ANTELOPE VALLEY COLLEGE

Institutional Self Evaluation Report
In Support of Reaffirmation of Accreditation

Submitted by:
Antelope Valley College
3041 West Avenue K
Lancaster, CA 93536-5426

Submitted to:
Accrediting Commissions for Community and Junior Colleges,
Western Association of Schools and Colleges

June 2016

Certification of Institutional Self Evaluation Report

TO: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

FROM: Mr. Ed Knudson
Superintendent/President, Antelope Valley College
3041 West Avenue K
Lancaster, CA 93536-5426

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was effective participation by the campus community and believe that Self Evaluation Report accurately reflects the nature and substance of this institution.

Ed Knudson, — Date: 6/23/16
Superintendent/President, Antelope Valley College

Steve Buffalo — Date: 6-29-16
President, Board of Trustees, Antelope Valley Community College District

Dr. Ed Beyer — Date: 23 JUNE 2016
Academic Senate President

Dr. Susan Lowry — Date: 6/23/16
President, Antelope Valley College Federation of Teachers

Dr. Bonnie C. Suderman — 6/23/16

Dr. Bonnie Suderman
Assistant Superintendent/Vice President of Academic Affairs
Accreditation Liaison Office
Co-Chair, Accreditation Steering Committee

Tina McDermott — 6/27/16

Tina McDermott
Faculty, Communication Studies
Faculty Co-Chair, Accreditation Steering Committee

Dr. Erin Vines — 6/27/16

Dr. Erin Vines
Assistant Superintendent/Vice President of Student Services

Mark A. Bryant — 6/24/16

Mark Bryant
Assistant Superintendent/Vice President of Human Resources

Pamela Paul for P. Ford — 6/27/16

Pamela Ford
President, Antelope Valley College Federation of Classified Employees

6/21/16

Michelle Hernandez
Chair, Confidential/ Management/Supervisory Employees

6-27-16

Deshanna Bradford
President, Associated Student Organization

TABLE OF CONTENTS

Introduction.....7

Presentation of Student Achievement Data.....13

Organization of the Self Evaluation Process.....24

Organizational Information.....29

Certification of Continued Institutional Compliance with Eligibility Requirements.....39

Certification Of Continued Institutional Compliance With Commission Policies.....41

Institutional Analysis.....47

Standard I: *Mission, Academic Quality and Institutional Effectiveness, and Integrity*.....47

Standard I.A: Mission.....47

Standard 1.B: Assuring Academic Quality.....65

Standard I.C: Institutional Integrity.....91

Standard II: *Student Learning Programs and Support Services*.....101

Standard II.A: Instructional Programs.....101

Standard II.B: Library and Support Services.....157

Standard II.C: Student Support Services.....175

Standard III: *Resources*.....209

Standard III.A: Human Resources.....209

Standard III.B: Physical Resources.....247

Standard III.C: Technology Resources.....257

Standard III.D: Financial Resources.....270

Standard IV: *Governance and Leadership*.....301

Standatrd IV.A: Decision-Making Roles and Processes.....301

Standard IV.B: Chief Executive Officer.....325

Standard IV.C: Governing Board.....346

Quality Focus Essay.....361

Action Project One: First Year Experience.....361

Action Project Two: Institutionalized Outcomes Assessment.....367

Changes and Plans Arising out of the Self Evaluation Process.....371

Evidence Appendix.....373

INTRODUCTION

History

Antelope Valley College held its first classes on Sept. 10, 1929 as an extension of Antelope Valley Joint Union High School in Lancaster. Then known as Antelope Valley Junior College, the college was established by high school officials as a way to provide local residents with access to the first two years of a college education in what was then a remote, rural area.

The average daily attendance at the college was 13 during the 1929-30 school year. The stock market crash in October 1929 and subsequent Great Depression led to challenging times for the new college. Alfalfa farmers in the area were hard hit by the Great Depression. The college suffered serious financial difficulties as teachers took pay cuts to keep the tiny college viable.

The college shared classrooms on the high school campus where the existing Antelope Valley High School stands. In June 1931, Aubrey Byron Chase became the first graduate of the college. He went on to become a military chaplain and a Baptist minister.

Average daily attendance (ADA) at the college reached 100 by 1939. However, with the outbreak of World War II, attendance plummeted to the same level as the first year of the college. There were pressures to close the college, yet trustees and staff held out through the war years.

Enrollment began to grow steadily after the end of the war, partly due to the GI Bill of Rights that provided higher education opportunities to veterans and partly because Antelope Valley began developing an aircraft industry.

The college launched its first vocational programs as it moved toward becoming the comprehensive community college it is today.

Another milestone in the development came in 1957 when Dr. Lowell F. Barker was hired as the college's first president – a break from directors who oversaw the college prior to that time

Groundbreaking was held in September 1959 for a new college campus on 110 acres at Avenue K and 30th Street West. The new campus – designed to accommodate 1,500 students -- opened two years later.

Officials realized it was time to pull away from the high school governance structure. In December 1961, local voters approved creation of a separate community college district. In another election in spring 1962, voters elected the first board of trustees to govern the college district: Ross Amspoker, Louis Massari, Charlotte R. Rupner, Glen Settle and Chester Wolowicz.

July 1, 1962 marked the official start of the new college district.

The college continued to grow, as did the surrounding community. In the 1970s, the campus added a blackbox theater, music building, consumer education building and arts building surrounding what is known as the Fine Arts Quad. Other buildings were added on the north side of the campus to accommodate technical programs such as automotive technology, welding and electronics.

As student enrollment grew at the college during the 1980s, officials secured state money in the early 1990s for construction of a new library in the heart of the campus, along with an administration building. More construction followed including a Child Development Center, two-story Applied Arts Building, three-story Business Education Building, and Technical Education Building. The college expanded its size to approximately 135 acres though land purchases.

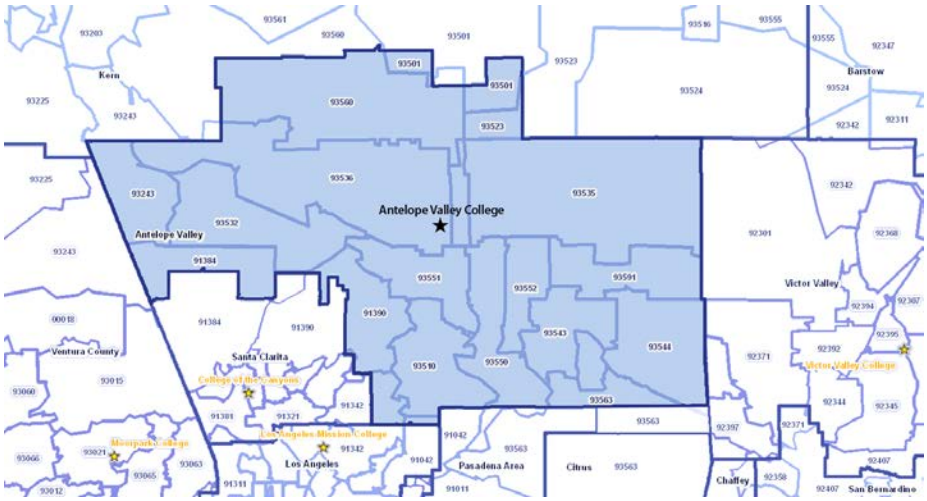
AVC began to host upper division and graduate level programs offered by California State University, Bakersfield. California State University, Bakersfield-Antelope Valley now has its own satellite campus at AVC's Lancaster campus.

AVC responded to the needs of south valley residents by establishing a Palmdale site, currently at 1529 E. Palmdale Blvd., Palmdale. Approximately 2,000 students are served at the Palmdale Center in 2002.

The College continues to expand and update labs and classrooms to serve students. The Performing Arts Theatre opened in 2011. The 107,000 square foot, state of the art, Health and Science Building followed in 2012.

In addition, the college has expanded the programs and certificates available to students, including 22 transfer degrees, and was granted the approval to offer one of the fifteen baccalaureate degrees at a community college, the Airframe Manufacturing Technology degree.

Service Area Description



The Antelope Valley Community College 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 district includes 40 percent of the land mass of Los Angeles County, as well as a small section in the southwestern part of Kern County.

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

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

There are two principal centers of the aircraft industry. One center is located at Plant 42. The other is at Edwards Air Force Base, located outside the Antelope Valley Community College District, but a significant percentage of civilian employees live within the district.

A large portion of the valley's population also commutes to jobs in the Los Angeles basin.

Community Demographics & Proportionality

Below is a comparison of each population group (in percentage) that is enrolled to the percentage of each group in the adult population within the Antelope Valley service area.

