

EVALUATION REPORT

Antelope Valley Community College District Lancaster, California

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that
visited Antelope Valley College from October 3, 2016 – October 6, 2016

Joe Wyse, Ed.D.
Chair

**Antelope Valley College
External Evaluation Visit Team Roster
Monday, October 3-Thursday, October 6, 2016**

Chair

Dr. Joe Wyse
Superintendent/President
Shasta College

Dr. Sharyn Eveland
Faculty and Social Science Division Chair
Taft College

Ms. Christine Tinberg
Faculty, Health and Physical Education,
SLO Coordinator & Assessment
Coordinator
Los Angeles City College

Dr. Celine Pinet
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Instructional Support
Hartnell College

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Vice President of Administrative Services
Palo Verde College

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Mr. William Breitbart
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Ms. Elizabeth Romero
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President
Clovis Community College

Dr. Thad Russell
Dean of CTE and Workforce Development
College of the Sequoias

Mr. Daniel Neal
Professor/Lecturer
San Jose State University

Ms. Gina Leguria
Vice Chancellor, Human Resources
Yosemite Community College District

Dr. Susan Lorimer
Vice Chancellor of Education and
Technology
Los Rios Community College District

Dr. Elaine Kuo
College Researcher
Foothill College

SUMMARY OF EVALUATION REPORT

INSTITUTION: Antelope Valley Community College District

DATES OF VISIT: October 3, 2016 – October 6, 2016

TEAM CHAIR: Dr. Joe Wyse, Superintendent/President
Shasta College

An evaluation team of fourteen members arrived in Lancaster California, on October 2, 2016. The team visited Antelope Valley College between October 3 and October 6, 2016, for the purpose of evaluating how the institution is achieving its stated mission, analyzing if the College is meeting the Commission's Standards and Eligibility Requirements, and making recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) on the accredited status of Antelope Valley College in order to assure educational quality and enhance institutional improvement.

To prepare for the visit, the chair participated in an all-day ACCJC training session on July 12th, 2016. On August 30, 2016, thirteen of the team members received ACCJC training with one additional member receiving training on August 31, 2016. The team chair and the team assistant visited Antelope Valley College on August 29, 2016 in order to prepare and discuss logistics for the visit. Prior to the site visit, each team member completed and submitted to the chair a survey of professional expertise and accreditation experience, an analysis of the Self Evaluation report, and a "Standard Team" report exercise of the standards.

On Monday morning, October 3, 2016, prior to the team arriving at the College to commence the formal visit, two smaller teams visited the Extended Education sites, Fox Field and Palmdale Center.

The entire team met on Monday afternoon at the hotel to review the team members' written evaluations of the College's Self Evaluation, discuss the evidence that was part of the Self-Evaluation and the additional evidence requested by individual team members, review the schedule for the rest of the visit, and share each member's views of how the College met the standards based upon initial analysis.

At approximately 4:00 p.m. on October 3, the team members arrived on the main Antelope Valley College campus for a tour of the College. The team attended a reception following the tour where they were introduced to various College constituents. The team members enjoyed engaging in conversation with the College constituents who attended the reception.

On Tuesday and Wednesday, October 4 and October 5, the team spent a significant amount of time meeting with various individuals and groups totaling over 50 faculty, students, staff, administrators, and board members. The two open forums were well attended, with approximately 30 staff, faculty, and students at each. Approximately 25 classroom observations were also conducted both in-person and online. On Thursday morning the team

worked in the team room getting the last of the questions raised during the visit answered and finalizing the draft report. The exit meeting was held at 1:00 PM.

The team's assessment of the College's Self-Evaluation was that it addressed all the Eligibility Requirements and Standards. With regard to the overall quality of the report, the team found grammar, syntax, and punctuation errors in the writing. Responses to several Standards lacked a discussion of some key aspects of the Standard as well as sufficient evidence. Team members conducted searches of the College's webpages and Committee documents to find supporting evidence. Additional evidence was requested of the College before and during the team visit. Requests for additional evidence and scheduling of meetings and interviews were handled quickly and effectively.

All the interactions with the college staff were helpful and positive, confirming that the College was well prepared for the site visit. Snacks, beverages, and meals were organized and timely to meet the needs of the visiting team. The team meeting rooms, both at the College and the hotel, were well equipped with necessary technology and other supplies.

Team Commendations

As a result of the October 3 through 6, 2016 visit, the team noted 7 commendations:

Commendation #1

The team commends the College for its Aeronautical and Aviation Technology programs. The student success rates in the program are well above average. The baccalaureate in Airframe Manufacturing Technology demonstrates the College's responsiveness to community. While it is tailored to local industry, it is also responsive to manufacturing needs worldwide and students will graduate with skills transferable to other industries.

Commendation #2

The team commends the College for its comprehensive planning related to total cost of ownership. The College demonstrates a history of planning for grants and other specially funded programs with contingencies from their annual budget for these activities should funding be discontinued. Further, the College plans to establish an endowment in the future to allow for maintenance needs for any new buildings. This demonstrates thoughtful planning.

Commendation #3

The team commends the College Foundation on aligning its Strategic Plan and allocation process with the college's integrated planning. The Foundation only accepts faculty or program support grant requests after they have been approved by administration. This process ensures that the grants are aligned with the College's integrated planning and prioritization process.

Commendation #4

The team commends the College for implementing "Armada" which is a proactive counseling model. This pioneering approach to counseling tracks students and then delivers personalized information about their educational status. The results of the "Armada" system

determine the immediacy and level of support that is then offered to each student. This exceptionally innovative program has been successful in offering a seamless transition into the institution while providing short and long-term support to aid informed decision making and maximizing personal success.

Commendation #5

The team commends the College for its commitment to student access and equity. In an effort to address disproportionate impact, Antelope Valley College has implemented multiple innovative programs such as a bus pass program, food pantry, faculty and student engagement activities, child care assistance, professional speaker series, expanded university campus tours and text book support. This collaborative effort reflects the institutional commitment to equity and student success.

Commendation #6

The team commends the college for the orientation programs for new faculty and part-time, adjunct faculty along with the commitment to peer mentoring to ensure the success of all new faculty and foster collaboration.

Commendation #7

The team commends Antelope Valley College for strategically and expeditiously addressing information technology needs. Over the previous three years, the technology department has successfully implemented a significant number of complex initiatives and continues solid planning through collaboration and data-informed decision-making.

Team Recommendations

As a result of the October 3 through October 6 visit, the team noted 6 recommendations:

Recommendation #1

In order to improve effectiveness, the College should engage in deeper dialogue using the interactive dashboard and the Balanced Scorecard for student services to further enhance program review, resource allocation, and institutional planning, especially by the disaggregation of learning outcomes data and operational outcomes data for subpopulations. (Standard I.B)

Recommendation #2

In order to improve effectiveness, the team recommends the college review the identified gaps for student course retention and completion rates between face-to-face and online course sections and use the data to develop and implement strategies to improve online student achievement. (Standards I.B.5 & II.A.7)

Recommendation #3

In order to improve effectiveness, the team recommends the college create course SLO to Program SLO curriculum maps for all certificate and degree programs. Additionally, the team recommends that the College revise the Outcomes Handbook to include recent updates

to the institutional procedures for regular assessment of program SLOs and updates to institutional policies such as inclusion of SLOs in course syllabi. (Standard II.A.3)

Recommendation #4

In order to improve effectiveness, the team recommends that the institution consistently includes information competency in all of its programs and student learning outcomes, appropriate to the program level. (Standard II.A.11)

Recommendation #5

In order to improve effectiveness, the team recommends that the college provide more thorough training to ensure that written personnel policies and procedures are followed by hiring committees to ensure hiring practices are followed in a fair and equitable manner. (Standards III.A.11 & III.A.12)

Recommendation #6

In order to improve effectiveness, the team recommends that the College clearly document a systematic, regularly scheduled process for evaluating the effectiveness of its governance system and decision making process. (Standard IV.A.7)

ACCREDITATION EVALUATION REPORT FOR ANTELOPE VALLEY COMMUNITY COLLEGE DISTRICT

Introduction

Antelope Valley College held its first classes on Sept. 10, 1929 as an extension of Antelope Valley Joint Union High School in Lancaster. Antelope Valley Community College District was formed by the voters as a Community College District in 1961. The District consists of 1,945 square miles of semiarid terrain located north of the mountains that separate Antelope Valley from the Los Angeles basin. The College operates two primary campuses, the main campus in Lancaster and the Palmdale Center Campus in Palmdale, CA.

Antelope Valley College offers a broad range of educational programs including associate degrees, transfer degree, workforce training, career technical education, health occupations, basics skills, and a single baccalaureate degree in airframe manufacturing. Yearly FTES is around 11,000.

Eligibility Requirements

- 1. Authority:** The evaluation team confirmed that Antelope Valley College is a bonafide public institution that is part of the California Community College System and is authorized to provide educational programs according to the California Education Code. Further, Antelope Valley College is duly accredited by the Accrediting Commission of Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC).
- 2. Mission:** The evaluation team confirmed that Antelope Valley College has a clearly defined mission statement. The statement was most recently revised in May 2016 and is delineated in Board Policy 1200. The mission statement can be found in various publications, including the College catalog, the Schedule of Classes, and on the Antelope Valley College website.
- 3. Governing Board:** The evaluation team verified that Antelope Valley College has a governing board that is comprised of five elected board members representing specific geographic regions encompassing the District boundaries and one student board member.
- 4. Chief Executive Officer:** The visiting team verified that the College has a Superintendent/President (CEO) whose full-time responsibility is to provide the overall leadership and direction to the College and the District. The governing board has a process in place for the selection and annual evaluation of the chief executive officer (CEO). The CEO serves as the president of Antelope Valley College and the superintendent of the Antelope Valley County Community College District. The Board of Trustees establishes goals for the CEO and holds him accountable for the operation of the College and the implementation of the goals. The CEO is largely responsible for the operations of the College and the implementation of board policy.
- 5. Financial Accountability:** The team confirmed that the College engages a qualified audit firm to conduct audits of all financial records. All audits are certified and all explanations or findings are documented appropriately

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

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

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one)

<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College made some effort to notify the community about the accreditation visit. Information about accreditation is published along with links to ACCJC and Board agenda distribution helped to notify the community about the Self-Evaluation and the site visit. A more explicit effort should be made to solicit third-party comment.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
<input checked="" type="checkbox"/>	The institution-set Standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set Standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College has established institutional-set standards for student achievement that include course completion, retention, degree and certificate completion, and transfer rate. The standards are appropriate to the college's mission. The college has institution-set standards for job placement rates for program completers and tracks licensure passage rates annually. The comprehensive and annual program review process guides programs through self-evaluation, leading to institutional improvement. Results are reported annually across campus.

Credits, Program Length, and Tuition

Evaluation Items:

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Course credit calculations are referred to in described in the Academic Policies and Procedures (AP&P) Standards & Practice Handbook as further described in the Program and Course Approval Handbook from the California Community College Chancellor's Office. A student enrolled full-time can complete degree requirements within two years. BP 4020: Program, Curriculum Development, and Course Development stipulates compliance with federal calculations. This indicates that the number of units for a degree program is included in the analysis for new programs as they are proposed/developed. Enrollment fees are the same for all courses and are set by the State of California.

Transfer Policies

Evaluation Items:

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public.
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

In the Antelope Valley College Catalog, the College publishes clear guidelines on applying for and receiving credit for the transfer of courses from another regionally accredited institutions of higher education. This information also covers the transfer of General Education coursework and contact information should additional information be requested.

Distance Education and Correspondence Education

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
<input checked="" type="checkbox"/>	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
<input checked="" type="checkbox"/>	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .
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[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Online courses go through the College's curriculum approval process. The College uses a hosted learning management solution; thus technology infrastructure is more than adequate. Students must authenticate to prove identity. The College has a policy in place to ensure regular and substantive student contact and interaction with the instructor.

Student Complaints

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and government bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
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<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The complaint process is posted on the website, college catalog, and student handbook. Conversations with Student Senate leaders indicate that students understand the process and have confidence that the college will follow the outlined procedures if a complaint is brought forth. In a review of the student complaint files, for example, evidence was found that demonstrated timely communication back to the student who filed a complaint at the Chancellor's Office.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

College information is communicated to employees, students, and the public via sources such as the college website, social media, college catalog and schedule of classes. The website is easy to navigate and includes a curated campus news/events feed that is appropriately updated. Documentation regarding accreditation is also linked off the college's main web page, as well as information about data, institutional research and college planning processes.

Title IV Compliance

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
<input checked="" type="checkbox"/>	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
<input checked="" type="checkbox"/>	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
<input checked="" type="checkbox"/>	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

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

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

The College provided evidence in the Self-Evaluation Report (ER 5; II.B.4; III.B.4; III.D 5-7, 10, 14-16) to demonstrate it complies with all five items of the Title IV requirements.

**Standard I:
Mission, Academic Quality and Institutional Effectiveness, and Integrity**

Standard I.A: Mission

General Observations:

Antelope Valley College has a clear and broad mission statement that was last revised in May 2016 and is delineated in Board Policy 1200. The college's mission has a focus on student success, recognizes the diverse population and shows the commitment to being a service to the community. The mission has an emphasis on student learning and student achievement. The College displays the mission and values statements in prominent locations, offices, classrooms and meeting rooms, and publishes them in documents distributed to students and the community, as well as published on their website. The mission was recently reviewed in light of the new baccalaureate degree. The revisions were approved by the governing board. (Standard I.A1, ER6)

A substantial portion of the College's offerings lead to certificates or associate degrees and one program will lead to a baccalaureate degree. The specific details about the types of programs or degrees offered are not described in the mission statement. Rather, they are outlined in Board Policy 1200 and the catalog.

