Study Survey 2009

12—Title 5 §55601

13—Collective Bargaining Agreement Between Antelope Valley College and AVC Federation of Teachers March 12, 2007 – June 30, 2009

14—AVC Federation of Classified Employees Collective Bargaining Agreement with Antelope Valley Community College District – 1, 2005-June 30, 2009

15—BP/AP 4020: Program, Curriculum Development, and Course Development

16—AP&P Standards & Practice Handbook

17—Academic Senate Constitution

18—Measure R, Bond Oversight Committee www.avc.edu/administration/facilities/citizensoversight

19—Institutional Research and Planning www.avc.edu/administration/research

20—BP/AP 3250: Institutional Planning

21—Academic Senate— www.avc.edu/administration/organizations/senate

22—Student Learning Outcomes Committee— www.avc.edu/administration/organizations/slo

23—Program Review— www.avc.edu/administration/organizations/senate/programreview.html

24—Basic Skills Committee— www.avc.edu/administration/organizations/basicskills

25—BP/AP 3100: Organizational Structure

26—Strategic Planning at Antelope Valley College – brochure June 17, 2008

27—Previous Reports to the Accreditation Commission www.avc.edu/aboutavc/previous.html

28—Board of Registered Nursing – Memo January 13, 2009 and Letter April 6, 2009

29—BP/AP— Chapter 2: Board of Trustees

30—BP/AP – Chapter 4: Academic Affairs

31—BP/AP Chapter 5: Student Services

32—BP/AP3250: Institutional Planning

33—Campus Goals 2005-2006

34—BP/AP 6200: Budget Preparation

35—BP/AP 6400: Audits

36—BP/AP 6100: Delegation of Authority

37—BP/AP 2200: Board Duties and Responsibilities

38—California Community College Budget and Accounting Manual

39—Board of Trustees Public website—www.avc.edu/administration/board/index.html

40—Minutes Board of Trustees Meeting February 9, 2009

41—BP/AP 6330: Purchasing

42—BP/AP 6340: Bids and Contracts

43—myAVC Board Policy Group

44—BP/AP 2410: Policy and Administrative Procedures

45—Minutes Special Meeting Board of Trustees February 9, 2009

46—Board of Trustees Self Evaluations, Superintendent/President Office

47—Board of Trustees Retreat, Roundtable Discussion Accreditation Standard IV April 22, 2009

48—Board of Trustees Meeting Minutes, myAVC Board of Trustees Group

49—BP/AP 2435: Evaluation of Superintendent/President

50—Campus Goals Led by Superintendent/President—www.avc.edu/administration/president

51—BP/AP 2430: Delegation of Authority to Superintendent/President

52—Memo Superintendent/President Re: New Organizational Structure

53—AVC Educational Plan 2010

54—Office of the Superintendent/President, Program Review Fall 2008

Summary of the Planning Agenda

ANTELOPE
VALLEY
COLLEGE

Summary of Planning Agenda

Standard I: Institutional Mission and Effectiveness

A. Mission
No planning agenda.

B. Improving Institutional Effectiveness
No planning agenda.

Standard IIA: Instructional Programs

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Planning Agenda
Each year develop and administer a questionnaire that will collect perceptions of students to determine their degree of satisfaction regarding the various methods of delivery and how effectively these methods of delivery meet students academic and support services needs. Incorporate questions regarding both on campus and online delivery systems, with possible modification from the instrument used at Palmdale in 2007-2008. Results collected from the questionnaire will be used to improve the delivery of existing programs and services, and add new methods when funding is available.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Planning Agenda
Increase Student Learning Outcomes assessment and reporting to at least 50 percent of courses offered by the end of the

2010-2011 academic year. Goal is to have reached 100 percent prior to the midterm accreditation report due 2013.

Develop Program Learning Outcomes and assessment measures for all degree and certificate programs by spring 2011.

Complete one cycle of assessment, for the Health Sciences and Technical Education divisions, that currently have established Program Learning Outcomes, by spring 2011. This will provide a documentation of a full assessment cycle in WEAVE Online that will provide models for other campus programs to follow.