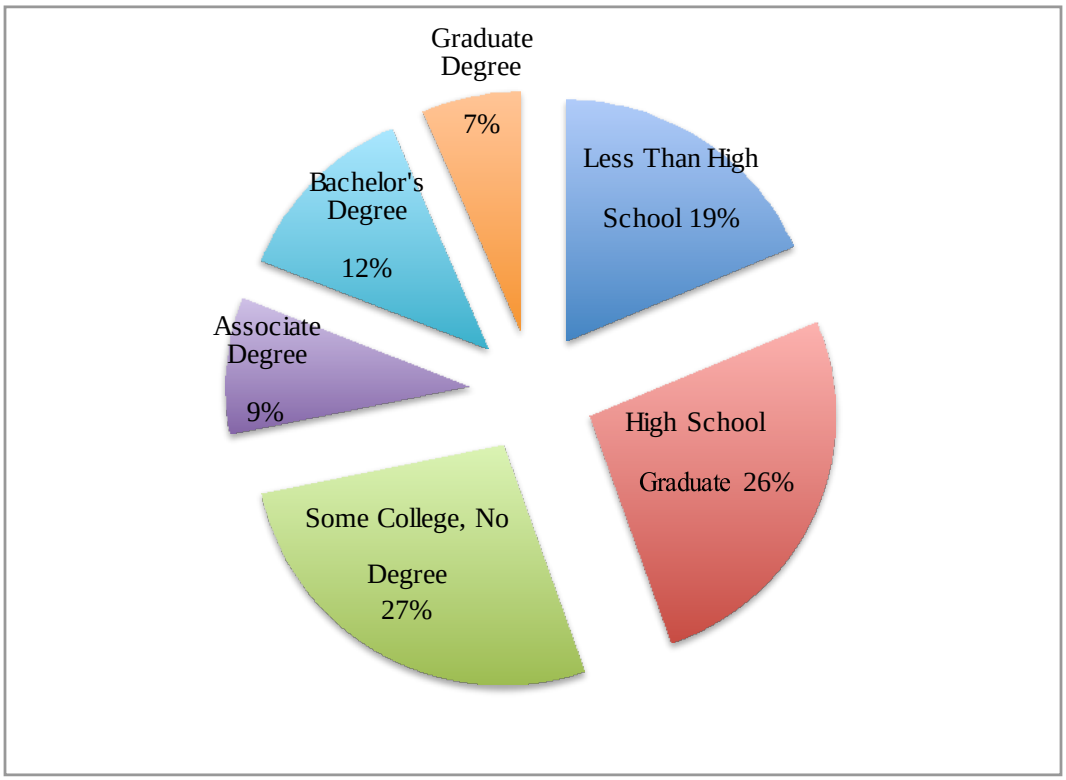
Target Population(s)	AVC's Annual Student Count, 2014 – 2015	% of AVC's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference (PPD) with +/- added)*
American Indian/ Alaska Native	77	0.4%	0.4%	**0.0%**
Asian	607	3.2%	4.4%	**-1.2%**
Black or African American	4,025	21.4%	14.6%	**6.8%**
Hispanic or Latino	8,626	45.8%	45.4%	**0.4%**
Native Hawaiian/ Pacific Islander	35	0.2%	0.2%	**0.0%**
White	4,373	23.2%	32.7%	**-9.5%**
Some other race	247	1.3%	0.2%	**1.1%**
More than one race	866	4.59%	2.2%	**4.4%**
AVC Total	**18,856**	**100%**	**100%**	
Female	11,003	58.4%	50.8%	**7.6%**
Males	7,741	41.1%	49.2%	**-8.1%**
Unknown	112	0.6%	0.0%	**0.6%**
AVC Total	**18,856**	**100%**	**100%**	
Current or former foster youth	632	4.4%[1]	N/A	N/A
Individuals with disabilities	758	5.2%[1]	9.70%	**-4.5%**
Low-income students[2]	7100	49.1%[1]	18.80%	**30.3%**
Veterans	321	2.2%[1]	8.1%	**-5.9%**

***Calculated by subtracting the % of the adult population within the community served from the % of AVC's total enrollment** *A negative value occurs when the percentage in AVC's population group is lower than that in the adult population in the service area. A positive value indicates that a given group has greater representation at the college vs. the community*

[1] - Percentage is calculated for Fall 2014 unduplicated enrollment of 14,460.
[2] – Low-Income students include - California Work Opportunity & Responsibility to Kids (CalWORKs); Cooperative Agencies Resources for Education (CARE); Extended Opportunity Programs & Services (EOPS); First Generation.
Sources: *CCCCO's Data Mart, Annual 2014-2015 and Fall 2014 for special population groups; U.S. Census Bureau, 2009-2013 5-Year American Community Survey.*

While the percentage of the Hispanic student population at Antelope Valley College is comparable to the percentage of the adult population within the service area, African American students are represented at a gain of 6.8% and the percentage of Caucasian students at AVC are 9.5% lower than the percentage of Caucasian adults in the service area.

Effective Service Area Educational Attainment 25 yrs. +



Sources: Environmental Systems Research Institute,
Market and Demographic/Income Profiles 2015

Only 28% of adults 25 years and older in the Antelope Valley have earned a degree in higher education; 72% of the adult population some only some college education or less. This demonstrates a challenge for Antelope Valley College, but also a large market of adults who can benefit from the opportunities offered at the institution.

Greater Antelope Valley Labor Market

MAJOR EMPLOYERS

Company	Estimated # Employees
Edwards Air Force Base	10,647
China Lake Naval Weapons Base	6,690
County of Los Angeles	3,743
Lockheed Martin	3,700
Mojave Air & Spaceport (All Employers)	2,500
Antelope Valley Hospital Medical Ctr.	2,300
Northrop Grumman	2,100
Wal-Mart (5)	1,922
CA Correctional Institute (Tehachapi)	1,915
Antelope Valley Mall (All Stores)	1,800
Palmdale School District	1,792
CA State Prison (LA County)	1,671
Antelope Valley College	1,483
Lancaster School District	1,482
NASA Armstrong	1,370
AV Union High School District	1,116
Kaiser Permanente	1,020
Rio Tinto Minerals	1,000

Greater Antelope Valley Economic Alliance. *2015 Economic Roundtable Report*

The largest employers in the Antelope Valley are in the areas of engineering, manufacturing, healthcare, and education. Antelope Valley College has maintained a close relationship with industry in the area, and offers certificate, associate, and baccalaureate opportunities to both meet the needs of industry and provide opportunities for our local students.

Presentation of Student Achievement Data

Course Readiness

English Placement

Course	Level	Count	%
ENGL 095	EPL 1	602	19%
ENGL 097	EPL 2	518	16%
ENGL 099	EPL 3	730	23%
ENGL 101	EPL 4	1,379	43%
TOTAL		2,329	100%

Basic Skills English placement is 57%.

Reading Placement

Course	Level	Count	%
READ 095	RPL 1	473	14%
READ 099	RPL 3	958	28%
CLR	RPL 4	1,964	58%
TOTAL		3,395	100%

Basic Skills Reading placement is 42%.

Math Placement

Course	Level	Count	%
UNDETERMINED	MPLX	304*	10%*
MATH 065	MPL 2	1,277	40%
MATH 070	MPL 3	999	31%
MATH 102	MPL 4	258	8%
MATH	MPL 5/6	311	10%
MATH 140/148	MPL 7	15	<1%
MATH 150	MPL 8	14	<1%
TOTAL		3,178	100%

Basic Skills Math placement is 71%.

*MPL X is not factored into the placement percentages of other course levels.

Of the students who took the assessment test between February 18 and August 1, 2015, 57% placed below college level in English, 42% placed below college level in Reading, and 71% placed below college level in Mathematics. Based upon these data, the college has intentionally implemented intervention strategies including First Year Experience and coursework provided in self-paced or compressed modalities. (See Standard II)

Enrollment & FTES

Fall Enrollment 2009 to 2015							
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Enrollment	16,017	14,555	14,295	13,941	14,270	14,460	14,530
Percent Change	3.70%	-9.10%	-1.80%	-2.50%	2.40%	1.30%	1.00%

FTES Trends, Fall 2009 to Fall 2015							
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
FTES	4953.00	4773.70	4748.00	5040.70	5185.70	5201.20	5048.83
Percent Change	1.20%	-3.60%	-0.50%	6.20%	2.90%	0.30%	1.03%

Throughout the 2009-2015 fall terms, AVC has witnessed an over-all decline in enrollment. The largest decline within this time was between fall 2009 and fall 2010. In fall 2012, when enrollment was at its lowest, FTES was increasing. Students were enrolling in larger numbers of units than they were at others times during this period.

Currently, AVC does not have the enrollment counts exhibited at the high point of enrollment, but is conferring certificates and degrees at a much higher rate, demonstrating increased success in attaining student completion. (See Standard II)

Student Demographics

Race/Ethnicity

Fall Enrollment by Race/Ethnicity, Seven-Year Trend							
Race/Ethnicity	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African-American	2,621	2,819	2,968	2,929	3,093	2,948	2,619
American Indian/AK Native	114	81	58	49	51	61	55
Asian	300	292	285	265	252	231	266
Filipino	280	285	264	245	231	247	259
Hispanic	3,899	4,632	4,871	5,888	6,335	6,718	7,232
Multi-Ethnicity		262	418	651	669	672	656
Pacific Islander	52	55	36	33	22	24	24
Unknown	4,795	1,962	1,581	198	215	189	157
White Non-Hispanic	3,956	4,167	3,814	3,683	3,402	3,370	3,262
AVC Total	16,017	14,555	14,295	13,941	14,270	14,460	14,530

Over the past twenty-five years, there has been a significant shift in the ethnic composition of students enrolled at AVC. The proportion of Hispanic students has increased and Caucasian student enrollment declined, while other populations have remained steady. Currently, Hispanics comprise about half of all AVC students and because of this proportion, AVC is a 'Hispanic Serving Institution' and eligible for federal grants under this designation.