Findings and Evidence:

The Mission describes the college's broad educational purposes, which is that it provides a quality comprehensive education. The mission of the College also identifies their population (diverse) and the types of degrees and credentials it offers. The College has a mission focused on student success. The specific types of degrees are not explicitly described in the mission statement. Rather, the statement refers to higher education, whereby providing the flexibility of including a baccalaureate degree. Instead, the types of degrees offered are delineated in Board Policy 1200. The delineation of degree types is prominently displayed in tandem with the mission statement in the college publications and website. BP 1200 was revised and approved in May 2016 and lists the baccalaureate degree. (Standard I.A.1, ER 6)

The College uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students. The goals and priorities are derived from the Educational Master Plan and the data can be found on the Interactive Dashboard and the Student Success Scorecard. When looking at the data on the Scorecard, the Administrative Council saw the low student success rates for basic skills and ESL and as a result identified that the first priority of the Educational Master Plan was to increase student success in basic skills and ESL. Data is gathered yearly and published annually in the Antelope Valley College Facts Books. As a result of the low scores, and the priority of the college to improve basic skills and ESL, the college formed a new Academic Development Department with the basic skills courses under that department.

The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students. Evidence was derived from a variety of sources including surveys, program reviews and the use of data to support decision making. (Standard 1.A.2)

The Education Master Plan (EMP) document serves as the mechanism through which all instructional program planning and service planning are funded through their resource allocation with the goals aligning to their EMP goals. Consistent with the mission statement, The College provided an array of program-related documents that demonstrate alignment of programs and services with mission. (Standard 1.A.3)

The newest mission statement was approved by the Board of Trustees on November 10, 2014. The mission statement is reviewed yearly by several different committees before being reviewed by the Board of Trustees. The college publishes the mission and values statements widely including on the college's website, in the college's catalog, and these statements are displayed in administrative offices and other locations on campus. (Standard 1.A.4, ER 6)

Baccalaureate degree

The new baccalaureate degree offering is in alignment with the mission in its stated commitment to offering "opportunity, in service of our community." It provides an opportunity for earning a higher education degree leading to employment in a community where higher education degree achievement is particularly low. It does so while addressing local industry needs whereby showing responsiveness to the community. (Standard 1.A.1; ER 6) The baccalaureate degree program in airframe manufacturing technology came about in response to a demonstrated growing demand in the aerospace and associated industry. Advisory Board members further documented the need and students' surveys further substantiate interests in the program. This data is used to direct priorities in meeting the institution's mission of providing opportunities for the students and of serving the community. The degree provides students with the ability to understand, perform, and serve as first-line leads in the processes of manufacturing the structural components of aircraft for various specifications and for other related industries. (Standard 1.A.2) Given the prominence of the aircraft industry in the region and the evidence presented, the Airframe Manufacturing Baccalaureate degree is aligned with the College mission. (Standard 1.A.3)

Conclusion:

The college meets the Standards and related Eligibility Requirements.

Standard I.B: Assuring Academic Quality and Institutional Effectiveness Academic Quality

General Observations:

In general, Antelope Valley College provided evidence to substantiate its awareness and understanding of the continuous quality improvement process, as evidenced by meeting minutes, governance-level documentation, and documented meetings that include representatives of the various College constituent groups. Constituents engage in institutional dialogue, which reflects an environment that fosters inclusion, empowerment, innovation, and continuous quality improvement. The team validated that the participatory governance process is operating as described within the Self-Evaluation Report. College-wide dialogue and participation in continuous improvement is evident.

Findings and Evidence:

Academic Quality

Dialogue about student equity, academic quality, institutional effectiveness and continuous improvement occurs in a number of college committees but is not always well documented. The College states that student learning outcomes are discussed by faculty when they review the data and enter action plans. Copies of assessment reports from WEAVE (the College's current outcomes tracking software) were provided as evidence of dialogue, but these reports did not show significant evidence that substantive dialogue occurred. There also is no mention of dialogue about student outcomes occurring outside the discipline faculty or it being shared with the college in any other forum. The Outcomes Committee website includes many years of agendas and minutes.

Student learning outcomes have been documented in WEAVE online since 2009. Comprehensive and annual program reviews incorporate evidence of some dialogue and provide opportunities for faculty, administrators, and the campus at large to evaluate student learning. The report provides evidence of the institution assessing its own satisfaction with its outcomes via the proposed revision of ILOs, with clearer links to SLOs and PLOs. Another example of this is provided in Student Services, where a discussion of improving operational outcomes was noted. A number of recent changes indicate the institution is committed to making student learning outcomes dialogue and processes smoother overall. With brand new processes in place, the college will need time to demonstrate that these positive changes are sustainable. (Standard I.B.1)

The Outcomes Committee determines the campus-wide process for the uniform implementation and assessment of learning outcomes at the course, program, and department level. The process is outlined in the 2015-16 Outcomes Committee Handbook. The College has defined four types of outcomes: student learning outcomes, program learning outcomes, institutional learning outcomes and operational outcomes. The program level outcomes are well defined in the catalog and program reviews indicate they are being assessed. Institutional level outcomes were written several years ago and assessed but were recently re-written to be

more measurable, and tightly connected to SLOs and PLOs. The self-evaluation provided evidence of changes in process related to SLOs, describing "... a plan was brought forth from the Outcomes Committee through the Academic Senate and discussion is underway to potentially evaluate the scope and function of the current Outcomes Committee..." This further indicates the College's concern for continual improvement in outcomes assessment. Also of note, is that the College has recognized the limitations of the current outcomes tracking software (WEAVE) and is searching for a replacement. Moreover, the Quality Focus Essay indicates this is an area the College is interested in improving. (Standard I.B.2, ER 11)

The College established institutional-set standards for student achievement in 2013. They were recently reviewed and shared as an Addendum to the Self-Evaluation. The Self-Evaluation states that these standards are published on the accreditation webpage, but there is no clear label to direct someone to this information. One must open the ACCJC Annual Report to review the information. The institution-set standards as shared in the Addendum to the Self-Evaluation are

- Completion: 69.1%
- Retention: 86.6%
- Persistence: 68%
- Degrees and Certificates Awarded: 1743
 - Degrees: 1194
 - Certificates: 541

Data on course completion, retention, and other data elements are present. As a recent example of College dialogue surrounding the institutional-set standards, the Strategic Planning Committee (SPC) examined the proposed institutional-set standards developed by the Executive Council and five years of data. Minutes from the June 1, 2016, SPC meeting give evidence as to the way in which the standards were set. Further discussion of the institutional-set standards was included in the college-wide planning retreat held in September 2016. (Standard I.B.3)

The College identified the State Scorecard as the tool they used to drive their Educational Master Plan (EMP) first priority: Goal 4: The College will increase student success in basic skills and ESL. They also identified their Program Reviews and the AVC Fact Book data for being the drive for change, although the AVC Fact Book is made up from Scorecard data. The State Scorecard appears to provide strong data elements for planning, as opposed to the new national scorecard. The team found that the National Scorecard was less relevant because it appears to be drawn from a more limited sampling of students and therefore less helpful to college planning efforts. (Standard I.B.3)

Evidence in the report and gathered during the visit indicates the institution uses assessment data to organize its processes and support student learning. Although data permeates the self-evaluation and is included in college wide decision-making processes, evidence was not as strong as it could have been. (Standard I.B.4)

Institutional Effectiveness

The comprehensive and annual program review processes are overseen by the Program Review Committee and defined in the Program Review Procedures manual. Program Reviews include actions plans, SLOs, and results. The program review process includes analyzing some disaggregated data by program type. There was disaggregation of data by mode of delivery in the self-evaluation but the team did not find interventions being planned to improve the achievement gap between face-to-face and online students. (Standard I.B.5)

The institution collects student achievement data on a yearly basis and disaggregates achievement data for subpopulations of students. The College has set performance expectations for targeted groups in their Student Equity Plan 2015. As a result of analyzing the student achievement data, the College allocated equity funding to address the lower success rate of African American students. Additional opportunities for this subpopulation were created, such as the Triumph Scholars Program, Umoja, and tours to historically black colleges and universities. (Standard I.B.6)

The college regularly evaluates its policies, practices, and processes to ensure their effectiveness in supporting academic quality and accomplishment of mission. The process starts in Executive Council, with assignments to the relevant VP / Division. Content revisions are returned to the Executive Council for recommendation and approval. These go to the College Coordinating Council (CCC) where all the constituent groups are represented. Other councils are involved when relevant. Policies are then sent to the Board of Trustees.

Noteworthy efforts are delineated in the plans arising out of the self-evaluation to improve the governance committee structure. The only overall process of evaluating policies and practices described was that for the Board Policy & Administrative Procedures. Some examples of changes that have occurred, such a revision to the Senate Constitution and the creation of STEM Summer Bridge program were included. Through the start-up of the baccalaureate program, the college found that there were many questions and concerns being brought up in their interactions with prospective students, industry and the community. To meet the needs of this new program and coordinate addressing the questions and concerns, a new position was developed for this program. This coordinator position will provide a single point person to answer questions, process applications, and communicate processes and accomplishments to the community and industry. (Standard I.B.7)

Communication of assessment results and evaluation activities are primarily documented in WEAVE. Results are disseminated at the annual AVC College Planning Retreat, Board Annual Retreat, and Administrative Council which demonstrates data is broadly seen. The College does not provide an explanation for a mechanism for ensuring broad discussion of the assessment results. The College assessed its ILOs several times to provide data for decision making, but found they needed to be more tightly connected to SLOs and PLOs. Through a task force formed in late 2014, the ILOs were revised through a participatory process and new ILOs were adopted in late 2015. Since the newly formed ILOs have not been measured; those cannot be reviewed to analyze strengths and weaknesses. (Standard I.B.8)

The institution integrates program review, planning, and resource allocation into a comprehensive process, though many processes are relatively new. For example, a new

process was used for the creation of the 2016-17 faculty hiring prioritization list. The College needs to demonstrate data accessibility and the sustainability of its processes to show continuous, broad based, systematic evaluation and planning in support of institutional effectiveness and academic quality. This will allow it to demonstrate its institutional planning capacity in addressing short and long-range needs. The College has a number of plans to address needs for educational programs and services, physical and financial resources. Long range planning is captured in the 2016 Educational Master Plan, the 2016 Facilities Master Plan, and the Technology Master Plan. The College fiscal planning appears to be strong.

Divisions state their short and long range needs in their annual and comprehensive program reviews. Budget requests must be linked to one of the college's planning documents, such as program review, the technology plan, or an action plan. Scoring of resource allocation requests is done with a rubric and points are awarded based on its alignment with six criteria. The rubric scores lead to a list of prioritized recommendations that are reviewed by the Executive Council who develops a tentative budget. (Standard I.B.9, ER 19)

Baccalaureate Degree

The six month follow-up report shows evidence of defined learning outcomes and evidence that a plan is in place to assess once the program has more data. The program level outcomes are mapped to specific courses and assessment methods. (Standard I.B.2, ER 11). The College published institution-set standards for the baccalaureate program as an addendum to the Self-Evaluation report in September 2016. Since this is a new program the College has not yet had the opportunity to assess them. (Standard I.B.3). Specifically, the institution-set standards for the baccalaureate degree in Airframe Manufacturing Technology are

- Completion: 69.1%
- Retention: 86.6%
- Persistence: 68%
- BS Degrees awarded: 15 (starting 2019) (Standard I.B.6)

The Board approved the Airframe Manufacturing Technology baccalaureate program in December 2014, and as a result, the program now officially falls under the college's governance and District policies. The Academic Policies and Procedures (AP&P) Committee reviewed the courses and program in fall, 2015. Board Policy 1200 was revised and approved in May 2016 to add the baccalaureate degree to the list of degree offerings in support of the mission of the College. (Standard I.B.7).

Conclusion:

The college meets the Standards and related Eligibility Requirements.

Recommendation #1

In order to improve effectiveness, the College should engage in deeper dialogue using the interactive dashboard and the Balanced Scorecard for student services to further enhance program review, resource allocation, and institutional planning, especially by the disaggregation of learning outcomes data and operational outcomes data for subpopulations. (Standard I.B)

Recommendation #2

In order to improve effectiveness, the team recommends the college review the identified gaps for student course retention and completion rates between face-to-face and online course sections and use the data to develop and implement strategies to improve online student achievement. (Standards I.B.5 & II.A.7)

Standard I.C Institutional Integrity

General Observations:

Antelope Valley College makes available to students, faculty, staff, and the public clear, accurate, and updated information. Mission, learning outcomes, programs, support services, and accreditation status are included in the catalog and on various college websites. The Board has policies on academic freedom, ethics, and freedom of speech to assure integrity. They also have policies on standards of student conduct and prohibited practices such as discrimination and harassment. The District has policies that promote academic honesty, responsibility, and academic integrity. These Board policies are posted on the College's Policies and Procedures webpage.

Findings and Evidence:

The institution ensures the clarity, accuracy, and integrity of information provided to students and others about its mission statement, learning outcomes, educational programs, and student support services as well as its accreditation status. It provides a print and online catalog and schedule of classes as well as information via its website. The mission statement is printed in the catalog and online. Learning outcomes for the institution and for academic programs are also online and in the catalog, though the Self-Evaluation Report did not list this as evidence for this Standard. Webpages and program descriptions in the catalog exist for all the Student Services programs. The College provides information to students and the public about the institution's accreditation status via its accreditation webpage which is one click away from the College's homepage. The team found that accreditation status is also in the catalog on page two. Information about programs with independent accreditation was not immediately apparent, so additional evidence was requested. The team found that the institution gives accurate information to students and the public about its accreditation status in the particular academic programs. The team suggests that the college put their accreditation status with the California State Fire Marshal and the State Board of Fire Services on the Fire Technology webpage. (Standard 1.C.1, ER 20)

The college provides a catalog both in print and online with precise, accurate and current information on all facts, requirements, policies, and procedures. For the 2015 winter intersession, they provided an addendum to the catalog with program and course information for all their newly approved Associate in Arts and Associate in Science transfer degrees. There is a process whereby management and stakeholders check the catalog draft for accuracy before it is vetted by the Executive Council. (Standard 1.C.2, ER 20)

The institution uses documented assessment of student achievement to communicate matters of quality to its constituencies, including current and prospective students and the public at large. Student achievement data is available to the public via the webpages for Program Review and the Office of Institutional Effectiveness, Research & Planning. Student achievement data is used by divisions in program review and by the committees that develop the Student Equity Plan and Student Support and Success Plan. Evidence of student achievement data does seem prevalent across program reviews.