Achieve full implementation of the WEAVE mapping functions by the end of fall 2011 that will allow all established programs to document the integration of course content, sequencing, and alignment with the stated outcomes of the programs and the college mission.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Planning Agenda
Implement CurricUNET campus wide during the 2010-2011 academic year. Conduct training sessions to ensure that faculty play a central role in establishing and improving instructional courses and programs. Every two years administer an assessment process to determine how well these courses and programs are well documented and follow established proce-

dures for the design, identification of learning outcomes, approval, administration, delivery, and evaluation.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Planning Agenda
Complete General Education Program Learning Outcomes and related assessments by spring 2011, which will serve as a guide for administrators, faculty, and staff to begin assessing outcomes and to use the collected data and analysis for future planning and program improvement.

Complete the establishment of Program Learning Outcomes for existing degree and certificate programs by 2011. This will further facilitate planning and quality improvement by allowing the assessment of Student Learning Outcomes in concentrated areas of study, supporting continuous quality improvement in all certificate and program areas.

II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Planning Agenda
Within two years, develop and implement an Information Competency requirement through faculty dialogue and collaboration with the Academic Policies & Procedures Committee. After a year of implementation conduct an assessment to its' effect on how well students are competent in using various technology to improve learning.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Planning Agenda
Each year, the Institutional Research and Planning staff will lead the way in helping employees examine and improve current methods for systematically tracking student transfer rates, student performance on licensure examinations, and how employed graduates utilize their college experience. Results will demonstrate how well students are being appropriately prepared to meet current professional and industrial standards. The Department of Institutional Research and Planning, in conjunction with faculty, can thereby identify areas for program improvement.

B. Student Support Services
No planning agenda.

C. Library and Learning Support Services

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Planning Agenda
In conjunction with the Institutional Research and Planning staff, the Instructional Multimedia Center staff will seek out ways to identify and implement additional promotional strategies to educate the campus community of Instructional Multimedia Center's services. By the end of 2012, evidence will be collected to assess how effective these promotional

strategies have in increasing awareness of services provided by the Instructional Multimedia Center.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Planning Agenda
Every other year, librarians will review the Recataloging and Reclassification Project to determine if the entire media collection should be completed and placed online for easy access. If completed, it should be further determined whether or not a change in the numbering system is necessary for effectiveness.

II.C.1.b.The institution provides ongoing instruction for users of library and other learning support services so that students are able to developing skills in information competency.

Planning Agenda
Every year staff assigned to the Instructional Multimedia Center will develop an assessment process that will measure the effectiveness of services to students. Data will be used as a method to improve services.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Planning Agenda
Beginning spring 2011, the name of the Writing Center Advisory Committee will change to a Learning Center Advisory Committee. The advisory committee members will consist of representation from all academic divisions as well as Student Services areas. Expanding the membership allows input and dialogue for a more coordinated mechanism for communication of the entire community.

Standard III: Resources

A. *Human Resources*

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Planning Agenda
Confidential/Management/Supervisory group and the vice president of human resources and employee relations, will establish a formal procedure and possibly revise the current evaluation form for confidential/management/supervisory employees. This formal procedure will be incorporated into the district's Administrative Procedure.

B. *Physical Resources*
No planning agenda.

C. *Technology Resources*
No planning agenda.

D. *Financial Resources*

No planning agenda.

Standard IV: Leadership and Governance

A. Decision Making Roles and Processes

IV.A.1. Institutional leaders create an environment for empowerment, innovation and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Planning Agenda

During the 2010-2011 academic year, develop and complete a campus survey for college constituencies in identifying additional strategies that will encourage, empower, and stimulate innovation in meeting the college mission. College Coordinating Council will review the results, select and implement the strategies that can most benefit student learning.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Planning Agenda

At the beginning of each academic year, reaffirm the definition and application of consensus to use in making recommendations (decision making) by governance councils, campus wide participatory governance committees, and taskforces.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Planning Agenda

Complete the submission of the substantive change report to establish the Palmdale Center as a location that is geographically apart from the Lancaster campus. The Center offers at least 50 percent of an educational program and supports the addition of courses that constitute 50 percent or more of a program offered through a mode of distance or electronic delivery.

IV.A.5. The role of leadership and the institution's governance and decision making processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Planning Agenda

Each year reinforce AP 2510 for consistency of posting and distribution of meeting agendas and minutes for governance councils, campus wide participatory governance committees, and taskforces.

Standard IV B. Board and Administrative Organization

No planning agenda.