Enrollment Status

Enrollment Status, Seven-Year Trend							
Race/Ethnicity	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
First-Time Student	3,651	2,958	2,678	2,426	2,680	2,642	2,644
First-Time Transfer Student	855	770	654	705	760	816	859
Returning Student	1,789	1,630	1,407	1,204	1,331	1,321	1,281
Continuing Student	9,102	8,712	9,085	9,037	8,968	9,105	9,154
Uncollected/Unreported	1	0	0	0	0	0	0
Special Admit Student	619	485	471	569	531	576	592
AVC Total	16,017	14,555	14,295	13,941	14,270	14,460	14,530

The majority of AVC students are continuing students (63%) followed by first time students (18%). These percentages are based on fall 2015 data. In all spring terms, the number of continuing students is higher due to the persistence of students who were new in the fall and continued through to the spring.

Gender

Percentage of Students by Gender, Fall 2003 to Fall 2015													
	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Female	62.3%	61.6%	61.0%	61.3%	60.4%	59.8%	58.8%	58.5%	58.3%	58.4%	58.3%	58.9%	59.1%
Male	37.1%	37.8%	38.0%	37.8%	38.5%	39.1%	40.0%	40.3%	40.2%	40.1%	40.3%	40.6%	40.0%
Unknown	0.6%	0.6%	1.0%	1.0%	1.1%	1.1%	1.1%	1.2%	1.4%	1.5%	1.3%	0.5%	0.8%

In recent history AVC female students have consistently outnumbered male students by approximately 9 percent, comprising nearly 60 percent of the fall 2015 enrollment.

Age

Percentage of AVC Enrollments by Student Age, Seven-Year Trend							
Age Group	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
19 or Less	31.19%	29.39%	27.86%	27.29%	26.97%	27.26%	28.02%
20 to 24	30.21%	32.55%	33.61%	34.73%	34.55%	34.57%	34.58%
25 to 29	11.14%	11.44%	11.89%	12.09%	12.38%	12.82%	13.12%
30 to 34	6.49%	6.79%	7.46%	7.22%	7.06%	7.12%	7.19%
35 to 39	5.24%	4.78%	4.83%	4.55%	4.88%	4.96%	4.59%
40 to 49	9.61%	8.96%	8.42%	8.19%	7.65%	6.96%	6.63%
50 +	6.11%	6.07%	5.92%	5.92%	6.50%	6.30%	5.86%
Unknown	0.01%	0.01%	0.01%	0.00%	0.00%	0.00%	0.00%

In the past seven years the AVC student age has remained relatively stable. One exception seen in the table above has been the decrease of student ages 35 and older since fall 2009.

Unit Load

Unit Load Status, Fall 2009 - Fall 2014							
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
0 Units						1	
0.1 - 2.9	695	378	321	263	290	293	318
3.0 - 5.9	3,842	3,198	2,943	2,786	2,700	2,869	2994
6.0 - 8.9	3,560	3,311	3,212	3,254	3,458	3,564	3600
9.0 - 11.9	2,892	2,816	2,856	3,099	3,227	3,306	3317
12.0 - 14.9	3,702	3,587	3,599	3,326	3,395	3,323	3139
15 +	1,180	1,265	1,364	1,213	1,199	1,104	958
Non-Credit	146						204
Total	16,017	14,555	14,295	13,941	14,269	14,460	14,530

The majority of students enrolled at Antelope Valley College are carrying less than a 12 unit load, thus most are part-time. The college has seen a slight rise in the number of students carrying 6.0 units to 11.9 units since fall, 2009.

Student Achievement

AVC's 2015 to 2016 Scorecard Changes

Cohort Year	2008-2009	2009-2010	2015 - 2016 Change	
Completion	42.9%	44.5%	+1.6%	
Persistence	68.3%	71.1%	+2.8%	
30 Units	63.3%	66.2%	+2.9%	
Remedial English	23.7%	28.3%	+4.6%	
Remedial Math	29.5%	30.5%	+1.0%	
Remedial ESL	5.8%	11.6%	+5.8%	
CTE	54.8%	56.1%	+1.3%	

AVC has made positive improvements in all areas of the Scorecard when compared to the 2008-2009 cohort, the most impressive being in the basic skills areas of English and ESL. The English department has been concentrating on offering more sections as well as sections in compressed formats, which have higher success levels. The ESL department has instituted a program of non-credit courses in the lowest levels, allowing students to work through the certificate at their own speed while still receiving instruction of the same caliber.

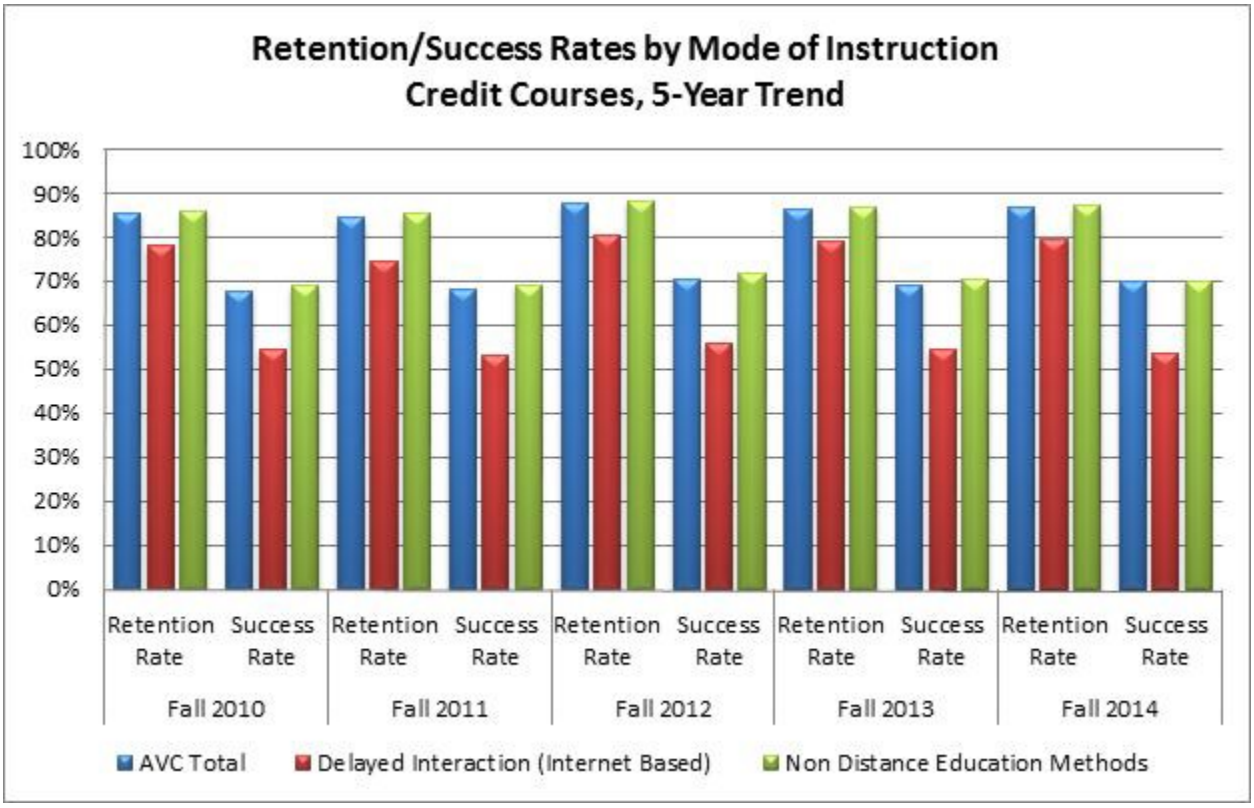
The AVC Math Department has developed a self-paced, computer-based course for students in pre-collegiate mathematics (MATH 99/001) and data has been gathered on student success and retention by delivery format. The latest semester data follows:

Fall 2015 Math 99			
		Success	Retention
MATH	065C	70.4%	96.0%
MATH	065D	82.6%	100.0%
MATH	065E	86.8%	100.0%
MATH	065F	92.9%	100.0%
MATH	070C	54.8%	89.8%
MATH	070D	73.7%	100.0%
MATH	070E	76.1%	100.0%
MATH	070F	73.7%	100.0%
MATH	102C	68.6%	95.3%
MATH	102D	57.7%	96.2%
MATH	102E	83.8%	100.0%
MATH	102F	96.0%	100.0%

Fall 2015 Regular			
		Success	Retention
MATH	65	49.7%	82.3%
MATH	70	47.1%	81.6%
MATH	102	58.1%	80.9%

With the increased success and retention rates in the new modality, the college has committed to the creation of an additional math lab in order to increase the section offerings of MATH 99/001. This increase in sections is expected to impact the Remedial Math data in the future

Student Achievement by Mode of Delivery



Courses offered in a distance modality consistently lag behind those offered face to face. While this is not unusual, the college is looking to strategies to increase student success in Distance Education, including increased attention to student engagement and implementing Online Education Initiative (OEI) standards through professional development.