Access to such data was described as somewhat cumbersome until recent changes. “With an eye towards ... easier to access data, the new comprehensive and annual program review templates were shared with the Academic Senate November 19, 2015, and were used for the first time in Spring 2016.” This represents an example of an improvement effort, with the intent of making processes more effective. (Standard 1.C.3, ER 19)

The College describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. The college catalog includes a definition of each program, program description, career options, program learning outcomes, and required and elective courses. At least two programs appear to have program learning outcomes missing from the catalog, Vocational Nursing and Water Treatment. Each academic program has a link on their website directed to the specific page(s) in the catalog describing the program. Some of the websites for particular departments also include additional information for students. For example, the Department of Foreign Language website includes information on teaching English in a foreign country and on-campus resources specific to helping students succeed in their foreign language courses. Overall, the College provides clear and thorough descriptions of their programs. (Standard I.C.4)

In the fall of 2014, the College began a two year cycle for evaluating and revising board policies and administrative procedures utilizing their subscription with the Community College League of California. The college catalog is routinely sent to key faculty, staff and administrators requesting corrections before print, as is the course schedule before publication on the college website. The Office of Marketing and Public Information reviews college publications for vetting and accuracy. (Standard I.C.5.)

The college makes available to all current and prospective student information on the cost of tuition and other student fees on the Admission and Records website. (Standard I.C.6.)

The District Board Policy BP4030 on Academic Freedom states that “Such freedom shall be recognized as a right of all members of the faculty, whether of tenure or non-tenure rank”. The policy also speaks to the responsibility of faculty 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”. This Board Policy is included in the Faculty Collective Bargaining Agreement with the District. The Faculty Handbook includes a Code of Ethics with a discussion on academic freedom and the special responsibilities of membership in the academic profession. The team found that the Academic Freedom policy is in the catalog and also on their website on the Policies and Procedures webpage. The team also found that the Student Code of Conduct, published in the Schedule of Classes and as a separate document online, states that student have rights “to engage in free expression as protected by state and federal constitutions, and by Education Code 76120”. The team found that the college has designated public forum areas where students and employees of the District and members of the public are permitted to exercise their rights of free expression subject to the policies and procedures in Board Policy 3900. (Standard I.C.7, ER 13)

The District has established Board policies that promote honesty, responsibility, and academic integrity that apply to all constituencies. Policies include student conduct guidelines pertaining to academics, the general college, computer usage, behavior, substances, and weapons, along with the consequences (Board Policy 5500). Standards of ethical and

professional behavior for all District employees are established in Board Policies 3050-3900. Evidence was provided that student conduct policies are published in the Student Handbook. The team also found that student conduct policies are in the catalog (p. 34-42) and published on their website in the Policies and Procedures section. It was also found that the Academic Honesty Policy is required information on a course syllabus (Guidelines for Creating an Effective Syllabus, AP&P: 2015-16). (Standard I.C.8.)

The College communicates its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline in their Academic Freedom Policy (Board Policy 4030). This Policy is in the Faculty Collective Bargaining Agreement with the District. (Standard I.C.9)

The College does not have any operations in foreign locations. It does not require conformity to specific codes of conduct for staff faculty, administrators, or students or seek to instill specific beliefs or world views. (Standards I.C.10 & I.C.11)

The College has demonstrated how it complies with all requirements, standards, and policies set forth by the Commission. The College has submitted all required reports to ACCJC and provides links on their Accreditation webpage to reports dating back to 2004. These reports include Annual, Mid Term, Follow Up, Self-Evaluation and Substantive Change reports. The most recent annual fiscal report contained some errors which the college is correcting. (Standard I.C.12, ER 21)

The College has an Accreditation webpage that is easily accessed from the ‘about AVC’ link off the main website. The pages includes a link to the most recent Self Evaluation and documentation dating back to 2004 submitted to and received from the Accreditation Commission. The college describes its accreditation status with all of its accrediting agencies on related webpages. (Standard I.C.13.)

The College ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives. They do not have a parent organization or supporting external interests. The Antelope Valley College Foundation is a nonprofit, tax-exempt 501(c)(3) that supports the college and students. (Standard I.C.14.)

Baccalaureate Degree

Information about the Airframe Manufacturing Technology Baccalaureate was reviewed in the catalog and on the website. It was found to be clear and accurate. (Standard I.C.1) As noted above, the College has documented assessment procedures and makes the results publicly available. The 2016-17 Catalog comprises a description of the baccalaureate degree offered. However, on page 10, under “Degrees and Programs,” it states that the college offers associates degrees, but does not mention the baccalaureate. The College should ensure the baccalaureate is listed in all appropriate places in its catalog and website. (Standard I.C.2) Evidence reviewed indicates the baccalaureate degree will follow the same practice as all other programs, namely that the documentation of the assessment of student learning and the evaluation of student achievement will be available to appropriate constituencies through the established program review process. (Standard I.C.3) The baccalaureate degree in Airframe Manufacturing Technology is clearly described in the college catalog in terms of purpose,

course requirements, and program learning outcomes. The team suggests that the program's webpage include a link to the program requirements as is the practice for all the college's other academic programs. (Standard I.C.4)

Conclusion:

The college meets the Standards and related Eligibility Requirements.

Standard II

Student Learning Programs and Support Services

Standard II.A: Instructional Programs

General Observations:

Antelope Valley College's instructional programs primarily focus on general education, transfer, pre-collegiate, and career technical courses and programs. The college awards 73 Associate of Arts/Associate of Science degrees, 22 Associate of Arts/Associate of Science Transfer degrees and 59 Certificates of Achievement. A Bachelor's of Science Airframe Manufacturing Technology degree was recently approved with the initial course offerings starting in Fall 2016. The college also offers some non-credit and community service offerings. The college has alternate site credit offerings, most of which are located at its Palmdale Center. The college has received Commission approval to move to a new and larger Palmdale site, which is scheduled to open in Fall 2017.

Findings and Evidence:

The instructional programs offered by Antelope Valley College, regardless of location or means of delivery, are consistent with its mission, appropriate to higher education (with supporting courses for students who assess at pre-collegiate levels in English, Math, and ESL), and lead to attainment of student learning outcomes, certificates, associate degrees, transfer, a Bachelor's of Science degree in Airframe Manufacturing Technology and/or employment. The programs offer "value and opportunity" to the community. (Standard II.A.1, ERs 9 & 11)

College faculty ensures the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty are responsible for continuously reviewing their instructional course and program offerings for currency, to improve teaching and learning strategies, and to promote student success. (Standard II.A.2)

The College has processes in place to regularly identify and assess learning outcomes for courses and programs. However, the alignment between program and course learning outcomes are not clearly and consistently evident. The Outcomes Committee is responsible for assuring that outcomes assessments take place and are documented in a timely manner in accordance with college requirements. The college provided evidence that official course outlines of record are documented in CurricUNET, the college's curriculum management system, and include student learning outcomes. Program learning outcomes and institutional learning outcomes are documented in the college catalog. Students are provided with a syllabus for each course which includes student learning outcomes. Current statements in the Academic Policies and Procedures Standards and Practices Handbook and the Outcomes Handbook regarding SLO assessment practices and syllabi requirements are out-of-date and inconsistent with current practices. According to the Collective Bargaining Agreement between the District and the Antelope Valley College Federation of Teachers, the evaluation

of faculty “focuses primarily on the effectiveness with which instructors achieve the stated objectives of their courses or support services and facilitate student learning.” The contract also states that each classroom instructor shall prepare a syllabus consistent with the course outline of record to distribute to students. The team verified that improvement of teaching and learning is supported by the college’s professional development offerings.

The quality of instruction programs at the College is ensured by the oversight of several committees and processes established by the college, including the Academic Policies and Procedures Committee, the Outcomes Committee, and the Distance Education and Technology Committee. Program reviews are completed on a regular cycle as scheduled in the AVC Assessment and Reporting Cycle and documented using WEAVE online, an SLO management system. The college is exploring options to move to a new system to better meet SLO outcomes reporting needs. (Standard II.A.3)

The College offers pre-collegiate credit and non-credit courses in support of English, math, and ESL. Course sequence graphics are provided in the catalog to assist students in planning their coursework. Both credit and non-credit pre-collegiate courses are approved through the same curriculum approval process as college level courses. The college’s 2013 Educational Master Plan had a goal to “increase student success in Basic Skills and ESL courses” which resulted in the creation of a separate Academic Development Department to oversee and coordinate all basic skills courses and improvements to pre-collegiate course curriculum and teaching methodologies. (Standard II.A.4)

In addition to 73 associate degrees, the college offers 22 associate degrees for transfer as approved by the state Chancellor’s Office and one baccalaureate degree program. Courses and units are based on the Carnegie hour and consistent with common practice. Degrees are at least 60 units, and all length, breadth, depth, rigor, course sequencing, time to completion, synthesis of learning and critical thinking are evidenced in course outlines of record and approved by the Academic Policies and Procedures Committee. (Standard II.A.5, ER 12)

The College schedules courses at a variety of times, locations, and modalities so that most students can complete a program in a timeframe consistent with established expectations. The catalog provides a “Recommended Plan of Study” to show how a student can complete a degree within a two-year time period, as well as notes on selected programs which state “Substitutions, with prior permission, may be made for certain courses that may not be offered in the two-year period.” (Standard II.A.6, ER 9)

Antelope Valley College has several support services to work with its diverse students, including the Learning Center, a one-stop facility designed to provide easy access to multiple academic support services for students and faculty, and the Office for Students with Disabilities. The three-year 2016-2017 college-wide priorities include Education Master Plan Goal #4 to “Advance more students to college-level coursework.” The college provided evidence of gaps in course retention and completion rates when comparing students enrolled in face-to-face courses with those in online courses. However, the team did not find action plans to address these gaps, and recommends that such plans be developed and implemented. (Standard II.A.7)

The College's Respiratory Care and Nursing programs use nationally approved exams to provide feedback to students and faculty on student performance compared to industry standards and students in similar programs across the country. The results are reviewed by faculty to identify concepts where students struggle so that curriculum and teaching strategies improvements can be made. The team found other examples of the institution working to ensure the reduction in test bias. The English department has department-wide portfolios for two of its basic skills English composition courses, which are scored by two or more faculty using normed criteria to reduce bias and enhance reliability. (Standard II.A.8)

Antelope Valley College awards course credit, certificates, and degrees based on student attainment of course and program learning outcomes. Assessments are embedded in graded assignments and exams. Credit units are awarded consistent with college policy that reflect generally accepted norms or equivalencies in higher education. The college does not have any clock-to-credit hour course offerings. (Standard II.A.9, ER10)

The College's catalog and website provides clear information on transfer requirements to the California State University and University of California systems and other institutions. The college certifies learning outcomes for applicable transfer courses through the state Course Identification System. The catalog also provides detailed information on its acceptance of transfer credits from other institutions. Students may challenge selected courses through the college's approved credit by examination process. The college develops articulation agreements in accordance with Board Policy 4050 and Administrative Procedures 4050 and with support of its Articulation Officer. The college does not differentiate between online and face-to-face courses with regard to course articulation. (Standard II.A.10, ER10)

Antelope Valley College includes in all its programs student learning outcomes (SLOs) in communication competency, quantitative competency, analytic inquiry skills, ethical reasoning and the ability to engage in diverse perspectives, and other program-specific learning comes and updated Institutional Learning Outcomes (ILOs) following Board approval in September 2015. The college does not consistently require students to demonstrate information competency. The ILOs address four competencies: communication; creative, critical and analytical thinking; community/global consciousness; and career and specialized knowledge. The college's prior SLOs were assessed, but new ILOs have been recently adopted. The college's specific plans to implement assessment and evaluation of their ILOs are discussed in college's Quality Focus Essay. (Standard II.A.11)

College degree programs all require general education courses in the areas of natural sciences, social and behavioral sciences, humanities, language and rationality, and diversity studies. The Academic Policies and Procedures Committee relies on faculty expertise and existing regulation to determine appropriateness of each general education course. (Standard II.A.12, ER 12)

The College's catalog provides a description of all degree requirements, program learning outcomes, and course descriptions. Each degree program has a focused area of study with courses to address the focus. (Standard II.A.13)

Antelope Valley College students completing career technical education (CTE) degrees or certificates in registered nursing, vocational nursing, radiology, and respiratory care, take

national exams in their respective programs and the results show passing rates at or above the national averages. CTE advisory committees provide information related to professional standards, expected competencies, employment trends and other matters related to specific industry standards. The college is able to track some graduate employment results through the Statewide CTE Employment Outcomes Survey. (Standard II.A.14)

Programs at the College are discontinued through the process delineated in Administrative Procedure 4021. The decision to discontinue a program is data driven and requires final approval by the Board. Students who are currently in a program that has been identified for discontinuance have the opportunity to complete the program in a timely manner. The team found that no programs have been recently discontinued. (Standard II.A.15)

Antelope Valley College evaluates all instructional courses and programs through its program review process to ensure quality and currency. The college provided evidence of changes and improvements to instructional programs resulting from the outcomes of the review process. Evidence of regular and systematic evaluation of community education courses was provided. (Standard II.A.16)

Baccalaureate Degree

The Airframe Manufacturing Technology baccalaureate aligns with the mission and other long-standing programs at the College. Evidence reviewed indicates the program responds to demand in the region and students will be well-qualified for employment or transfer to other programs (Standard II.A.1, ERs 9, 11). All courses were approved through the curriculum process and have established course learning outcomes of appropriate breadth, depth, and rigor. Syllabi examples and campus policies indicate students are made aware of the course learning outcomes. The College has a learning outcomes reporting tool but the baccalaureate program is too new for data to have been evaluated in this review. (Standard II.A.3)

The baccalaureate program is organized with appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. In the baccalaureate program there are 45 units of upper division coursework required for the program. The academic credit awarded for upper division courses within baccalaureate programs is clearly distinguished from that of lower division courses. Major course syllabi were reviewed for stated syllabus content, course description and learning objectives (both program learning objectives and student learning objectives). The instructional level and curriculum of the upper division courses in the baccalaureate degree are comparable to those commonly accepted in higher education and reflect the higher levels of knowledge and intellectual inquiry expected at the baccalaureate level. (Standard II.A.5)

A review of the program sequence indicates that the 8 semester plan considers all program prerequisites. The Fall 2016 schedule of classes supports the 8 semester plan as described by the College. (Standard II.A.6). Airframe Manufacturing Technology baccalaureate coursework and standards were compared to those found in similar programs in the California State University programs (Standard II.A.9). The College has clearly established policies and practices to support transfer of credit. Transfer students meet the same general education requirements as CSU transfer students. The program is also aligned with two CSU Master's

Degree programs (Standard II.A.10, ER 10). Established SLOs and PLOs indicate the baccalaureate program outcomes are appropriate and comparable to the accepted norms for the higher level of education. A review of the course outlines indicates students will develop appropriate competencies at the Baccalaureate level. (Standard II.A.11)

The College includes 12 units of upper division GE courses for the baccalaureate program in Airframe Manufacturing, including Biology 304, English 315, Physical Science 302, and Psychology 301 (Standard II.A.12, Standard II.A.13). The Airframe Manufacturing Technology baccalaureate is designed to focus on major processes in aircraft manufacturing (Standard II.A.13). Graduates from the baccalaureate program are expected to have demonstrated technical and professional competencies that meet employment standards, based on the extensive involvement of community industry in the creation of the program and development of the coursework. Graduates will be eligible to take the Federal Aviation Administration exam. (Standard II.A.14)

Conclusion:

The college meets the Standards and related Eligibility Requirements.