Acronyms

ANTELOPE
VALLEY
COLLEGE

Acronyms

AA—Associate in Arts degree

AAC—Add Authorization Codes

ACG—Academic Competitive Grant

ACRL—Association of College Research Libraries

ANTH—Anthropology

AP—Administrative Procedure

ADA—Americans with Disabilities Act

ADN—Associate Degree, Nursing

AI—American Institutions (197)

ALO—Accreditation Liaison Officer

APA—American Psychological Association

AP&P—Academic Policies & Procedures Committee

ARC—Annual Required Contribution

ARCC—Accountability Reporting for Community Colleges

AS—Associate in Science degree

ASO—Associated Student Organization

ASSIST—Articulation System Stimulating Inter-Institutional Student Transfer

AVCFCE—Antelope Valley College Federation of Classified Employees

AVCFT—Antelope Valley College Federation of Teachers

AVIFF—Antelope Valley Independent Film Festival

BIA—Bureau of Indian Affairs

BOGFW—Bureau of Governors Fee Waiver

BP—Board Policy

BRN—Board of Registered Nursing

BSC—Basic Skills Committee

BSI—Basic Skills Initiative

BVNPT—Board of Vocational Nursing and Psychiatric Technicians

CAJPA—California Association of Joint Powers Authorities

CalWORKs—California Work Opportunity and Responsibility to Kids

CARE—Cooperative Agencies Resources for Education

CAS—Council for the Advancement of Standards

CCC—Council Coordinating Council

CCCApply—California Community Colleges Apply

CCCConfer—California Community College Conference

CCLC—Community College League of California

CCN—College Central Network

CCLC—Community College League of California

CDC—Child Development Center

CMS—Confidential/Management/ Supervisory Employee Group

COC—Citizens' Oversight Committee

CWM—Writing Placement Cut Score

DEC—Distance Education Committee

DIRP—Department of Institutional Research and Planning

DLA—Directed Learning Activity

EAFB—Edwards Air Force Base (198)

EMC—Enrollment Management Committee

EMP—Enrollment Management Plan

EMS—Emergency Medical Services

FA—Faculty Academy

FERPA—Federal Education Rights and Privacy Act

FPD—Faculty Professional Development--FLEX

FSEOG—Federal Supplemental Education Opportunities Grant

FWS—Federal Work Study

HESI—Health Education Systems Incorporated

HD—Human Development

HIST—History

HR—Human Resources

HS—Health Services

ILOs—Institutional Learning Outcomes

IMC—Instructional Multimedia Center

IR—Instructional Resources

ITS—Information Technology Services

ITV—Instructional Television

LA—Language Arts

LACOE—Los Angeles County Office of Education

MD&A—Management Discussion and Analysis

MUN—Model United Nations program

myAVC—college web portal

NASA—National Aeronautic and Space Administration

NCAS—National Student Advocacy Conference

NCR—Noncredit

OAS—Office of Administrative Services (formerly Business Services)

OJT—On the Job Training

OOs—Operational Outcomes

OPEB—Other Post Employment Benefits

OPGR—Office of Public and Governmental Relations

OSCAR—Online Services for Curriculum and Articulation Review

OSD—Office for Students with Disabilities

PAW—Pre-Assessment Workshop

PLOs—Program Learning Outcomes

PLUS—Federal Loan Program

RAD—Reports and Data

RSS (263)

SCANS—Students Achieving Necessary Skills

SEP—Student Education Plan

SI—Supplemental Instruction

SLOs—Student Learning Outcomes

SMARTHINKING—Online Tutorial Service

SOAR—Students on the Academic Rise (high school program)

SPBC—Strategic Planning & Budget Council

SSCCC—Student Senate of California Community Colleges

SS&EC—Student Success & Equity Committee

SSV—Student Services & Information Building

STAR—Student Transfer and Academic Retention

STEM—Science, Technology, Engineering, and Mathematics program

TAP—Transfer Alliance Program

VAPA—Visual and Performing Arts

VOIP—Voice Over Internet Protocol

Campus Map

ANTELOPE
VALLEY
COLLEGE

AVC MAIN CAMPUS MAP

OFF-CAMPUS SITES:

FOX	Fox Field
HOSP	Various hospital clinic sites
OFFSITE	Various off-site locations
PALMDL	Palmdale Center 1529 E. Palmdale Blvd. 3rd floor
SDBOWL	Sands Bowl

ANTELOPE VALLEY COLLEGE
3041 West Avenue K
Lancaster, California 93536-5426
(661) 722-6300
www.avc.edu