Disaggregated Student Achievement Data

Course Success Rates by Population Groups, Fall 2011 to Fall 2015					
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Campus Success Rates	67.99%	70.52%	69.12%	68.92%	69.39%
Gender					
Female	68.85%	71.43%	69.96%	70.21%	69.42%
Male	66.74%	69.22%	67.89%	67.04%	69.26%
Unknown	69.38%	70.38%	70.24%	79.17%	75.76%
Ethnicity					
African-American	51.75%	56.91%	54.96%	55.10%	58.11%
American Indian/Alaskan Native	65.64%	73.13%	66.41%	71.51%	64.58%
Asian	78.19%	80.62%	80.73%	80.12%	80.28%
Hispanic	69.89%	72.38%	71.05%	70.49%	69.76%
Multi-Ethnicity	67.12%	69.18%	69.29%	69.11%	68.57%
Pacific Islander	64.29%	63.10%	64.15%	54.69%	75.00%
Unknown	70.94%	71.63%	75.18%	68.28%	75.52%
White Non-Hispanic	75.77%	77.45%	76.80%	76.75%	76.50%
Age Groups					
Under 18	86.38%	86.22%	84.97%	84.74%	85.12%
18 & 19	70.93%	71.70%	70.71%	69.38%	70.26%
20 to 24	66.17%	69.88%	68.19%	67.32%	67.73%
25 to 29	64.67%	67.75%	66.88%	67.02%	67.34%
30 to 34	64.74%	66.37%	66.92%	66.89%	68.66%
35 to 39	62.79%	66.54%	66.99%	69.06%	68.99%

40 to 49	67.41%	69.81%	66.86%	70.53%	69.11%
50 +	67.18%	72.01%	68.66%	70.90%	69.26%
Unknown	20.00%				
Entering Status					
Continuing Student	72.30%	72.60%	71.40%	70.80%	70.20%
First-Time College Student	65.70%	65.40%	63.30%	63.00%	64.70%
First-Time Transfer Student	65.10%	63.30%	59.70%	63.40%	64.90%
Returning student	63.00%	68.50%	61.70%	63.40%	60.60%
Returning Transfer Student	65.40%	62.40%	63.80%	63.70%	64.20%
Special Admit K-12	91.90%	87.10%	89.50%	90.50%	91.00%
Educational Goal					
Transfer	73.50%	73.70%	72.60%	70.50%	70.20%
Obtain 2-year degree	66.60%	66.60%	64.80%	67.10%	67.90%
Career/Workforce Prep	66.80%	67.80%	65.10%	67.80%	67.90%
College Prep	60.40%	57.40%	57.40%	59.40%	58.90%
Undecided	66.30%	67.70%	64.70%	66.90%	66.80%
Student Status					
Part-time	65.70%	66.40%	64.80%	64.70%	65.70%
Full-time	75.50%	75.00%	73.90%	73.50%	73.00%

The successful course completion rate is calculated by dividing the number of students who receive passing grades in credit courses (A, B, C, or P) by the number of students enrolled at census. The current success rate for the campus is 69.39%, above the institutional set standard of 68%.

Analysis of disaggregated data shows that African American students have a lower success rate than the set standard, while Hispanic and White Non-Hispanic students have higher rates than

the standard. Students who are returning to campus and special admit students have a much higher success rate, while those new to the college have success rates lower than the standard. In addition, those students who have specific goals in mind for their college careers succeed at a higher rate than those who do not.

The college is employing several strategies to impact these data. The Student Equity Plan (Standard IIB) addresses the equity gaps for African Americans; the new First Year Experience Program (QFE #1) is designed to provide additional support and direction for those new to campus; and the high rate of education plans developed by the counseling department demonstrates the college commitment to assisting our students in developing educational goals.

Organization of the Self Evaluation Process

Antelope Valley College has maintained an active engagement with the accreditation process since the 2010 Self Study and Team Visit. Following receipt of the recommendations in 2011, a work group was formed consisting of the Vice President of Academic Affairs (VPAA) / Accreditation Liaison Officer (ALO), a newly appointed faculty accreditation coordinator, and key campus members to include the office of Institutional Research, Effectiveness, and Planning; the Program Review faculty coordinator; the Student Learning Outcomes Committee faculty co-chair; the faculty co-chair of the Strategic Planning and Budget Council (which subsequently split into two separate committees); the Information and Technology Systems director; the Business Services director; and several key deans and faculty members. Even as personnel changed during this time, the group worked cohesively throughout the Follow-up and Midterm reporting cycles, producing four Follow-Up Reports (2012, 2013, 2014, and 2015) and one Midterm Report in 2013. In addition, two Substantive Change Proposals were submitted and approved by the ACCJC: Proposal to Change the Location of the Palmdale Center (2015) and Proposal to Offer an Airframe Manufacturing Technology Baccalaureate Degree (2015).

In May 2014, preparations for the writing of the self evaluation began with a restructuring of the standards committees after feedback from previous committee members revealed a need to make some changes to allocate the workload more fairly and efficiently. The faculty accreditation coordinator solicited further input from the CEO, the VPAA / accreditation liaison, the Academic Senate President, and the Dean of Institutional Research, and the committee adopted a team-oriented structure designed to involve key campus members in the writing process with robust support and assistance from other team members. The faculty coordinator and the committee also wrote an Accreditation Handbook, First Edition, as there had previously been no written guidance as to how to organize the committee and write the self evaluation. The committee was divided into four teams, one for each standard. Each team is led by a team leader. Relevant standards are assigned to "experts," those who have the most direct knowledge and information. "Collaborators" from across disciplines and areas make up the remainder of each team to provide input, review, and assistance. Team leaders include the dean of institutional research, the director of human resources, a faculty member, and a classified staff member (who replaced a faculty member in 2016). Leaders, experts, and collaborators are a healthy mix of staff, faculty, and administrators who have collaborated productively in numerous meetings and writing sessions on the self evaluation report. Some faculty who serve on the accreditation committee as experts and collaborators are also co-chairs of committees that are relevant to accreditation such as the Outcomes Committee, Budget Committee, Academic Policies and Procedures, Strategic Planning, Program Review, as well as the Academic Senate President, thus there were numerous opportunities for continuous dialogue and collaboration amongst committee chairs during this process. Team leaders, experts, and contributors are as follows:

Document Team

Dr. Bonnie Suderman, Vice President of Academic Affairs and Accreditation Liaison Officer
Tina Leisner McDermott, Faculty Communication Studies and Faculty Accreditation Coordinator / Co-Chair
Deborah Morgan, Senior Administrative Assistant, Academic Affairs
Liz Diachun, Executive Director Marketing and Public Information
Stephen Burns, Web Developer, ITS

Standard One

Team Leader: Dr. Meeta Goel, Dean of Institutional Effectiveness, Research and Planning and Library Services

Experts, Collaborators, and Contributors:

Dr. Glenn Haller, Faculty Kinesiology and Outcomes Committee Co-Chair
Dr. Fredy Aviles, Faculty Psychology and former Outcomes Committee Co-Chair
Carol Eastin, Counseling Faculty and Program Review Co-Chair
Dr. Bonnie Suderman, Executive VP Academic Affair
Dr. Svetlana Deplazes, Research Analyst Institutional Research
Kim Fite, Student Life, Administrative Assistant
Dr. Irit Gat, Faculty Psychology, Faculty, Senate Executive Council, and Budget Committee Co-Chair
Dr. Jessica Harper, Faculty Chemistry
Perry Jehlicka, Faculty Kinesiology and DETC Co-Chair
Cathy Overdorf, Faculty Child & Family Education
Dr. Zia Nisani, Faculty Science
Mary Rose Toll, Faculty Reading
Dr. Scott Jennison, Faculty ESL
John Vento, Faculty Political Science and Honors Program Chair

Standard Two

Team Leader: Michele Lathrop, Learning Center Specialist
Carolyn Burrell, Faculty Library (original team leader)

Experts, Collaborators, and Contributors:

Dr. Darcy Wiewall, Faculty Anthropology and AP&P Co-Chair
Dr. Fredy Aviles, Faculty Psychology and former Outcomes Committee Co-Chair
Diane Flores-Kagan, Faculty Learning Center
Dr. Magdalena Caproiu, Faculty Learning Center
Dr. Scott Lee, Faculty Library
Dr. Erin Vines, Executive VP Student Services
Melanie Parker, Faculty Child and Family Education

Dr. Charlotte Forte-Parnell (ret), Dean Language Arts and Academic Development
Michele Lathrop, Specialist Learning Center
Karla Reynolds, Clerical Assistant, Office for Students with Disabilities
Ken Sawicki, Alternative Media Specialist, OSD
Cyndi Wishka, Counselor Counseling & Matriculation,
Dr. Jill Zimmerman, Dean Student Life
LaDonna Trimble, Dean Enrollment Services
Melissa Jauregui, Academic Affairs Specialist
Dr. Svetlana Deplazes, Research Analyst Institutional Research
Perry Jehlicka, Faculty Kinesiology and DETC Co-Chair
Cathy Overdorf, Faculty Child & Family Education
John Toth, Faculty English
Lucia Pozo, Faculty Spanish
Dr. Zia Nisani, Faculty Science
Mary Rose Toll, Faculty Reading
Dr. Scott Jennison, Faculty ESL
Rashall Hightower-Stickell, Director Student Equity
Dr. Maria Clinton, Faculty Airframe Technology
Carolyn Burrell, Faculty Library
Dr. Garry Roggenstein, Dean Counseling and Matriculation
Lee Grishman, Faculty Transfer Center
Rick Shaw, Executive Director ITS
Jeff Stephens, Faculty Career Technical Education and Health Science
Liz Sunderberg, Faculty Career Technical Education and Health Science
Christos Valiotis, Faculty Math Science Engineering and STEM grant coordinator
Erin Traynor, Career Center Coordinator
Nancy Masters, Academic Senate Coordinator
Rosalind Brown, Administrative Assistant Counseling and Matriculation