Recommendation #2

In order to improve effectiveness, the team recommends the college review the identified gaps for student course retention and completion rates between face-to-face and online course sections and use the data to develop and implement strategies to improve online student achievement. (Standards I.B.5 & II.A.7)

Recommendation #3

In order to improve effectiveness, the team recommends the college create course SLO to Program SLO curriculum maps for all certificate and degree programs. Additionally, the team recommends that the College revise the Outcomes Handbook to include recent updates to the institutional procedures for regular assessment of program SLOs and updates to institutional policies such as inclusion of SLOs in course syllabi. (Standard II.A.3)

Recommendation #4

In order to improve effectiveness, the team recommends that the institution consistently includes information competency in all of its programs and student learning outcomes, appropriate to the program level. (Standard II.A.11)

Standard II.B: Library and Learning Support Services

General Observations:

Antelope Valley College's library and learning support services are centered at the Lancaster campus, with services and resources available at the Palmdale Center and online. The library, learning center and instructional multi-media center are located around the quad of the main campus, easily accessed by students. Over 60 instructional computer labs are maintained, ranging from open access labs for drop in use to course specific labs that require specialized software and technology (for example, SPSS and AutoCAD).

The library offers a variety of resources and services to all its students, in multiple locations and modalities. In addition to their material collections, there are one-time courses; tutorials; customized research courses; and library studies courses (LIB 101/197/110). The bulk of the library materials are based in its own building at the center of the Lancaster campus, a location that serves as a main gathering place for students. Library faculty and staff are sensitive to the students' needs as evidenced by the warm learning environment they have created that includes individual and group study spaces, as well as a designated student commons space recently created from former meeting room space. A library space is also available at the Palmdale Center and library materials and resources can be accessed remotely.

The learning center operates primarily as a peer tutoring service, but also offers other academic support activities including workshops; supplemental instruction; computer and printing; and learning assistance and reading courses. Its services are quite expansive, covering disciplines beyond Math, English and ESL basic skills courses, to include subject areas that demonstrate lower success rates and/or serve as gatekeepers to other curricular pathways. A student success center is housed within the learning center that offers students an opportunity to gather, participate in individual/group study and relax in a less formal setting compared to the rest of the learning center.

The Instructional Multimedia Center provides learning support assistance serving primarily as a repository for media, media conversion, media compliance and podcasts (lecture capture). The center maintains over 4,000 supplemental learning materials accessible by students and faculty.

Findings and Evidence:

Library

The library demonstrates a continuous process of identifying student learning needs in order to ensure an appropriate resource selection is available. Communication with instructional faculty regarding their assessment of SLOs along with the classroom experience drives the prioritization and selection of materials. Program-level and operational outcomes are also documented and reflected upon in program review, which further informs the selection of library resources. Feedback is also obtained from the variety of course formats the library offers to students, including tutorials, one-time courses, customized courses based on faculty

requests, online and face-to-face offerings. The information obtained from these multiple sources lead to faculty discussion and changes to their curricular offerings as evidenced by their most recent redesign of some of their library courses. (Standards II.B.1 & II.B.2)

The library administered student and faculty surveys to assess how its services are being used and whether they are effective. From these results, they determine what changes they might make as part of the continuous cycle of improvement. For example, library hours were extended based on student feedback. They also track the numbers of student users in their computer labs as well those who check out the library materials.

A concern about resource depth and breadth for the library has been an ongoing issue due to limited and reduced funding trends, which the library acknowledges has affected their ability to fully meet the learning needs of its students. According to the data provided, the library collection is smaller and less current than comparably sized peer institutions. To their credit, the library faculty and staff have worked to meet student needs even with limited resources. More recently, the library materials budget was significantly increased through one-time funding to bridge the identified gap (\$250,000 for print materials). Stable funding has been established for the library databases, which previously were supported with categorical sources. Continued and sustained college support of the library is needed and this commitment can be demonstrated through a clearer budget allocation process where the library needs are prioritized.

The library has a second location at the Palmdale Center, which is primarily a reference and reserves services room staffed by an adjunct faculty and a part-time staff member. Palmdale Center students have access to all services available on the Lancaster campus, including the library courses, tutorials, online and print materials. Books can be delivered to the Palmdale Center from Lancaster as well from various interlibrary loan programs to which the library subscribes.

Library materials are also accessible to students with physical and learning disabilities. There is dedicated equipment in the library (and right outside the library room at the Palmdale Center) and the library works with the Office of Student Disabilities, to ensure that appropriate services are provided to students with accessibility needs. Ongoing efforts ensure that materials are properly closed captioned, and the acquisition of new materials must be ADA compliant. Comparable library services are available to all students, regardless of whether they are enrolled in face-to-face or distance education courses. Even during periods of limited funding, the library prioritized the acquisition of e-books, electronic databases and interlibrary loan services. There is an “Ask a Librarian” service accessible through the library website and those off-site can also call the library directly for assistance.

Students, regardless of where they are physically located, can gain electronic access to library materials and learning support services. The primary database that the library subscribes to is EBSCO Discovery Service (EDS), which is accessible 24/7 and provides links to over 250,000 eBooks and over 38,000 periodicals. (Standard II.B.1)

For technology needs, the library considers the prioritization of educational equipment by examining the results from student and faculty surveys, and these results have consistently demonstrated a need for more (new) computers and a refresh of terminals to ensure hardware

and software currency. That said, investigations related to Standard III C indicate the College has invested heavily in IT infrastructure over the past three years. Usage data are also reviewed to assess whether services should be acquired or maintained. For other learning materials such as books and electronic resources, library faculty select the materials. Subject area faculty requests are welcomed and considered for purchase. The website explicitly invites recommendations and consultations regarding the acquisition of equipment and other learning materials. The library's Collection Development policy explicitly mentions faculty recommendations as a method of resource discovery and consideration. The library also has a robust interlibrary loan program so that additional resources can be obtained (Standard II.B.2)

As noted elsewhere, the library periodically surveys student and faculty to better understand needs. Although student and faculty opinions are generally very favorable, a desire for more computers and longer hours was noted. The library responded by expanding hours and opening up a computer classroom for open lab when no library instruction is taking place. For library courses, librarians noted students were not performing well in one of the outcomes. The library faculty responded by developing a formative assessment in the form of a quiz that was taken before the final assessment. The quiz is meant to help students understand those areas where they needed improvement before the final assessment. Program review serves as another method for the library to evaluate its services as it relates to student outcomes. The library's program review identifies goals and establishes objectives directed toward improving services. Achievement gaps in library courses are noted in the program review and are consistent with gaps identified across campus. The College is engaged in a variety of activities and programs through the Office of Student Equity to help close these achievement gaps. The library plans to use the recent CCSSE study to uncover more information for the library to consider as they work to more effectively serve students. (Standard II.B.3)

Aside from electronic resources, the library has no contracts for direct services to students with third-party vendors. (Standard II.B.4, ER 17)

Learning Center

The learning center assesses its services, documenting access of its offerings and conducting satisfaction surveys on an annual basis. Evidence is based on self-reported usage rates and narrative feedback about suggested changes from the student and faculty respondents. This approach allows for a systematic evaluation of their varied services in order to improve their operational outcomes.

The learning center is overseen by the Dean of Rhetoric and Literacy and staffed with full-time faculty learning specialists and classified tutorial specialists, as well as part-time faculty and student workers. Continuous efforts are made to ensure compliance for students with disabilities in terms of physically accessing learning center services (e.g. printer and pencil sharpener access by wheelchairs) as well as learning center information/materials (e.g. website).

All services that are available at the Lancaster campus are available at the Palmdale Center, although it was noted that staffing tutors is sometimes difficult. Faculty and staff assigned to the Palmdale Center are well-connected to the main campus, often traveling back and forth between locations. Reading and Learning Assistance courses are offered at both locations,

along with tutoring and workshop sessions. Several online services are available to assist with instructional learning, including Smarthinking, NetTutor, Learning Express Library and Reading Plus. These tools also track usage and in some cases can also track success rates among users and non-users.

The College Reading and Learning Association (CRLA) Standards used to train the learning center student tutors are also applied to the training of some EOPS and STAR tutors, promoting a Standardized process that ensures tutor rigor. Given the intense and ongoing training required to attain CRLA certification (minimum 10 hours) along with the continued demand for tutors, there may be a need to consider other forms of training, allowing the learning center to further expand its current services and continue to meet student needs.

Student learning and achievement for the baccalaureate degree program is supported by the college, as evidenced through documented conversations between the program faculty and library as well as the initial discussions occurring between the program and the learning center. As part of the Academic Policies & Procedures committee's process, the program engages in dialogue with the library, clarifying the process by which the necessary materials (books, databases) are identified, acquired and evaluated. Budgeting for these new program-related materials are funded out of the baccalaureate program funds, and annual reviews are planned to consider additional resources and improvements to the existing (and evolving) process.

The learning center provides online services in tutoring, test prep and skills prep, which can be accessed by all students, including those enrolled in distance education courses. Tutoring services are also offered at the Palmdale Center and ongoing efforts are being made to ensure that access to this service is maintained, despite the transportation challenges between the campus and center. The learning center has cited this issue in various college planning documents and continue to seek a solution through the institutional planning and budget prioritization process.

Much of the learning support services are offered in an online format, especially as it relates to tutoring and class notes (podcasts). Expansion of such resources continues, as demonstrated by the recent acquisition of Net Tutor. (Standard II.B.1)

The learning center discusses its equipment and material needs by examining their SLOs and operational outcomes, consulting with program faculty to identify their needs and the ensuring there is no duplication with what is already available on campus. Requests are voted on and listed in the program review. Both the library and learning center tracks access and usage rates of its equipment and materials, which helps ensure that the learning support resources are effectively serving students. (Standard II.B.2)

Existing efforts to better understand the learning needs of students are integrated and systematic in the learning center as evidenced by their assessment practices such as the metacognitive growth assessment in which outcomes are tracked over multiple student visits. Data from these assessments are collected and analyzed to determine if the increases detected in the post session ratings were significant, in other words, not occurring purely by chance alone. Staff and faculty clearly have systematic assessment practices but expressed a desire to work more closely with the Office of Institutional Effectiveness to assess methodology with a

goal toward growth. Additionally, the learning center faculty have identified achievement gaps in African American and male students, ongoing efforts are being made to improve services so that these populations are better served. These are campus-wide concerns and the Office of Student Equity has established a number of support programs to address these achievement gaps. The learning center also conducts regular surveys to collect faculty and student satisfaction and feedback about their services. These surveys also provide basic demographic data about the respondents, including gender and age. The learning center staff and faculty are aware of the value of conducting more in-depth analysis of the students who use the center's services, especially regarding disaggregation to identify where the key achievement gaps are and to engage in improvement planning using this evidence. (Standards II.B.3)

The Learning Center does not have any collaborative or contracted services with other institutions for instructional programs aside from Online tutoring which is provided by two separate, well-known, and reputable third-party vendors. Both vendors offer a wide variety of tutoring services including paper submission, live tutoring, and asynchronous Question and Answer services. These vendors have programs in place to train tutors and have quality control measures. College staff have enough oversight to ensure the vendors are providing quality services. (Standard II.B.4, ER 17)

Instructional Multimedia Center

The Instructional Multimedia Center, housed within the Information Technology Services unit, assesses its effectiveness by counting the frequency rate of materials being accessed, and has been working on ensuring accessibility on all its materials so that its resources can be used to support all student learners. (Standard II.B.1)

The instructional multimedia center's evaluation efforts are included as part of the institutional technology services unit and these surveys do not specifically highlight the center's services. Perhaps a few focused questions on this regularly administered survey would provide evidence that their services are meeting student needs and facilitating learning. Questions that support operational outcomes could focus on use and support functions, as well as documenting a needs assessment of the students and faculty served. (Standards II.B.2 & II.B.3)

Baccalaureate Degree

The baccalaureate program faculty address student needs regarding additional instructional support through multiple avenues. The College currently has library/research materials available through subscription databases that will offer support to the Airframe program. As, an example, a search in Academic Search Premier (the library's largest database) indicates more than 2500 articles on airframe manufacturing. Other searches of library resources indicate numerous other resources are available to support the program. Current Learning Center services appear adequate for basic academic support at the baccalaureate level. The College's online tutoring program should provide appropriate academic support to cover any gaps that emerge given that their vendor already supports baccalaureate granting institutions. Subject specific academic support is currently offered by faculty during office hours. Overtime, the College will need to assess the need for specialized instructional support for the

baccalaureate program. Evidence presented indicates budgeting for new program-related materials resources will be funded out of the baccalaureate program funds, and annual reviews are planned to consider additional resources and improvement. Evaluation of these processes will need to be assessed systematically to ensure that students' emerging and evolving needs will be met. (Standard II.B.1)

Conclusion:

The college meets the Standards and related Eligibility Requirements.