NORTH

Avenue J-8

Orchard
Lot 16
Lot 15
Lot 14
Lot 13

L
K
J

Lot 17
RW   FS
T502   T503
T500 T501 T504
CSUB
CSUB400 CSUB200
T300   CSUB300
CDC
Lot 12

TE3
GH1-4
TE7   NCP
TE4

M

North Athletic Field

Softball Stadium
S8 S9
S7
S6
S5   TE8
S4
S3
S2
S1   TE6
SA SR
SBS

Closed for Health & Science Building Construction

APL
Lot 11
H

Baseball Stadium
BBS

North Athletic Field

Lot 2

T700
SS1
GYM
TE2   TE1   LS2   OF3
OF2
ME   LS1
Lot 10
G

MS4

T800

SC3
OF1
L
LC
BE

Lot 9
T100
F

Lot 1

South Athletic Field

MS3

T851
T850

MS1   Marauder Stadium   MS2

LH
SC2   SC1

FA4
FA3   FA1
Security Lost & Found
SCT   SSV
SCP

Lot 8

Lot 3

Closed 6/7– 8/15/10

E

Physical Agility & Running Course

South Athletic Field

FA2

A
D

Closed for Theater Construction
Lot 6

30th Street West

Avenue K

35th Street West

LEGEND

A	Administration Building	**MS3**	Stadium Ticket Booth	**T300**	Faculty Offices
APL	Applied Arts, Allied Health, & Offices	**MS4**	Stadium Concessions/Restrooms	**T500**	Faculty Offices
BBS	Baseball Stadium	**NCP**	North Central Plant	**T501**	Faculty Offices
BE	Business Education, IMC, & Offices	**OF1**	Offices: Math/Science	**T502**	Nursing Science
CDC	Child Development Center	**OF2**	Offices: PE	**T503-4**	Sheriff's Academy
CSUB	CSU Bakersfield—Antelope Valley	**OF3**	Offices: Language Arts & Social Science	**T700**	PE Offices
FA1	Fine Arts [Art & Gallery]			**T800**	Construction Office
FA2	Fine Arts [Theatre]	**RW**	Receiving/Warehouse	**T850**	Field House—Home
FA3	Fine Arts [Music & Offices]	**SA**	SOAR High School Administration	**T851**	Field House—Visitors
FA4	Fine Arts	**S1–9**	SOAR High School	**T800**	Construction Office
FS	Facilities Services	**SBS**	Softball Stadium	**TE1**	Technical Ed.—Electronics
GH1-4	Greenhouses	**SC1–3**	Science	**TE2**	Tech.Ed.—Welding/Fire Technology
GYM	Gymnasium [PE & Offices]	**SCP**	South Central Plant	**TE3**	Tech.Ed.—Agriculture Lab
L	Library	**SCT**	Student Center [Bookstore, Cafeteria, Security, Lost & Found]	**TE4**	Equipment Building
LC	Learning Center			**TE6**	Technical Ed.—Automotive
LH	Lecture Halls	**SR**	SOAR HS Restrooms	**TE7**	Technical Ed.—Technology
LS1	Liberal Studies & Offices	**SS1**	Electrical Substation	**TE8**	Technical Ed.—Auto Body
LS2	Liberal Studies	**SSV**	Student Services & Information		
ME	Math/Engineering	**T100**	Assessment/Office for Students with Disabilities		
MS1-2	Marauder Stadium				

AVC Sheriff's Office—*80
from a campus pay phone

NOTE: Closed areas will change as construction continues. Please check www.avc.edu for the latest AVC campus map.

PALMDALE CENTER FLOORPLAN
1529 E. Palmdale Blvd. at 15th Street East

Third Floor

NORTH

SV3M-1 SV3M-2 SV3M-3 SV3M-4 SV3M-5

SV3M-6

SV3L
Computer Lab

SV3M-7

SV3M

SV3K

Learning
Resource
Center

SV3M-8

SV3M-9

SV3M-10

SV3J

SV3M-11

SV3M-12

Open Court

SV3N

SV3M-13

SV3I-B

Elec.

Welcome
Center

Office
SV3M-14

Cust.

SV3I-A

SV3I

Elevator

Office
SV3M-15

SV3H

Open Court

SV3P
Student Lounge

SV3G

DN

First Floor

SV3A

SV1A
Computer Classroom

SV3F
Faculty & Staff
Lounge

SV3B

SV1B
Math/Science Lab

SV3F-A

SV3E

SV3D

SV3C

Storage

415