Standard Three

Team Leader: Mark Bryant, Executive VP Human Resources
Dr. Ken Schaffer, Faculty History (original team leader)

Experts, Collaborators, and Contributors:
Maxine Griffin, Director Human Resources
Doug Jensen, Executive Director Facilities
Rick Shaw, Executive Director Information Technology Services
Diana Keelen, Executive Director Business Services
Dr. Joseph Esdin, Faculty Mathematics Science Engineering
Deb Feickert, Faculty Mathematics Science Engineering
Erin Tague, Administrative Assistant Facilities

Katherine Mergliano, Manager Computer Systems, Manager
Gwenette Preston, Clerical Assistant Enrollment Services
Dr. Bassam Salameh, Faculty Mathematics Science Engineering
Mark McGovern, Faculty Mathematics Science Engineering
Ann Steinberg, Director Job Placement Center
Jeff Stephens, Faculty Career Technical Education and Health Science
Scott Tuss, Programmer, ITS
Wendy Dumas, Fiscal Services Manager Business Services
Mina Hernandez, Purchasing Manager, Business Services
Michael Dioquino, Systems and Infrastructure Manager ITS
Michael Mahar, Maintenance Supervisor
Jared Simmons, Maintenance and Operations Manager

Standard Four

Team Leader: Van Rider, Faculty Library
Chris Hamilton, Adjunct Faculty Business (former team leader)

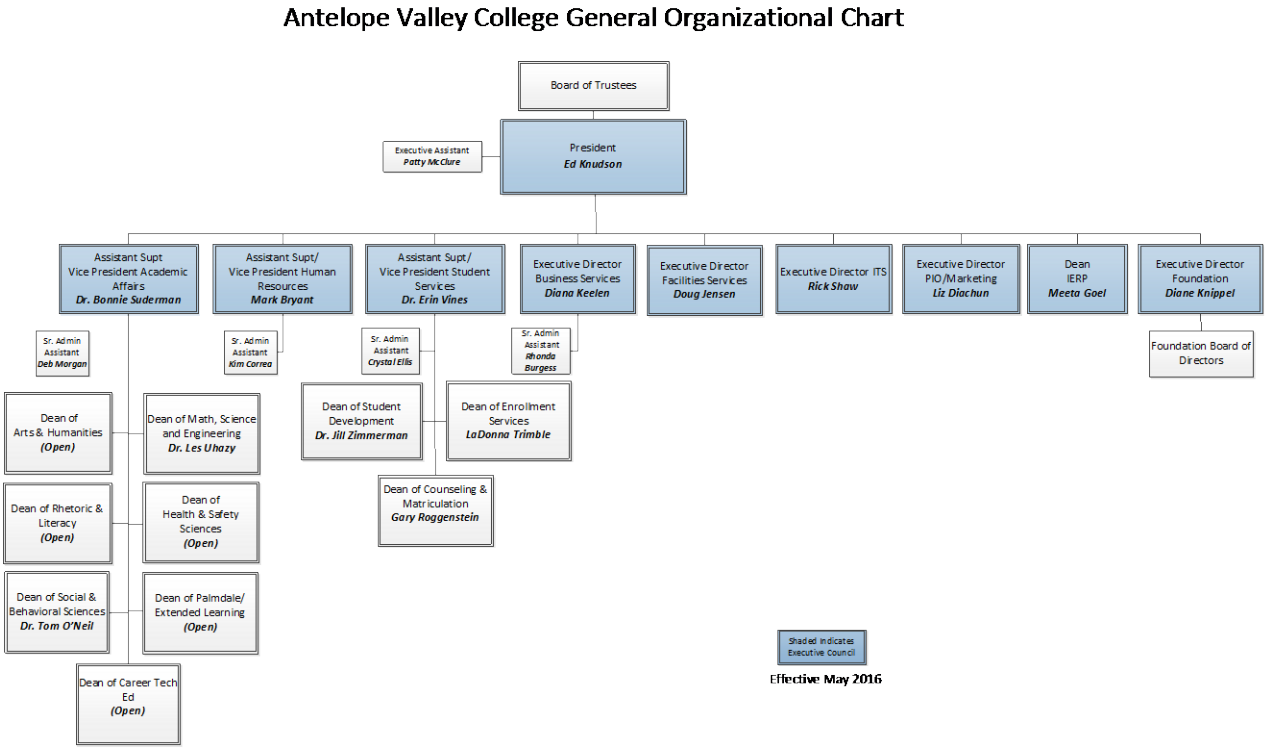
Experts, Collaborators, and Contributors:
Dr. Ed Beyer, Faculty Computer Applications and Academic Senate President
Michael Adams, Board of Trustees Member
Dr. Susan Lowry, Faculty English, and Faculty Union President
Barbara Gaines, Board of Trustees Member
Brian Palagallo, Faculty English
Dr. Jason Bowen, Faculty Mathematics Science Engineering
Pamela Ford, CalWORKs, Program Coordinator and Classified Staff Union President
Dr. Maria Clinton, Faculty Career and Technical Education
Dr. Les Uhazy, Dean Mathematics Science Engineering
Patty McClure, Executive Assistant to the President
Ed Knudson, President / CEO

The official kickoff meeting was held on August 22, 2014, where teams were oriented towards the accreditation process and given deadlines, tips for writing the self evaluation, and methods to manage information, evidence, and solve problems. From that point forward, teams met separately and in occasional "All Hands on Deck" meetings. In addition to face to face meetings of teams, there were countless smaller meetings on key issues, phone conferences, and emails. Upon the adoption of Google Docs in 2015 as a format for collaborative document production and evidence repository, much of the communication among team leaders and members, the accreditation coordinator, and the VPAA occurred within the document itself. The CEO, VPAA, and the faculty accreditation coordinator gave presentations on the process and progress of the self evaluation at Board of Trustee meetings, Welcome Back Days, Coffee Chats

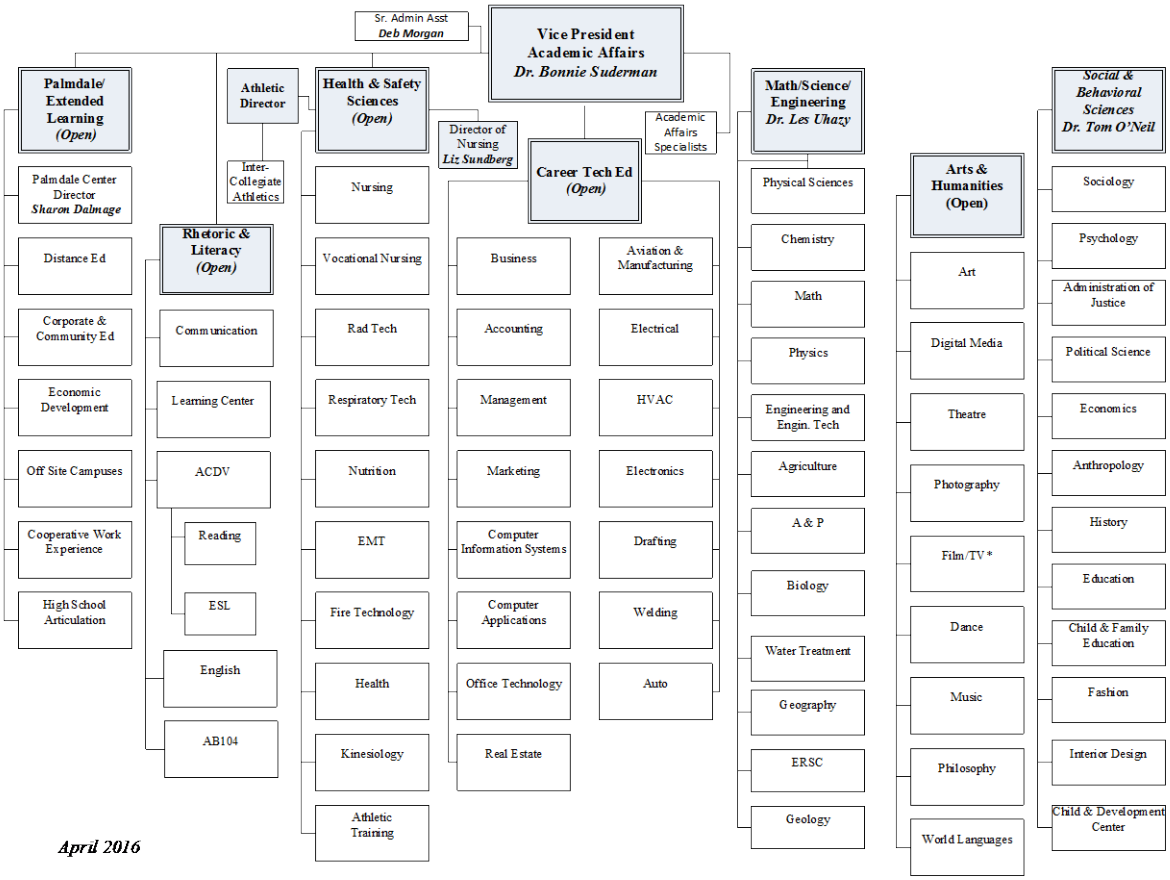
with the President, division meetings, and committee meetings. On May 2, 2016 the draft self evaluation was sent to the entire campus for review and comments. On June 13, 2016 it was presented to the Board of Trustees for public comment and approval.