Recommendations:

None

Standard II.C Student Support Services

General Observations:

Antelope Valley College has an extensive offering of student support services. The college provides appropriate student services programs consistent with its student demographics and mission. The Student Services division works well with other campus areas to ensure students are appropriately prepared to begin classes and provide expansive support while enrolled. The College's Student Services division continues to remove barriers to enrollment and provide expansive support for enrolled students. The College conducts many student surveys and uses some of those results to continuously improve in meeting the goals of the departments and the division. There is also a robust program review and structured evaluation cycle that is currently in place. The College has an annual program review cycle and a comprehensive review that takes place every three years.

All Student Services areas have identified Student Learning Outcomes (SLO'S) or Operational Outcomes and used the results of those outcomes to assess and identify opportunities and challenges. The results of these program reviews often result in resources requests and facility needs. Many of the Student Services departments rely on student surveys to collect student feedback, such as student engagement, and these results have led to campus initiatives designed to increase adjunct faculty and student engagement activities. Student Services has developed, implemented and assessed SLO's or Operational Outcomes in an effort to improve their program and services. There is a genuine effort to make the SLO's and program review process meaningful and to use those outcomes in the existing planning procedures and evaluation structure.

Findings and Evidence:

Antelope Valley College is committed to meeting the needs of its service area and the team found a resolute determination to encourage access and equity within its diverse learner population. Evidence indicates that all essential services are available to students either in person or through online support functions. There is evidence that the College is meeting its mission: "to provide a quality comprehensive education to a diverse population of learners." The College employs technology to deliver quality student support services where suitable. Although delivery methods vary, the college has committed to providing student support regardless of location. (Standards II.C.1 & II.C.3, ER 15)

Support needs of students are determined through various means that include student surveys, analyzing departmental data and participating in self-reflective dialogue. Antelope Valley College evaluates student support services through their systematic and annual program review process. The college has a program review cycle that is connected to its mission and informed by data to make decisions to improve programs. Documentation suggests the process includes campus dialogue, and additional evidence demonstrates that the annual plans are created with input from all stakeholders. (Standard II.C.2)

The College offers several co-curricular programs through an active associated student organization, academic peer mentoring program, and an Inter Club Council that has over twenty active clubs. The student government is tremendously active and has implemented many student support initiatives such as the food pantry and other equity themed enterprises. The organizational structure of the associated student body mirrors that of the administrative structure. This allows for streamlined communication and has resulted in an effective avenue to address student concerns. The Athletic Department offers seventeen intercollegiate sports that match the requests of the students served. Incoming students are surveyed about their athletic interests and revenue requests are incorporated into the program review process. The Athletic Department has a dedicated counselor to provide eligibility information and academic guidance. The College is in good standing with the California Community College Athletic Association (CCCAA). All co-curricular and athletic programs are locally controlled, connect to the institutions' mission, and contribute to the social and cultural experience of enrolled students. (Standard II.C.4)

Services available to students include: career counseling, educational planning, navigating the college environment, transfer information and referrals to other support services that may benefit a student. The newly developed First Year Experience (FYE) program is designed to assist first generation college students. The FYE program offers a variety of additional support to welcome students to the College as well as guide them while enrolled. The Counseling Department relies on technology, and creative problem solving skills to maximize services available to students. Counseling and orientation services are available in person or online. An example of an innovative service is "Armada", which is a proactive cohort tracking system designed to connect with students early in the process so they can identify a major and develop an education plan. This proactive program, along with the restructuring of the registration dates, has benefitted the students while assisting decision making for the instructional deans regarding course scheduling. The College has leveraged many of the Student Support and Success Plan (SSSP) and Student Equity mandates to provide comprehensive and timely information to students to assist informed decision making. (Standard II.C.5)

Antelope Valley College is an open access institution to anyone who is either a high school student or who is over 18 years old. The College conveys that admission policy through board policy, catalog information and on application material. Once a student is admitted, the college provides guidance on course pathways for all degrees and certificates. Service for new students include orientation, course placement and selection, and financial aid advice. All students who wish to maintain priority enrollment must receive a comprehensive educational plan prior to earning 15 units. (Standard II.C.6, ER16)

The College uses placement instruments approved and validated by the California Community College Chancellor's Office. This assessment work group addresses validity and reliability as well as potential bias. Although the college now uses the ACT Compass instrument, it is planning to transition to Accuplacer during the 2016- 2017 academic year. Although the Chancellor's Office evaluates the placement instrument, the college ultimately uses multiple measures for course placement with test scores being one indicator of potential performance. The Assessment Center is accessible to students by appointment, which can be made online. (Standard II.C.7)

The District's Student Information System, Banner, maintains student academic and registration records for all prospective, current and previous students. Access to student databases are password protected and have varying levels of viewer access depending on job responsibility. The institution has multiple disaster recovery options by replicating the student information center at two separate locations. The student database is backed up on a weekly basis and procedures to recover and secure records is outlining both the Disaster Recovery Plan and Technology Master Plan. Antelope Valley College maintains paper records for educational plans and other counseling paperwork. This paperwork is retained in a locked and secure vault with limited access only to certain approved employees. In 2008 all paper copies of previous official transcripts were scanned and imported into an electronic database; they no longer house paper transcripts. The institution publishes and follows established policies for the release of student records. (Standard II.C.8)

Baccalaureate Degree

The site visit team confirmed that prerequisites and other program requirements are clearly stated in the college catalog and on the website. Students applying for the program are assisted by a dedicated counselor and application materials are evaluated by program faculty. The first term of classes (Fall 2016) indicates the College is following the planned sequence of courses. (Standard II.C.6, ER 16)

Conclusion:

The college meets the Standards and related Eligibility Requirements.

Recommendations:

None

Standard III Resources

Standard III.A: Human Resources

General Observations:

The institution is both planning for and experiencing growth, including the addition of a baccalaureate program. The college has identified an action plan for continued work on the tenure review process. The institution has a strong peer mentoring process to retain probationary faculty and establish a culture of success. Human resources planning is integrated with the college planning model which includes input from all campus constituencies. Human resources policies meet accreditation standards and are mostly well implemented. College employees meet appropriate qualifications. The College demonstrates a commitment to development of staff at all levels.

Findings and Evidence

The College has policies and procedures for the hiring of employees in all categories. The criteria, qualifications, and procedures are clearly stated as evidenced in the job announcements and administrative procedures have been adopted for the recruitment and selection process. The College has a sufficient number of qualified faculty, staff and administrators who possess the appropriate qualifications to perform their job duties in support of the College's education mission and goals. (Standard III.A.1)

The discipline/division faculty, the respective educational administrator, and the faculty EEO representative collaborate to draft the job announcement in consultation with the faculty union. Job announcements for full-time faculty positions, which serve as the job description, require the candidate demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic background of community college students. Evidence shows faculty duties include assessment of student and program learning outcomes; evaluation of educational programs; and college governance contributory to the attainment of the college's mission and strategic goals. (Standard III.A.2, ER 14)

The college has a rigorous hiring process to ensure that administrators and other employees responsible for educational programs possess the necessary qualifications to sustain institutional effectiveness and academic quality. While many administrators have been in their roles less than four years, all possess appropriate educational qualifications and level of experience for their jobs. (Standard III.A.3)

The college website and posted job announcements clearly state that required degrees must be from institutions accredited by recognized U.S. accrediting agencies or that equivalence to such degrees has been established. The college publishes a list of credentials evaluation services. (Standard III.A.4)

All personnel are evaluated based on written criteria either negotiated with respective bargaining units or in accordance with Board adopted Administrative Procedures. Evaluations are used to assess individual effectiveness and encourage improvement. The evaluation

instruments reflect a strong commitment to establishing appropriate professional goals and objectives at all levels. Faculty evaluations are completed in a timely manner under the current process. The college noted that the faculty tenure evaluation system is being streamlined while maintaining the rigor and mentor-oriented focus. Recommendations for changes will be presented to Academic Senate in Fall 2016. Classified and administrator evaluations are up to date. (Standard III.A.5)

The college has a faculty evaluation process which includes consideration of how the faculty member uses the results of assessment of learning outcomes to improve teaching and learning. This is currently part of the self-evaluation process as documented in a memorandum of understanding and applies to both full-time and part-time faculty. The assessment of learning outcomes to improve teaching and learning may evolve as the tenure track evaluation process is revised. It is unclear what impact these revisions may have on the part-time faculty. For academic administrators, an evaluation component was implemented in Fall 2015 to address how results of the assessment of student learning outcomes are used to support professional development. Recently hired academic administrators (July 2016) have not been evaluated yet. (Standard III.A.6)

The college implemented a new position prioritization process. Requests for new positions are evaluated using a rubric based on the critical need and effectiveness in supporting the mission, goals, and Educational Master Plan of the college. The college has purposefully increased its employee base number over previous years to meet the needs of students and staff as outlined in detailed staffing plans. While the college relies on approximately 70% part-time faculty, the college exceeds its Full Time Faculty Obligation by 23.94 with 177 full time faculty. The college employs sufficient full-time faculty. The college recently transitioned to a faculty-elected division-chair structure. Faculty leaders and administrators report that this has increased dialogue and faculty engagement. There is a sufficient number of staff and administrators to support the educational mission. (Standard III.A.7, ER 14)

The policies, practices, and collective bargaining agreements provide for the integration of part-time faculty into the life of the college. The College provides a strong orientation program for part-time faculty, including a comprehensive list of “who to call” for the myriad of issues presented. The department chair model has allowed more direct contact between the department and part-time faculty. As a result of these practice, faculty leaders and administrators report increased engagement and collaboration. (Standard III.A.8)

Hiring qualified staff was identified as one of the top priorities for the college. A revision to the hiring procedure based on college-wide planning for hiring of all employee categories has been completed. This allows the college to employ sufficient number of staff to support the educational mission. There were 58 new hires in the past two years, which has invigorated the college with new ideas and innovation based on the breadth of qualifications and experience of the new employees. (Standard III.A.9, ER 8)

In July 2014 the college completed a campus-wide reorganization which reduced the number of administrators, while expanding the President’s executive cabinet. The goal was to broaden dialogue and involvement in the decision making process across the college. While several administrators are new, there has been overall stability for the past 3 years. Based on the high

level of engagement there is a sufficient number of administrators to provide effective leadership. (Standard III.A.10, ER 8)

The College has adopted personnel policies, rules, and procedures which provide a clear set of guidelines for the fair and impartial treatment of all employees. The Board has adopted 25 policies and 37 Administrative Procedures for Human Resources. In Fall 2014, the college began a regular cycle of evaluating and revising Board policies and procedures. The Title IX policy (BP 3435) is in final draft for adoption which will help ensure fair and consistent treatment of the college community. Interviews with various constituents indicated some question as to the effectiveness of training to ensure that written personnel policies and procedures are followed by hiring committees and that all hiring practices are followed in a fair and equitable manner. (Standard III.A.11)

The College maintains programs, practices, and services that support a diverse population including professional development for both faculty and classified staff, and adhering to non-discrimination and equal opportunity policies and procedures. The College assesses its record in employment equity through analysis of data. The college acknowledged the need to strengthen efforts in longitudinal analysis after a database system crash last year. (Standard III.A.12)

Through Administrative Procedure 3050 - Institutional Code of Ethics, the college reaffirms the commitment to ethical conduct. In addition, a code of ethics is also specified in the Faculty Handbook. The Office of Human Resources and Employee Relations is in charge of responding to any ethical violations by following investigative procedures and provisions for progressive disciplinary action specified in the collective bargaining agreements. (Standard III.A.13)

The college plans for and provides all personnel with appropriate opportunities for continued professional development consistent with the college mission. A Staff Development Committee has been reestablished with funding to support classified employees. The Faculty Development Handbook outlines an array of activities. The week long new faculty orientation establishes a culture of mentoring that is commendable.

The institution systematically evaluates professional development programs through surveys makes changes based on the feedback. A significant change was the reduction of Faculty Professional Hours for full-time faculty from 60 per academic year to 48 hours. However, the 12 hours have been reallocated to the assessment of learning outcomes and program review, which support teaching and learning. There is an accountability process in place documented in a memorandum of understanding. (Standard III.A.14)

Confidential personnel files are physically secured and access is only given to authorized employees. As outlined in the respective collective bargaining agreements employees have access to their own personnel records. (Standard III.A.15)

Baccalaureate Degree

The institution provided evidence of the qualifications of the two faculty that are teaching the upper division level courses and both faculty meet the criteria of holding a Master's degree in an appropriate discipline or a baccalaureate in a related discipline and a Master's degree. The

faculty also possess more than 6 years of demonstrated industry work experience as well as Federal Aviation Administration certificates. Local industry is committed to provide support to the program, sharing human resources for example to coach students through practicum. The college is able to employ part-time faculty from the local industry. The number of faculty currently employed in Airframe Manufacturing is sufficient to meet the needs of the program. (Standards III.A.1, III.A.2 & III.A.7, ER 14)

Conclusion:

The college meets the Standards and related Eligibility Requirements.