As reported in the self evaluation, numerous refinements to committee operations and reflexive improvements in teaching are the natural outcomes of a campus that is committed on the whole to excellence. Accreditation and maintaining a focus on the standards that improve the quality of operations and education at AVC have become an integral aspect of the campus culture.

Organizational Information

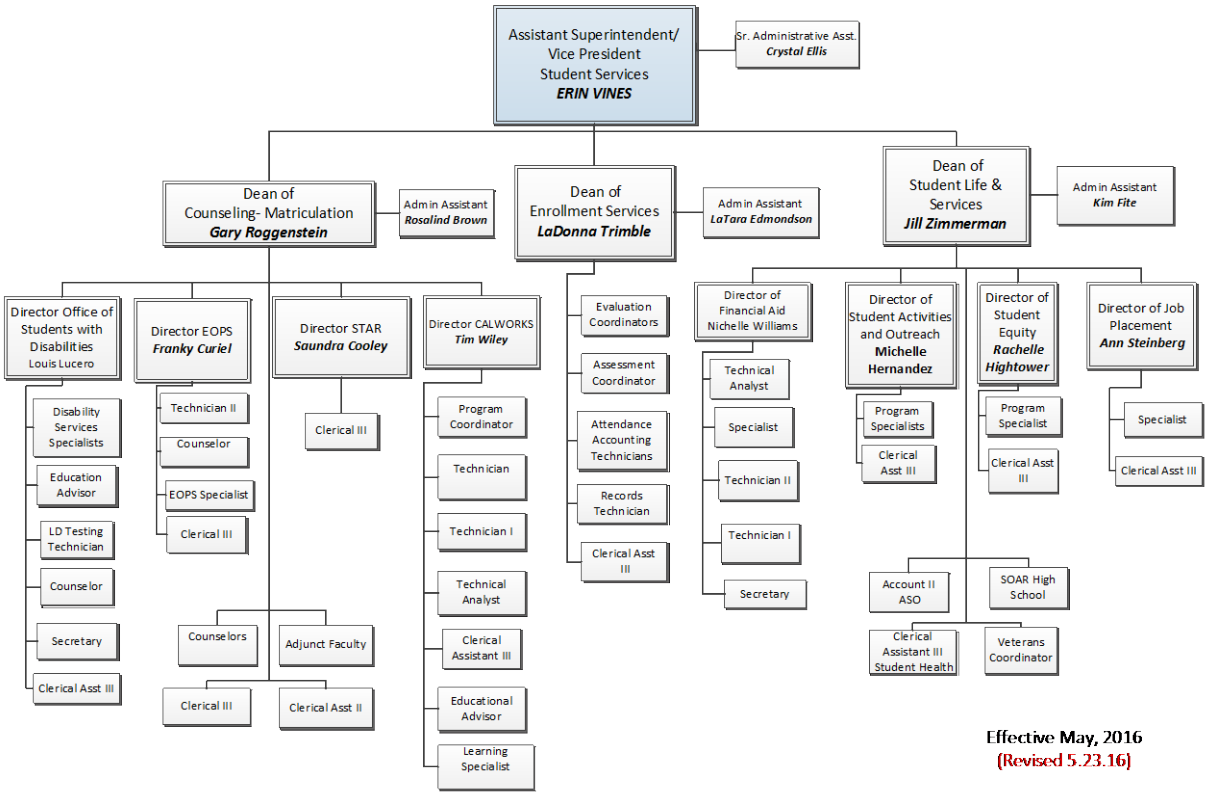


ANTELOPE VALLEY COLLEGE ACADEMIC AFFAIRS ORGANIZATIONAL CHART

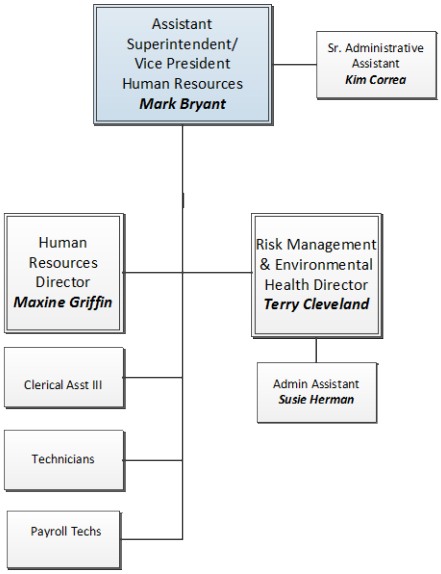


April 2016

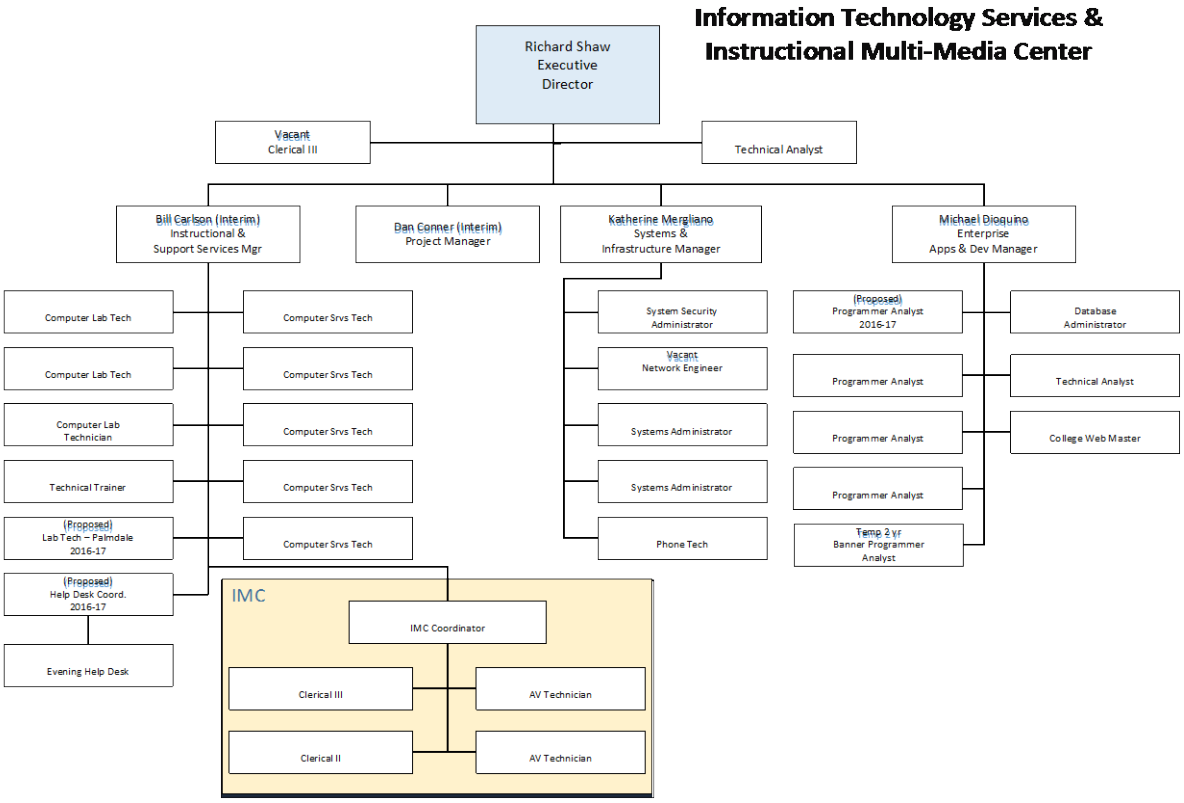
Antelope Valley College Student Services Organizational Chart



Antelope Valley College Human Resources & Employee Relations Organizational Chart

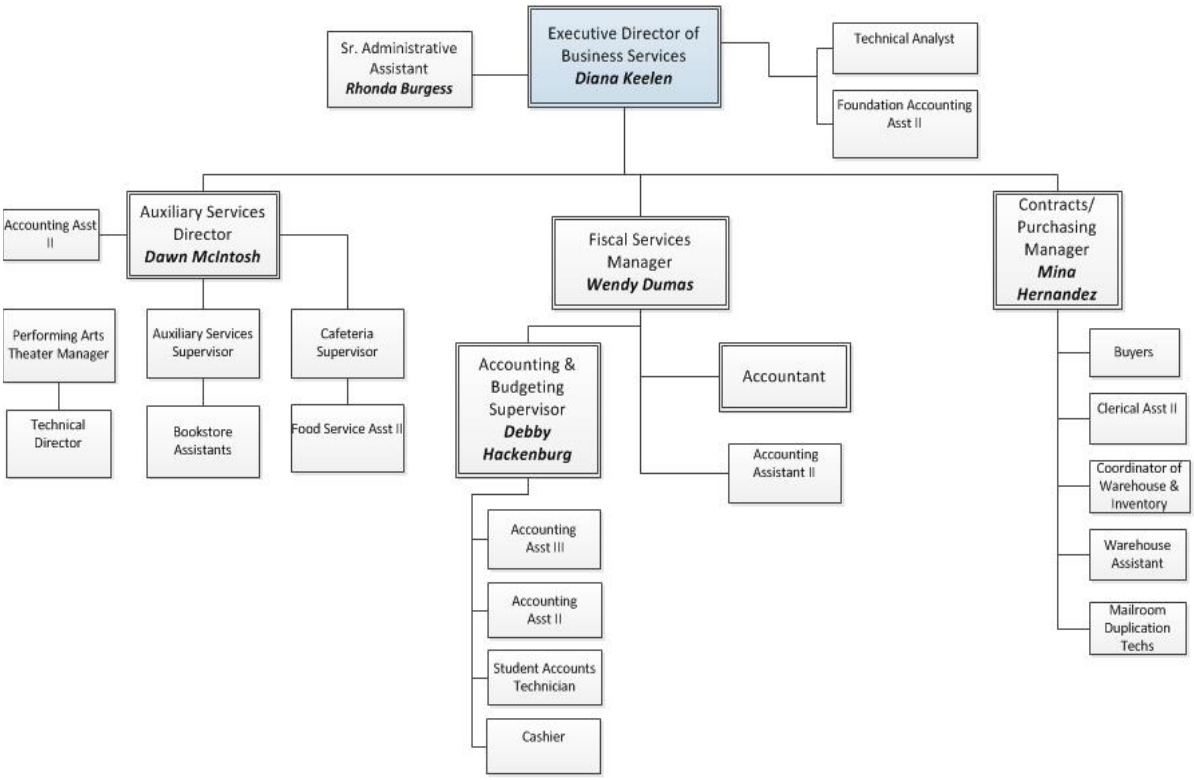


Effective January, 2016



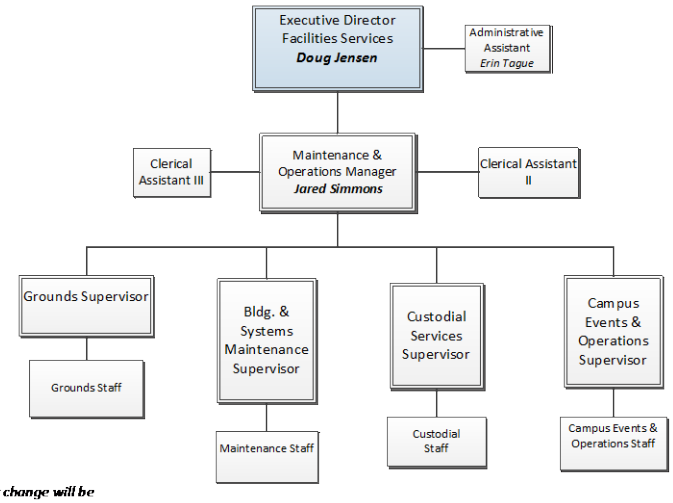
Last Revised 26 May 2016

Antelope Valley College Business Services Organizational Chart



Effective January 2016

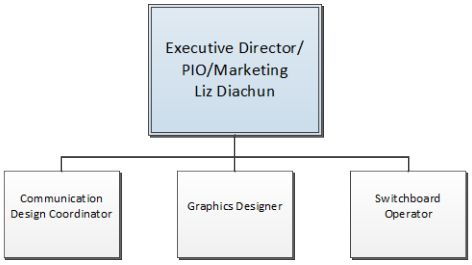
Antelope Valley College Facilities Services Organizational Chart



Viable processes for change will be addressed in future staffing plans.

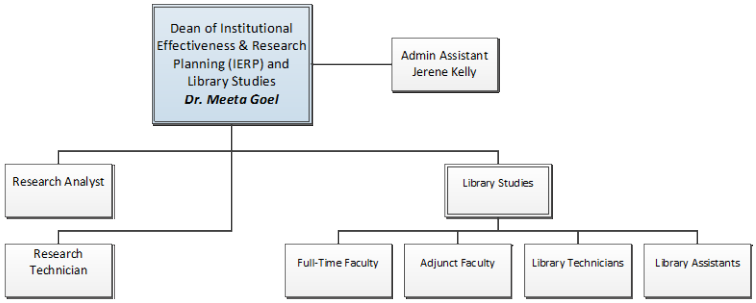
Effective January, 2016

Antelope Valley College PIO/Marketing Organizational Chart



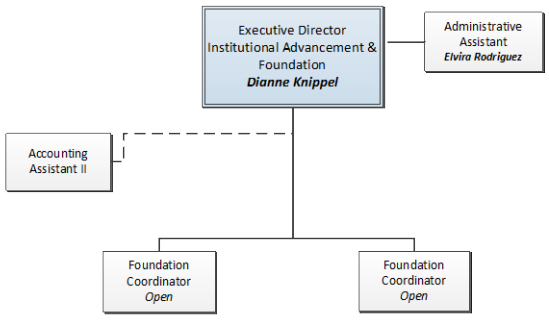
Effective May 2016

ANTELOPE VALLEY COLLEGE INSTITUTIONAL EFFECTIVENESS & RESEARCH PLANNING & LIBRARY STUDIES



Effective May 2016

Antelope Valley College Institutional Advancement Organizational Chart



Effective January, 2016

Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

The institution is authorized and licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Antelope Valley College is authorized to operate as a post-secondary, degree granting institution by all appropriate governmental organizations and agencies as required by each of the jurisdictions in which it operates. Antelope Valley College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is part of the California Community College system. (California Code of Regulations, Title 5, Division 6, Chapter 2, Subchapter 1, §51016) (Antelope Valley College Accreditation Web Page) The most recent affirmation of accreditation status was conveyed in a letter dated February 5, 2015 by the ACCJC and is posted on the college web page.

2. Operational Status

The institution is operational, with students actively pursuing its degree programs.

Antelope Valley College has been in continuous operation since 1929, with students actively pursuing degree programs. The college offers educational opportunities in academic and Career Technical Programs that prepare students for transfer to public or private institutions of higher learning and/or for entry into the workforce.

3. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant portion of its students are enrolled in them. At least one degree program must be two years in length.

A substantial portion of Antelope Valley College's educational offerings are programs that lead to degrees in accordance with Title 5 §55063 § 55070 of the California Code of Regulations. Students' goals and progress are monitored regularly through data gathered by Institutional Effectiveness, Research and Planning. AVC Catalog and schedule of classes delineate comprehensive information regarding college programs and services.

Antelope Valley College offer 59 certificates of achievement and two locally approved certificates of proficiency in 51 fields of study. The college offers 73 associate degrees, including 22 Associate Degrees of Transfer (ADT). In addition, the college will offer a Baccalaureate Degree in Airframe Manufacturing Technology in fall, 2016.

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district /system chief executive officer nor the institutional chief executive officer may serve as the chair of the

governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Superintendent/President of the College, Ed Knudson, serves as the chief executive officer with full-time responsibility to the college and district. He has been appointed by the Antelope Valley Community College Board of Trustees and has the requisite authority to administer board policies. The Superintendent/President has oversight for all programs and support services implemented at the College, including the new Bachelor of Science in Airframe Manufacturing Technology.

5. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Antelope Valley College undergoes regular/annual external audits by certified public accountants. The report is presented to the Board of Trustees with a monthly report that outlines a corrective action plan and progress towards resolving any audit exceptions. The District makes each final audit report available to the public on the AVC website link to audit findings.

Certification Of Continued Institutional Compliance With Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment

Antelope Valley College coordinates its accreditation work through the Accreditation Steering Committee. The Accreditation Steering Committee consists of constituents from across the campus and collaborates to produce the Self Evaluation Report and subsequent reports required by the ACCJC, as needed. The committee is co-chaired by the Faculty Accreditation Coordinator and the Accreditation Liaison Officer--the Vice President of Academic Affairs.

Past copies of any correspondence or decisions by the ACCJC are kept at the President's Office, and documentation form 2005 on is linked on the Accreditation webpage. Any new or additional information from ACCJC is relayed through the Accreditation Liaison Officer to campus constituents, and follow-up, midterm, and substantive change reports are also processed through the ALO.

Reviews of college accreditation work are provided on a regular basis to the Academic Senate and the Board of Trustees. Comments are invited from third parties.

Standards and Performance in Respect to Student Achievement

Antelope Valley College employs extensive and informative methods to evaluate student achievement. Each course and program utilizes student learning outcomes to evaluate student learning, and departments engage in dialog to evaluate the level of student learning that has taken place and to determine changes that are necessary to impact future results. These discussions take place annually and results are used to determine budget and planning decisions college wide.

Antelope Valley College has defined elements of student achievement in each instructional program. Each program is provided with data on degrees, certificates, enrollments, course completions, student retention rates, and job placement and these data are used extensively in each program review, request for new faculty, and development of course schedules. Licensure and job placement rates have been determined in Career and Technical Education, and results are reported annually.

Student achievement data are reported throughout the campus in the AVC Fact Book and are available on the Institutional Effectiveness, Research & Planning website. The college as a whole discusses these data as well as the Educational Master Plan and Strategic Plan and develops new area projects to impact the college goals at the fall College-wide Planning Retreat.