Recommendation #5

In order to improve effectiveness, the team recommends that the college provide more thorough training to ensure that written personnel policies and procedures are followed by hiring committees to ensure hiring practices are followed in a fair and equitable manner. (Standards III.A.11 & III.A.12)

Standard III.B: Physical Resources

General Observations:

Antelope Valley College has a main campus in Lancaster, the Palmdale Center in Palmdale, facilities at General Wm J Fox Airfield, and classroom space at surrounding high schools. The SOAR charter high school and California State University Bakersfield education center are located on the College's main campus which provides unique educational opportunities for the Lancaster and Palmdale communities.

Through a Capital Construction Bond (Measure R that passed in 2004) and state matching funds, the College was able to utilize \$189.7 million to construct and modernize its facilities. With these funds, the college was able to improve infrastructure, safety and accessibility issues, and parking and circulation issues. The College also built a new Health and Sciences Building, a West Campus Expansion and a Performing Arts Theater along with moving the Auto Body facility, Environmental Horticulture Sciences facilities and the Maintenance and Operations facilities.

The College utilizes various processes to plan and evaluate its facilities conditions and the needs of the district. These plans include the Facilities Master Plan, the Educational Master Plan and the Program Review planning cycle.

The College uses several mechanisms to assure the safety and security of the College's learning and working environments. The Safety Committee along with quarterly inspections by Keenen and Associates (insurance provider) provide input to the Maintenance and Operations Department on improvements to increase safety at the college. The main focus for the department is slips, trips and falls. They also use satisfaction surveys to improve service and satisfaction to both the students and staff.

The Palmdale Center is located in an office building which provides approximately 18,000 square feet of space. A substantive change report was filed in 2015 to move the center to a new location. A lease on the potential new location has been approved and the College is set to begin construction in October 2016 with a planned opening in July 2017.

Findings and Evidence:

The College assesses its facilities through a series of reports. The Safety Committee provides feedback related to safety, health and access issues. Recent changes include improvements to the traffic patterns increasing pedestrian safety. Parking lots and roadways were improved to address slips, trips and falls, which is the largest risk to students and staff. In response to the real safety concerns faced by public agencies, including colleges, training took place emphasizing emergency training, evacuation drills and active shooters. The college provides both classroom and online training at all locations to ensure information is widely distributed. Electronic locks were installed on all outside doors which can be triggered by the Los Angeles Sheriff's Department, who are housed at the College campus 24 hours per day and at the Palmdale Center during all hours of operations, when needed. Their training proved to be

successful in an incident which took place in December 2015 and another during an incident during the team's visit. (Standard III.B.1)

The College utilizes various planning tools in assessing its needs when planning a building or improvements. The baccalaureate program provided a new opportunity along with the growth in the Palmdale area to evaluate its planning processes for facilities. These changes resulted in the College soliciting a new Facilities Master Plan to be created to understand the growth and needs in those areas. Stakeholder meetings, forums, surveys and interviews were held when preparing the draft of the Facilities Master Plan. In addition, the College updates its Five-Year Construction Plan and Scheduled Maintenance and Special Repairs five-year plan annually. A project list was developed through the draft Facilities Master Plan update (FMP) and became the basis of the local bond measure that is being placed before the voters in November 2016. (Standard III.B.2)

The Maintenance and Operations Department adopted the Association of Physical Plant Administrators (APPA) cleaning standards to better evaluate the custodial needs of the campus. This allows them to evaluate the services provided and the time and staffing needs of the College. (Standard III.B.2)

The College completes the Five-Year Capital Outlay Plan and the Five-Year Scheduled Maintenance and Special Repair Plan as well as the Space Inventory on an annual basis. The Facilities Master Plan was created in conjunction with a new Educational Master Plan which is projecting growth at both the Lancaster Campus and the Palmdale Center while taking into consideration traffic patterns, pedestrian circulation, community engagement, and sustainability. The flow of building improvements, reconstruction and new construction changes and improves the experience for the students by making the physical center of the 135 acres the central hub of the campus. (Standard III.B.3)

The College utilizes various plans as the basis of its long-range facilities planning. The College has a refresh plan for its equipment and has an extensive Total Cost of Ownership rubric that assists them in evaluating future costs. The team found evidence of this especially through the planned endowment of \$35 million from the bond measure for future maintenance costs. This is 10% of the proposed bond and takes into consideration the total cost of ownership for the newly planned improvements and buildings. The College is forward thinking in its planning for future costs. (Standard III.B.4)

Baccalaureate Degree

The College has existing classrooms and labs that are dedicated to the program. These include a composites lab, structures lab, welding shop, engineering lab, and a computer aided design (CAD) lab. These resources have been deemed currently sufficient by the faculty that are teaching the new baccalaureate classes. The College acknowledges the need to further develop these facilities as the program matures. (Standard III.B.3)

Conclusion:

The college meets the Standards and related Eligibility Requirements.

Recommendations:

None

Standard III.C Technology Resources

General Observations:

Antelope Valley College provides appropriate and adequate technology resources to support the instructional and operational elements of the institution. A broad representation of multiple groups is involved in identifying and assessing technology needs. Reorganization in 2014 combined Information Technology Services (ITS) and the Instructional Multimedia Center oversight with the Executive Director of Technology – tying instructional technology with information technology. The current Executive Director has a professional background in instructional technology and academics which enables collaboration on the role of information technology to support student learning. The Executive Director reports directly to the President.

Departmental strategic direction comes from the Information Technology Committee (ITC), documented through the 2014-2017 Technology Master Plan (TMP). The TMP constitutes a collaborative endeavor between ITC and ITS whereupon technology goals are aligned to the institution's Educational Master Plan. Initiatives originated from multiple sources including existing committees and councils, and the Educational Master Plan. The Information Technology Committee is currently revising the TMP to address expected needs and set strategic priority through 2020. Information Technology Services participated in comprehensive Program Review in 2011-12 and again in 2014-15 and completes annual reports.

The department relies primarily on surveys to accomplish gap analysis and measure effectiveness, and acts strategically to address identified needs. To address recognized issues the college has added or revised a number of technology products and processes including departmental reorganization, Banner Suite implementation, Help Desk improvements, instructional technology considerations, and technical training. College-wide wireless access has recently been realized and the institution contracts with San Joaquin Delta College as a tertiary data repository to help address disaster recovery and data redundancy.

Information Technology Services has been strategically involved in technology implementation plans for the new Palmdale facility. Additionally, the college leverages a full-time Technical Trainer to address one-on-one and workshop trainings for faculty and staff. Offerings are strategically determined through review of the annual technology survey, expressed needs by various departments, and necessary updated training resulting from changes in products, processes, or policy. Instructional and support staff speak positively of department personnel and its strategic direction.

Findings and Evidence

The College provides appropriate and adequate technology resources to support the management and operational elements of the institution. Technology services, professional support, facilities, hardware, and software sufficiently accommodate academic programs, teaching and learning, and all support services. Program Review documentation indicates additional Information Technology support staff, software, and hardware resources have been

requested through the Program Review process and are included in the department's Technology Management Plan. Technology needs are identified through the annual Technology Survey, committee and department requests, the Educational Master Plan, and the strategic planning process.

Meeting minutes confirm technology service and product decisions are made in collaboration between Information Technology Services and the Information Technology Committee with rationale supporting the district's goals as stated in the Educational Master Plan. Actual expenditures are vetted and approved through the institutional planning and budgeting process. The college addresses reliability, disaster recovery, privacy, and security through real-time, redundant backups, appropriate use policies, and login policies. According to key personnel the Airframe Manufacturing Technology baccalaureate degree at Antelope Valley College does not constitute additional workload or technology concerns.

Effectiveness is evaluated using helpdesk ticket metrics, and network and server analytics, while the annual Technology Survey includes efficacy measurements. Helpdesk reports and survey results document continuous improvement. Robust, secure, and effective Distance Education is ensured through redundant installations of the Learning Management Systems. The college is transitioning Learning Management Systems from Blackboard to Canvas. With no direct cost to the college for Canvas, resource sustainability is enhanced. The College's internet connection is constantly analyzed for appropriate capacity and the institution has plans to add a second external internet connection. The institution verifies student identity in online courses by assigning and validating secure logins and passcodes. (Standard III.C.1)

The institution plans for updated and replacement technology to ensure adequate infrastructure, quality and capacity. The college is in the developmental stages of its second Technology Management Plan (TMP) which documents the strategic direction of Information Technology Services. Current TMP and Information Technology Committee meeting documentation relates rational planning to address current and future technology needs through the use of data collected from surveys, committees, departments, and the Educational Master Plan. Staffing, hardware and software requests are made, vetted and prioritized relative to other institutional requests through the Program Review process, Strategic Planning committee, and the Budget Committee. Program Review requests and Technology Management Plan initiatives are aligned to the goals of the Educational Master Plan.

The Distance Education and Technology Committee advises Information Technology Services on technology needs specific to online learning. Technology considerations for Distance Education are addressed through the same vetting, prioritization, and approval process as other resource requests. As confirmed in interviews, institutional technology is consistently and proactively monitored using site analytics, and network and server management software to immediately notify and address failures and anticipate developing issues. These tools help ensure a robust, secure, reliable infrastructure. (Standard III.C.2)

Antelope Valley College assures technology resources at all locations are implemented and maintained to assure reliable access, safety, and security. The college addresses security and data-integrity through Board Policy 3720 – Computer Use, Administrative Policy 3720 – Computer, Network, Acceptable Use, Administrative Policy 3721- Network Remote Access,

and Administrative Policy 3722 – Acceptable Use. The annual Technology Survey helps identify accessibility or reliability deficiencies and inform continuous improvement. The campus-wide wireless initiative represents one example of solving unreliable and insufficient mobile network access. Recent, substantive improvements in helpdesk metrics document improvement in addressing technology reliability.

Management, maintenance, and operation of infrastructure and equipment is addressed through the Technology Master Plan and departmental Program Review. Staffing and equipment needs are identified, prioritized, and requested through the Information Technology Committee using data from institutional strategic planning, the Educational Master Plan, operational and academic Program Review, the annual Technology Survey, and various committee or departmental requests. Formal requests are submitted in Program Review and subsequently evaluated through the institution's planning process which includes the Strategic Steering Committee and the Budget Committee. Disaster recovery and business resumption is addressed through secondary and tertiary data repositories with appropriate replication schedules as noted in the report. The realization and implementation of a complete Disaster Recovery Plan is included as an ongoing initiative in the Technology Management Plan. (Standard III.C.3)

The College provides appropriate instruction and support for faculty, staff, students, and administrators. The annual technology survey provides perspective on faculty and staff training needs and informs training offerings. The College has a technical trainer who delivers one-on-one and workshop based trainings for faculty and staff as identified through the survey or through departmental requests. Technical Training Reports indicate robust offerings while the results of the 2015 Technology Survey demonstrate the department is strategically working to meet ongoing training needs. The college also utilizes Lynda.com to provide self-paced, online professional development. Evidence indicates more than 150 users have accessed over 500 courses.

Effectiveness of faculty and staff training is measured through the annual Technology Survey and through helpdesk ticket resolutions. Student training is accomplished through courses offered at the college and are assessed through the Learning Outcomes Assessment process. Additionally, students have direct access to Helpdesk support for on-demand technology issues. The Distance Education and Technology Committee provides direction and feedback for training opportunities directly supporting distance education. Training for instructors wishing to teach online courses is strategic and specific to online pedagogical standards to ensure appropriate and effective instruction in the online modality. (Standard III.C.4)

The college has policies and procedures in place guiding appropriate technology use in the teaching and learning process. Board Policy 3720 – Computer Use, Administrative Policy 3720 – Computer, Network, Acceptable Use, Administrative Policy 3721- Network Remote Access, and Administrative Policy 3722 – Acceptable Use set institutional policy and procedures for appropriate use of technology. Committee minutes and agendas indicate these documents are developed, monitored and modified by the Information Technology Committee, disseminated through the college's shared governance process, and ultimately approved by the Board of Trustees. Minutes and agendas confirm institutional decisions about use of technology resources beyond policy is enhanced through collaboration between

Information Technology Services and the Information Technology Committee in the development of the department's Technology Master Plan in which initiatives are linked to Educational Master Plan goals. Robust, secure, and effective Distance Education is further enhanced by additional guidance such as the Regular, Effective Contact Policy for Online Instruction; Guidelines for Designing an Online Course; and Web Accessibility Design Guidelines. The college is currently transitioning its Learning Management System from Blackboard to Canvas to leverage the California Online Education Initiative. As the direct cost of Canvas is absorbed by the Chancellor's Office, this transition addresses fiscal sustainability and overall reliability for both online courses and technology-enhanced classroom courses. (Standard III.C.5)

Baccalaureate Degree

There are no significant new demands on technology resources as a result of the baccalaureate program. As the program matures, needs will be identified through the program review process. (Standard III.C.1)

Conclusion:

The college meets the Standards and related Eligibility Requirements.

Recommendations:

None

Standard III.D Fiscal Resources

General Observations:

The College has demonstrated a commitment to planning by relying on their planning documents in their resource allocation models. The Antelope Valley College Foundation has a strategic plan which aligns allocation requests with the college's strategic plan, educational master plan and other planning documents. The College assesses its processes to become more efficient and provide clarity to its processes.

The College has demonstrated fiscal responsibility and stability as evidenced by its financial condition and its understanding of planning for total cost of ownership. The College demonstrated its fiscal integrity by recently undergoing additional scrutiny when it became fiscally independent from Los Angeles County Office of Education. This separation required additional examination of its internal controls and understanding of applicable laws and regulations. The College moves forward with its planning while having a backup plan to ensure its fiscal credibility. They have not experienced any significant findings in the past six years further demonstrating its integrity.

The College has both short and long range plans. They reasonably anticipate the future by analyzing multiple scenarios to determine the best plan to move forward while understanding the need for backup plans. The College has planned for its OPEB liability by establishing a Retirement Board of Authority and disbursing funds into an irrevocable trust. The College annually reviews its long term debt and plans for its reduction. In recent years a change in the cohort definitions caused the default rate to exceed the allowable limit. Actions were taken to bring it into compliance once again within a couple years. The College's contractual agreements are monitored for compliance with Federal and State laws and regulations while protecting its risk of liability.

Findings and Evidence:

Planning

The College has demonstrated sufficient revenues to sustain their educational programs and support prioritized educational programs. Their resource allocation process clearly links their strategic plan, Educational Master Plan and learning outcomes. The Budget Allocation Rubric scores resource requests according to the demonstrated support to the appropriate section of the rubric. Strategic goals identified by the Strategic Planning Committee are weighted on the rubric to help achieve those specific goals. This helps the College move toward accomplishing goals in a more efficient manner. (Standard III.D.1, ER 18)

The planning process is widely disseminated through board, public and divisional meetings. The allocation process will divide requests into four categories, operational, position, technology and physical resources. Each of these categories have prioritization processes related to their institutional planning documents. These prioritized lists are then forwarded to the executive council for review before being funded. Allocations are then evaluated for effectiveness on the annual updates submitted through to the program review committee. The

district stresses and understands the concept of total cost of ownership in their handling of grants and facility improvements. Budget documents indicate the Districts sets funds aside to account for some grant funded programs should personnel need to be absorbed into the budget. The bond measure includes provisions for an endowment to be established for future facility or technology improvements. This was demonstrated at the April 2016 board meeting in their financial presentation related to the bond. The dedication to planning ensures the stability of the campus into the future. The College maintains a three-year projected budget. (Standard III.D.1, ER 18)

The College's resource allocation model ensures that the requests are linked to their Educational Master Plan, Facilities Master Plan, Technology Master Plan, Strategic Plan and Outcomes. Goals that are highest priority for the year are determined prior to the budgeting cycle by the Strategic Planning Committee and communicated to the Budget Committee weights the points of those goals to help ensure progress to achievement of the specified goals. Policies and procedures are reviewed by the College Coordinating Council. This procedure helps to ensure transparency. The budgeting information is shared on the Business Services web page and at multiple meetings. The instructions are clear and easy to understand. The District CBO provides multiple training and information updates throughout the year for board members and constituent groups. (Standard III.D.2)

The Board of Trustees requires a minimum reserve of 8% (BP 6200). The district has a current reserve of 16.8%. This reserve includes set aside amount for grants and categorical programs to allow adequate time to make personnel and program decisions. (Standard III.D.2)

The resource allocation process is clearly defined and shared on the Business Services and Budget Committee website. There are multiple meetings that provide information and updates to the budget and financial status of the District. The Strategic Planning and Budget Committee separated two years ago to further promote the distinction between planning and budgeting. It was noted in multiple meetings that the separation, which has gone through two cycles, works better and they have seen progress to accomplishing their goals. (Standard III.D.3)

Fiscal Responsibility and Stability

Available funds included in the annual budget demonstrate ongoing and anticipated commitments that are accurate and include realistic expenditure requirements as evidenced in the 2016-17 Budget. The College also provides evidence of a realistic assessment of revenues and expenditures for long-range planning. Future costs for facilities, technology, and equipment refresh are considered and included in their budgeting allocations. The College has made progress to fully fund their OPEB liability and instituted a Retirement Authority Board to continue making progress on their OPEB Comprehensive and Substantive Plan. The College demonstrated set asides in their budget reports for the discontinuation of grants or programs to allow adequate time to evaluate the need of personnel. (Standard III.D.4)

The College's internal control structure has appropriate control mechanisms and widely disseminates dependable information for sound financial decision making to assure the

financial integrity of the College and responsible use of its financial resources. Quarterly and annual financial reports and statements are provided to the Governing Board. External audits are completed every year to provide feedback on its processes. Audit findings are communicated to the Governing Board and other appropriate institutional leadership and constituents. Previous audits did not have any comments about the College's financial management, nor were there financial statement findings for federal awards. Additionally, the budget is an accurate reflection of institutional spending (2014-15 311 report and 2016-17 budget to actuals). The College has appropriate control mechanisms as evidenced by external audits, including the additional audit required to become fiscally independent which stresses a higher level of internal control. (Standard III.D.5)

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services. External audits are completed every year. Previous audits received an unqualified opinion from the auditors for the College's financial statements. The final audit report is reviewed and accepted by the Governing Board. The College's 2014-15 adopted budget versus actual expenditures was with an expected range of variance. (Standard III.D.6)

The College's responses to external audit findings have been comprehensive and communicated appropriately and/or shared with the College and that the information was sufficient in content and timing to support planning and management. Final audit reports are presented and accepted by the Governing Board. (Standard III.D.7)

The College's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. External audits are completed every year with no findings on the integrity of financial management practices. Special funds have been audited by outside funding agencies with no findings or irregularities. The district recently became fiscally independent and as a result of the process a secondary audit was required that confirmed the effectiveness of their internal and financial controls. (Standard III.D.8)

The College has sufficient cash flow and reserves. On the 2016 ACCJC Annual Fiscal Report, the College reported that it has prepared cash flow projections for FY 2012-13, FY 2013-14, and FY 2014-15. The College utilized a tax revenue anticipation note for cash flow purposes in FY 2012-13. Reserves have been maintained above 5% since at least 2010. Insurance coverage provides evidence that the College has appropriate risk management for the College. Settled claims have not exceeded the commercial coverage in any of the past three years and there has not been significant reduction in coverage from 2013 (Standard III.D.9).

The College 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. BP 6300 establishes adequate internal controls. BP 6320 establishes requirements for investments. External audits are completed every year. Since 2009, the College has received unmodified/ unqualified opinions from the auditors regarding the College's financial statements. Foundation financial statements "present fairly, in all material respects, the financial position of AVC Foundation" for 2013

and 2014. Final College audit reports are reviewed and accepted by the Governing Board. The Foundation assesses its use of financial resources and the results of the assessments are used for improvement as evidenced by Foundation Strategic Plan and faculty grants which are linked to the College's Strategic Plan, Education Master Plan and outcomes. All grant requests are required to go through administration. (Standard III.D.10)

Liabilities

The College provided sufficient evidence that 1) the level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency; 2) when making short-range financial plans, the College considers its long-range financial priorities to assure financial stability; 3) it clearly identifies, plans, and allocates resources for payment of liabilities and future obligations. (Standard III.D.11)

The College provided evidence of long-term fiscal planning with the three-year budgets, set-aside funds for grant and program closure, plans for the facility and technological endowment, Five-Year Construction Plan and the OPEB Comprehensive and Substantive Plan. These plans demonstrate their reliance on planning and understanding the cost associated with decisions made. The district recently entered a long-term lease for new Palmdale Center facilities. They presented plans for the additional costs that are associated with the passage of the bond, but also have back up plans in case the bond is not passed by the voters. (Standard III.D.12)

The College annually assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the College. As of June 30, 2015, the College's debt level was \$223,165,147. The planned bond measure will reduce the debt related to the COPs. The current debt amount does not have adverse impact on the College's current fiscal obligations. (Standard III.D.13)

All financial resources including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. As evidenced in the Measure R Citizen's Bond Oversight Committee Final Report for June 30, 2015, no bond funds were used for any teacher or administrative salaries or other school operating expenses. As evidenced in the 2015 Audit, debt is assessed annually, resources were allocated appropriately and there were no adjustments made to the Annual Financial and Budget Report, and the College complied, in all material respects, with the types of compliance requirements that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2015. (Standard III.D.14)

The College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements. The College exceeded the acceptable default rate according to the Federal Guidelines in 2011-12 due to a change in cohort definition. The College created a Default Management and Prevention Plan with Action Plans that are updated annually to track their progress reducing the default rates. The Plan implemented workshops and exit counseling. In 2014, the College contracted with a third-party vendor to assist the district further with reducing the rate. The default rate has been dropping since the

peak in 2011-12 and the district is now in compliance with a rate of 26.1% which is below the 30% compliance rate. (Standard III.D.15)

Contractual Agreements

Contractual agreements with external entities are consistent with mission and goals of College, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the College and quality of its programs, services, and operations. BP 6100 governs approval and ratification of contracts. Contracts have appropriate controls, contracts can be terminated for cause, and contracts are managed to ensure federal guidelines are met as evidenced by various external audits and sampling of contracts. (Standard III.D.16)

Baccalaureate Degree

The College presented a separate five-year budget plan for their baccalaureate program which plans for adequate staffing along with the supplies and materials needed for the program. The Foundation acquired a fuselage for the program which supports Educational Master Plan and Strategic Plan. All programs including the DE program are included in the resource allocation process. (Standard III.D.1)

Conclusion:

The college meets the Standards and related Eligibility Requirements.

Recommendations:

None

Standard IV Leadership and Governance

Standard IV.A: Decision-Making Roles and Processes

General Observations:

Antelope Valley College receives feedback from all constituent groups via shared governance committees. The College supports a number of committees including the Strategic Planning Committee, Budget Committee, Academic Policies and Procedures Committee, Outcomes Committee, Program Review Committee, Student Success Committee, as well as constituent groups, senates, and an array of other committees targeting different functional areas of the college. The committees are active and were developed to provide all campus constituents the opportunity to regularly provide feedback on colleges' related issues. Evidence found in committee minutes and agendas illustrate a healthy dialogue among constituent groups around the institution as well ample opportunities to voice opinions.

Based on formal and informal conversation with members of the campus community, it is evident that constituents are engaged in institutional discussions with the campus leadership. The formal committees and, especially, the informal forums are an indication that the campus leadership is fostering a culture of collective feedback and collaboration.

Findings and Evidence:

The College supports all constituents' participation in the decision-making processes to foster innovation and collaboration. Formal, shared committee meetings occur regularly and documentation of the discussions and decisions taken during these meetings can be found on the college website. In addition to the formal committees on campus, the Superintendent/President provides constituents with the opportunity to offer informal feedback at different levels. The Superintendent/President holds regular town hall meetings and "coffee chats with the President." During these forums, the President encourages faculty, staff, and administrators to examine their environment and identify new and more efficient practices across the campus, including forms, processes, organizational structures, and campus operations. The feedback received in these formal and informal sessions has led to innovative institution initiatives, as illustrated in the development of the baccalaureate degree in airframe manufacturing. The creation of this program not only required collaboration between internal constituents, but also support from the local community and business partners. Another example of active participation from constituent groups is the separation of the Strategic Planning and Budget subcommittees. This separation was accomplished through constituent input with the goal of improving and streamlining processes. (Standard IV.A.1)

The College has Board policies and administrative procedures in place to ensure that active participation from constituents can take place. BP 2510 and AP 2510 frame the overall formal governance structure at the College, outlining rights and responsibilities for each constituent group and committee. AP 2510 clearly delineates the differentiation of roles between the Board and the Superintendent/President. Additionally, BP 2510 and AP 2510 also describe the authority of the Mutual Agreement Council and the Coordinating College Council (CCC): two participatory governance councils that allow not only administrative

input into decision making, but also, in the case of the CCC, includes the voices of faculty, classified staff, confidential management employees, and students. (Standard IV.A.2)

The shared governance process is well delineated by the AP 2510. The processes outlined in the aforementioned AP clearly specify the participation pathways of different constituent groups at the institution. Participatory governance is led by the College Coordinating Council. The College Coordinating Council provides equal voice to all constituent groups, based on its composition. Other relevant groups on campus include the Academic Senate, which appoints faculty representation to other committees on campus. There are many other participatory governance committees on campus, which include the Strategic Planning Committee, Budget Council, Outcomes Committee, Program Review Committee, Academic Policy and Procedures Committee, and Equity Committee, among others. All committees are fully staffed according to available records and the minutes and agendas can be found online. (Standard IV.A3)

The Academic Policies and Procedures Committee tasked faculty and administrators with the responsibility of recommending curriculum and student learning programs. The Academic Senate is primarily responsible for managing the curriculum process through the Academic Policies and Procedures Committee. The Academic Policy and Procedures task force primary responsibility is to review and approve new and existing courses and program, as well as to recommend curriculum policy and procedure. The Academic Policies and Procedures Committee works in tandem with the Program Review Committee in order to ensure the quality and relevance of all academic program offer at the College. (Standard IV.A.4)

The College has developed numerous opportunities for participation in the collegial governance process and through informal channels. BP 3250 ensures that the District has implemented a broad based, comprehensive, systematic, integrated system of planning that involves appropriate segments of the college community. This policy outlines the role of planning committees such as the Strategic Planning Committee, the Budget Committee, and the Facilities Master Plan Committee, among others. This process utilizes the expertise of different constituent groups across the college community. Broad-based communication is supported by the availability of meeting agendas and minutes for each one of the shared governance organizations. Furthermore, interviews with different members of the campus community support the content of the minutes. There is a general feeling on campus that information is shared and ample opportunity for participation is afforded. BP 4020 and AP 4020 address the guidelines for program and curriculum development, offering guidelines that enable the CEO to relay on the recommendations of the Academic Senate while dealing with curriculum issues. (Standard IV.A.5)

Information resulting from discussions at various governance committees is distributed via public websites. These websites contain agendas and minutes from each of the shared governance committees. The College has developed BPs and APs to ensure that communication and distribution of the decision-making process is communicated widely to all campus constituents. For all Committee, Division, and Board meetings, agendas are sent to meeting participants in advance and minutes are taken and posted on a public website. Additionally, committee representatives report back to their respective divisions in monthly Division meetings. For consistency and efficiency, the College developed a common minutes

template that is used in all governance groups, with the exception of the Academic Senate and Board meetings. (Standard IV.A.6)

In 2013, the College secured the services of a consultant to assist with the evaluation of the effectiveness of participatory governance committees and councils across campus (this process was guided by AP 2510). Currently, however, BP 2510 does not reflect some of the changes made as a result of the consultant recommendations and constituent feedback. During an interview with the CEO, the team learned that AP 2510 was currently under review and a new copy of this AP was made available. The 2014 review of the effectiveness of the participatory governance committees yielded many changes. One of the most significant changes was a template form for all governance committees to report on their goals and accomplishments that aligned with the College mission and the strategic goals of the campus derived from the Educational Master Plan. The Academic Senate has recently updated its constitution based on the recommendations of an Academic Senate task force. The update included addressing membership and giving the Senate president emergency executive powers. However, no direct evidence, such as a documented schedule, was found to support the assertion of regular evaluation of policies, procedures, and processes. Evaluation of integrity and effectiveness did occur albeit inconsistently. A number of Board policies were reviewed in the last two years along with most of the companion administrative procedures. Examination of the review dates across Board Policies suggests the practice of review had not been performed on a regular basis, however. Many of the Board Policies showed review dates prior to 2009. (Standard IV.A.7)

Baccalaureate Degree

Evidence reviewed during the visit indicates the baccalaureate program and associated services follow current policies and procedures as described above. (Standard IV.A.4)

Conclusion:

The college meets the Standards and related Eligibility Requirements.

Recommendation #6

In order to improve effectiveness, it is recommended that the College clearly document a systematic, regularly scheduled process for evaluating the effectiveness of the governance system and decision making process. (Standard IV.A.7)

Standard IV.B: Chief Executive Officer

General observations:

The team found evidence of the CEO's engagement with the campus community. Monthly coffee with the president provides an informal forum for the campus to speak with the CEO outside of the traditional governance process. Interviews with members of the college community indicate that these conversations are well received.

Findings and Evidence:

BP 2430 delegates the authority and responsibility to the Superintendent/President for administering policies adopted by the Board of Trustees and executing all decisions of the Board of Trustees requiring administrative action. Conversations with members of the Board of Trustees illustrate a clear understanding of their role and the role of CEO. There is evidence that the CEO actively assumes responsibility for institutional advancement and the quality of the College. Since the arrival of the new CEO in 2013, a three-year planning calendar and an annual schedule of retreats for different leadership groups have been developed and implemented. The Board of Trustees relies on the CEO as its only direct report and has entrusted him with the overall function of the institution. (Standard IV.B.1)

BP 3100 and AP 3100 provide authority to the CEO for organizing the administrative structure of the college. During the 2013-2014 academic year, the CEO initiated an organizational change at the college. The restructure was done to improve efficiency, programs, and cost effectiveness. Under AP 3100 Organizational Structure, all campus constituents were afforded an opportunity to provide ideas and input on the proposed organizational changes. The CEO considered comments and suggestions from individuals as well as departments and divisions, and revised the structure based on that input. The openness of the discussions and communication is well documented. The new reorganization was approved April 2016. (Standard IV.B.2)

BP 1200 outlines the district mission. The mission statement and values are readily available on the college website. The academic Policies and Procedures committee reviews the mission annually. It is the responsibility of the CEO to work with the governing Board to develop the strategic initiatives and goals driven by the Educational Master Plan. The CEO works in collaboration with the Dean of Institutional Effectiveness, Research and Planning and the Vice President of Academic Affairs to determine institution-set standards for achievement and ensure institutional improvement of teaching and learning. Yearly plans for institutional improvements are presented and vetted through the different shared governance groups. Interviews with members from different constituent groups confirmed the collegial relationships between the CEO and the shared governance groups. (Standard IV.B.3)

BP 3200 assigns the primary responsibility for the accreditation process to the Superintendent/President, ensuring that the District complies with all accreditation requirements as stated by ACCJC. Although BP 3200 clearly makes the Superintendent/President responsible for the College's accreditation, the work and the development of the final report is shared among all constituent groups. This distribution

allows each group to report on their area of expertise while enhancing participatory governance at the institution. (Standard IV.B.4)

The Board delegates executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action to the Superintendent/President. The CEO ensures compliance with internal and external regulations and exercises effective control over the budget. The College's fiscal management practices include multi-year budget projections that are given to the Board of Trustees and shared with the campus. From interviewing constituents, the team learned that budget information is shared among constituent groups and the College's reserves have grown over the past few years. (Standard IV.B.5)

The CEO works and communicates effectively with the communities served by Antelope Valley College. The team found evidence of the CEO's participation in Antelope Valley Board of Trade, Greater Antelope Valley Economic Alliance, Lancaster West Rotary, Antelope Valley Mental Health Association, various Antelope Valley Veterans Organizations, Grace Resources (Homeless support), and state level groups (CEO Group and CCLC). Interviews with members of the campus community stated that the CEO communicates effectively with the community and the campus at large. (Standard IV.B.6)

Conclusion:

The college meets the Standards and related Eligibility Requirements.

Recommendations:

None

Standard IV.C Governing Board

General observations:

The Antelope Valley Board of Trustees is composed of five elected board members and one student trustee. The board of trustees has established policies aligned with the college mission and vision to set forward the district's direction. The governing board has ultimate authority and responsibility for the quality of all educational programs, legal matters, and fiscal integrity of the institution. Board policies and procedures are easily accessible via public website.

As a direct report to the Board of trustees, the President/Superintendent has delegated authority to implement and administer Board policies. Through regular performance evaluations and informal feedback the Superintendent/President is held accountable for the operations of the District.

Findings and Evidence:

BP 2200 defines the roles and responsibilities of the Board of trustees. The Board of Trustees and the CEO work together to assure the quality, integrity, and effectiveness of programs and services and the financial stability of the district. Board policies establish the Board's role in academic quality (BP 3250), financial stability of the institution (BP 6250), and other aspects of the overall functioning of the institution. Evidence of Board participation in the governance of the institution can be found in meeting calendars, agendas, and minutes of Board meetings. (Standard IV.C.1)

Board Policies indicate that the Board acts as a collective entity and that the Board supports decisions in unison (BP 2330 & BP 2720). Interviews with constituent groups, and Board members suggest that the board of trustees at the College operates in a very collegial manner, and it is evident collaboration exist between the different constituent groups and the Board. (Standard IV.C.2)

The governing Board has established policies and procedures outlining the hiring and evaluation of the Superintendent/President. (BP 2431 CEO selection, BP 2432 CEO succession, BP 2433 Evaluation of the CEO, AP 2431 Superintendent/President selection, AP 7120 recruitment and hiring AP 2435 Evaluation of the Superintendent/President). Evidence demonstrates that the superintendent/President has been evaluated at least annually. The last evaluation was conducted May 2015. (Standard IV.C.3)

The governing board is comprised of five members elected by the Antelope Valley Community to four-year terms and a student trustee elected yearly by student body. The governing board is an independent policy making body that acts as a whole when reaching decisions. BP 200 outlines the Board duties and responsibilities; the board is committed to advocating and protecting the antelope valley community college district in the public interest. Interviews with the Board and CEO demonstrated a clear understanding of the individual roles and responsibilities. (Standard IV.C.4, ER7)

The College has developed and implemented policies consistent and aligned with the mission of the institution mission and vision. The policies and procedures also address the quality,

integrity, of student learning programs and services in addition to securing the necessary resources to support these initiatives. There is no evidence that the Board is not following its own board policies and procedures. However, some policies do not seem to have been recently updated. (Standard IV.C.5)

There are four policies and one administrative procedure that specify the board size, duties, responsibilities, structure, and operating procedures. All district policies and procedures are published and easily accessible on the college website. Board specific policies are listed under chapter two. In addition all board agendas and minutes are published using an electronic document management system (Board Docs). (Standard IV.C.6)

Board policies and administrative procedures are developed, modified, and reviewed using the approval process for AP and BPs; and the board Policy administrative procedure process diagram. The process begins in Executive Council and moves on to the relevant VP / Division. They create content revisions and return them to the Executive Council for recommendation for approval. This process also includes the approval of the College Coordinating Council, which has representation of all constituent groups. During the fall of 2014 Antelope Valley College embarked on the process of reviewing and evaluating all policies and procedures, this process is ongoing. The evidence found suggests that the Board regularly reviews institutional plans. (Standard IV.C.7)

The Board reviews key indicators and plans during regular and work session meetings. The College president and other administrators provide updates and formal reports to the Board on the status of College performance in comparison to key indicators of student learning and achievement. The Board reviews institutional plans for improving academic quality in accordance with Board policies. Agenda and minutes document times, dates, and frequency of these reviews. (Standard IV.C.8)

BP 2740 stated the commitment to ongoing development of board members including new trustee orientation. AP 2740 defines the focus and content areas of training for Board members. AP 2740 also includes a list of ongoing training opportunities available for Board members. BP 2100 details board election expectations. Examples of board training include a legal workshop put on by the district's legal counsel, a training on participatory governance by outside guests, and one recently elected new board member attending an Excellence in Trusteeship workshop. The Board of Trustees consists of five (5) elected members serving four (4) year terms. Election cycles occur every two (2) years. To allow for continuity of Board Trustees across election cycles, the numbers of trustee positions for election are staggered. Three (3) trustees are elected in one cycle and two (2) trustees are elected in the next cycle. (Standard IV.C.9)

BP 2745 directs the frequency and process for board evaluation. The Board uses a self-evaluation process consisting of an effectiveness survey. Survey results are documented and attached to Board minutes. The survey instrument consisted of yes/no questions about specific board responsibilities. The link between responses to the survey questions and the effectiveness of the board was unclear. Evidence of regular evaluation of participation in board training was not found; however board member attendance of training opportunities was documented. How the results of the board evaluation used for improvement was unclear. (Standard IV.C.10)

BP 2715 contains the College's code of ethics/standards of practice. This policy provides guidance in ethical behavior and practices for all board members. BP 2710 addresses issues related to conflict of interest. The team found no evidence of any violations of the code of ethics or the conflict of interest policy. (Standard IV.C.11, ER 7)

BP 2430 addressed the delegation of authority to the Superintendent/President. It is clear that the board has charged the CEO with full responsibility to administer board policy and all operations of the College. There is evidence that the CEO is held accountable with yearly performance evaluations. There is also evidence of CEO develops strategic goals for the district. (Standard IV.C.12)

AP 3200 requires that a member of the board of trustees serves on the Accreditation committee and participate in the process. In addition, AP 3200 requires presentations to the Board of trustees concerning accreditation standards and includes the Board as one of the groups that should review the final report and the findings of the visiting team. The evidence reviewed confirmed that two board members participated on the Standard IV committee in the preparation of the institution's self-evaluation report. This process allows the board to be involved in the overall process and have input in the development of a plan to address any findings from the report. (Standard, IV.C13)

Conclusion:

The college meets the Standards and related Eligibility Requirements.

Recommendations:

None

Quality Focus Essay Feedback

Project 1 - First Year Experience

The First Year Experience is an effort that can have transformative impact on improving student learning and achievement in an expansive and sustainable manner. The goal of this initiative is to provide first-time new students, especially those underprepared, an integrated experience as they transition to college. Additionally, the outreach component aims to form stronger relationships with partner high schools, forming a more defined pathway from K-12 to Antelope Valley College that will prepare students for success (to meet key milestones) even before they matriculate.

Discussions about the First Year Experience appear to indicate the ultimate goal is to include all first-time new students (roughly 4,200 students annually per CCCCCO Datamart), but it is unclear how this goal will be met, whether incrementally or at specific point in the timeline. The First Year Experience outcomes includes three components: 1) achieving benchmarks related to curricular and support services access and integration; 2) completing professional development training by college and program leadership (faculty, student services, administrators); and 3) establishing first year learning communities. These operational and logistical items are observable and measurable. This five-year timeline sets out specific tasks and describes the logistical components that need to be in place structurally for the First Year Experience action plan.

The First Year Experience program development table clearly identifies all responsible parties with key responsibilities, with much of the implementation work centered on the Project Director, AVID Bridge developer, AVID Center developer and AVID team members (counselor, faculty). Funding for the First Year Experience appears dependent on a Title V grant and for this effort to be sustainable, the fiscal component will need to be institutionalized into the ongoing annual District budget.

As the First Year Experience was implemented in June 2015 with 146 students, assessment of these students' experiences as the initial cohort could inform long-term efforts. While the QFE does indicate systematic evaluation of the various activities related to the First Year Experience, it is unclear whether such data is being currently collected, disseminated and discussed throughout the college. While the program development overview table does indicate that ongoing evaluation is expected, and there is a reference that summative evaluation will be conducted at the end of year five, sustained dialogue regarding assessment during the implementation process will allow the college to be nimble and responsive to students' needs. There was limited discussion regarding formative assessment or baseline data being collected and reviewed, as well as how these data informed the development of the First Year Experience planning. Perhaps identifying some key performance indicators related to student learning and achievement will further inform the program as it develops. Short-term milestones and targets could be established to document student progress, especially regarding course success rates and the impact of the instructional and student services support components.

Project 2 - Institutionalized Outcomes Assessment project

The Institutionalized Outcomes Assessment project focuses on improving the college's mapping of their learning outcomes, both curricular and operational, and involves replacing the current system (WEAVE). The challenges related to extracting the connections between course-level through institutional level outcomes hinders the ability to demonstrate impact on student learning and achievement. The search for a new database software can contribute to long-term improvement of the college's understanding about how the institution is supporting and improving student learning. The project goals appear to be well-defined and if achieved will likely lead to improved institutional quality. The activities or actions noted in the Project Development Overview table appear to be well thought out. It was not stated but is presumed that the current data collection practices and outcomes assessment will remain in place during the approximate two-year timeline for the project. Given that there is a six month window between software installation and the projected start date of data input, the College may want to consider adding an early adopter phase to the timeline to help customize the software before the "full launch" date. Responsible parties appear to be appropriately identified in the Project Development Overview table but more specific assignment of responsibility may facilitate the College's success at meeting the timeline. The plan does not provide a substantive discussion of needed resources (aside from the new outcomes tracking database). There is an acknowledgement that some of the campus governing structures may need to be re-organized but there is no mention of other needed resources. Although improved outcomes assessment and the development of targeted interventions are noted as important project goals, there is no mention of how the project itself will be evaluated. The identification of project performance indicators to define success may be helpful for the College.