The AVC Institutional Set Standards have been under review for spring of 2016. Updates will be approved by the summer term, and the new standards in Completion, Retention, Persistence, Degrees and Certificates, and Enrollment vs. Degrees/Certificates will be used for evaluation at the fall 2016 College-wide Planning Retreat. The Strategic Planning Committee has been

charged with leading the college discussion on the data appropriate measures for improvement, as well as updating the Institutional Set Standards as needed.

Policy on Institutional Degrees and Credits

Antelope Valley College conforms to the minimum program length of 60 units of credit for an associate degree. AVC's policy for determining a credit hour meets the academic expectations and the California Code of Regulations: 54 total hours must be completed for each unit of credit awarded. For lecture courses, one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week is required for seventeen weeks for one unit of credit. For laboratory courses, three hours of laboratory work per week is required for seventeen weeks for one unit of credit. A semester course includes 18-54 contact hours of classroom time and an academic year has 34 weeks of instructional time.

AVC offers Certificates of Achievement, Certificates of Proficiency and Associate Degrees of the same definition as the Commission policy. In fall, 2016, AVC will offer a baccalaureate degree that will meet all of the Commission policies for rigor, depth and unit weight. (see addendum)

Tuition at Antelope Valley College is consistent across degree programs. The resident tuition is $46.00 per unit, and non-resident is $211.00 per semester unit plus enrollment fee and capital outlay. The baccalaureate degree tuition will be $84.00 per unit in addition to the standard tuition.

All policies and standards are clearly delineated in the Academic Policies and Procedures (AP&P) Standards & Practice Handbook.

Policy on Transfer of Credit

Transfer-of-credit policies are made available to AVC students upon entry to the college through the Student Success and Support Program, which includes new student orientation, counseling appointments, and the development of a student education plan for their major and intended transfer institutions. These policies are reviewed and updated regularly to assure currency and conformity with State guidelines and mandates. The institution verifies that students transferring to a campus of the California Community Colleges (CCC), the California State University (CSU) or University of California (UC), meet or partially meet the General Education requirements for that respective system

AVC courses are listed on "ASSIST" (Articulation System Stimulating Interinstitutional Student Transfer), an online statewide articulation database that can be used by students, faculty, and staff to verify transferability of course offerings to public institutions in California. New courses approved by the AP&P are also entered into a statewide system called "OSCAR" (Online Services for Curriculum and Articulation Review) for consideration by the University of

California, the California State University, and for certain other programs required by the state university, namely "American Institutions."

AVC certifies the learning outcomes for transfer courses are comparable to learning outcomes of its own courses by utilizing the Course Identification Numbering System (C-ID) where applicable, which allows CSU's and CCC's to list a course offered at one of their respective campuses The Course Identification Numbering System allows for an ease of transfer and articulation to other CSU's and CCC's throughout California.

The institution accepts credits from regionally accredited colleges and universities. AVC accepts non-traditional and test credit from military programs and experience, law enforcement training, registered nursing advanced placement, the CSU English Equivalency Exam, corporate training programs, courses from foreign colleges or universities (when evaluated by an approved evaluation service and verified by an accompanying course syllabus), Advanced Placement Exams (AP), International Baccalaureate Exams (IB) and College-Level Examination Program (CLEP). Students may also challenge selected courses through the approved credit by examination process

AVC develops articulation agreements in accordance with BP 4050 (Articulation) and AP 4050 (Articulation) by assessing transfer patterns to other institutions via the CCCCO Data Mart (for general transfer information), institutional self-reporting of AVC transfers to private institutions regionally, through requests from AVC's academic divisions, and by invitations to articulate from other institutions who have an interest in AVC students. The articulation process is initiated through the Articulation Officer. Curricula and program information is exchanged and examined. A determination of equivalency is made by appropriate discipline faculty members. The articulation and transfer program documentation is then verified by the division dean and forwarded to the Articulation Officer.

Policy on Distance Education and Correspondence Education

All Distance Education (DE) courses at Antelope Valley College have equivalent quality and accountability regardless of mode of delivery. Each DE course uses and assesses the same Student Learning Outcomes as corresponding face-to-face sections.

AVC complies with Title 5, section 55206, "each proposed or existing course, if delivered by distance education, shall be separately viewed and approved according to a district's certified course approval process." Every DE course offered at AVC has been approved in a separate process through the Academic Policies and Procedures (AP&P) Committee and is reviewed through the curriculum and Program Review process.

The AP&P approval process certifies that the following requirements have been met:

Course Quality Standards (Title 5, section 55202)

The same standards of course quality for classes in a face-to-face modality are required of an online or hybrid course.

Course Quality determinations are made with the full involvement of faculty.

Instructor Contact (Title 5, section 55204)

Online and hybrid courses at AVC include regular, effective contact between instructor and student, as delineated by the Regular, Effective Contact Policy adopted in February, 2015. In spring, 2016, each DE courses was reassessed and approved for this standard.

Accessibility (Section 508, 1194.322

Approved online and hybrid courses meet federal guidelines for accessibility, included in the "Guidelines for Designing an Online Course", section 8.

Continued course quality is determined through the faculty evaluation process that includes both a review of the DE course in action and a student evaluation.

Antelope Valley College establishes the authentication of registered students through a secure log-in and password into Blackboard. All standards are clearly stated in the AP&P Standards & Practices Handbook and posted on the Distance Education and Technology Committee (DETC) website. Online and hybrid courses maintain accurate student records, and faculty drop student based upon the Online Attendance Policy stated in the catalog.

Students are given access to online support services support for Blackboard use on the AVC website and they can contact the Information Technology Services Department or Blackboard directly for customer support. Students are able to access online library databases for research, course tutoring through NetTutor, and participate in a Student Online Readiness Tool. Students are also provided online admissions and records services, counseling appointments, financial aid services and workshops, and Human Development courses online.

Antelope Valley College submitted a Substantive Change Proposal in March, 2011 for approval of programs in which 50% or more were offered in a distance modality. This proposal was approved by ACCJC on July 18, 2011.

Policy on Representation of Accredited Status

Antelope Valley College provides an Accreditation link on its website. The link directs the viewer to the College's Accreditation web page which is one click from the homepage and displays the following statement:

> Antelope Valley College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an

institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org

Policy on Student and Public Complaints against Institutions

Antelope Valley College has student grievance and public complaint processes in place that are reasonable, fairly administered, and well publicized. Procedures for complaints are described in Administrative Procedure (AP) 5530.

The Student Complaint Policy and Student Due Process procedures are clearly stated in the Student Handbook, and the Complaint Process page of the AVC website includes links to both the Student Handbook and California Community College Chancellor's Office Complaint Process site.

Information on filing a complaint with the ACCJC is included in the accreditation statement on the accreditation site.

Public complaints against the institution are handled in the Office of the President. Electronic or written complaints are cataloged and stored to be accessed upon request. The President works with campus divisions to obtain pertinent information and convey concerns; a written response from the President is sent to the originator and copies are stored with the initial complaints.

Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status

Antelope Valley College exhibits integrity and responsibility in advertising, student recruitment, and representation of accredited status. The college catalog and student handbook are available online and the college website lists additional locations where information may be found. AVC accurately represents the current accreditation status and provides immediate online access to all accreditation documents dating back to 2005.

Student recruitment of athletes is conducted primarily by coaches, who are required to take a compliance test each year to verify that they understand and will abide by the constitutional articles and by-laws of the California Community Colleges Athletic Association (CCCAA). High school outreach is overseen by the Vice President of Student Services and coordinated by the Director of Student Activities and Community Outreach. All recruitment is carried out by trained employees of the campus.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

Antelope Valley College does not contract responsibilities for programs and services with any non-regionally accredited organizations.

Policy of Compliance with Title IV

In 2012, with the advent of the cohort adjustment from two years to three, the student loan default rates rose from 19.3 to 32.6. This moves the AVC rate into the category of excessive default. The evaluation of the default management went under strict review in 2012 when committee was created to develop a default management team and evaluate what direction the campus needed to move.

In fall 2014 Antelope Valley College went under contract with a third party default management organization (ECMC) to monitor default rates. The Financial Aid Department will continue to monitor the default rates as well as monitor the contractor to assure that there are positive results. Antelope Valley College has adopted the Department of Education's Default Management Plan. The activities in the Default Plan promote student and school success by increasing retention and reducing delinquency and default. Efforts to monitor the default rate have been put in place within the Financial Aid Office. Departmental practices have been reviewed and efficiencies have been noted. Staff have implemented strategies to reduce the default rate, including required counselling for students about interest rates, repayment options, and additional financial literacy concepts. Additional entrance and exit counseling, identifying at risk students, more communication with exited students has also been implemented. All information and action plans can be found in the Default Prevention and Management Plan. (see III.D.15) Antelope Valley's default rate has reduced to 26.1% after these changes.

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

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A: Mission

I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Board Policy 1200 delineates the mission of Antelope Valley College (revised in November 2014), which states:

> "Antelope Valley College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success, offering value and opportunity, in service to our community."

Along with the mission, the AVC's vision states:

> "To provide quality education that transforms lives."

AVC's catalogue explains all of the educational opportunities that AVC provides: associate degrees and certificates, career technical education, transfer/general education courses, basic skills courses, workforce preparation and economic development programs, and personal enrichment and professional development offerings. Courses and programs offer students in the Antelope Valley broad and contemporary choices for their educational pursuits from liberal studies, visual and performing arts, health and athletics, career and technical programs, STEM disciplines, social sciences, and business studies.

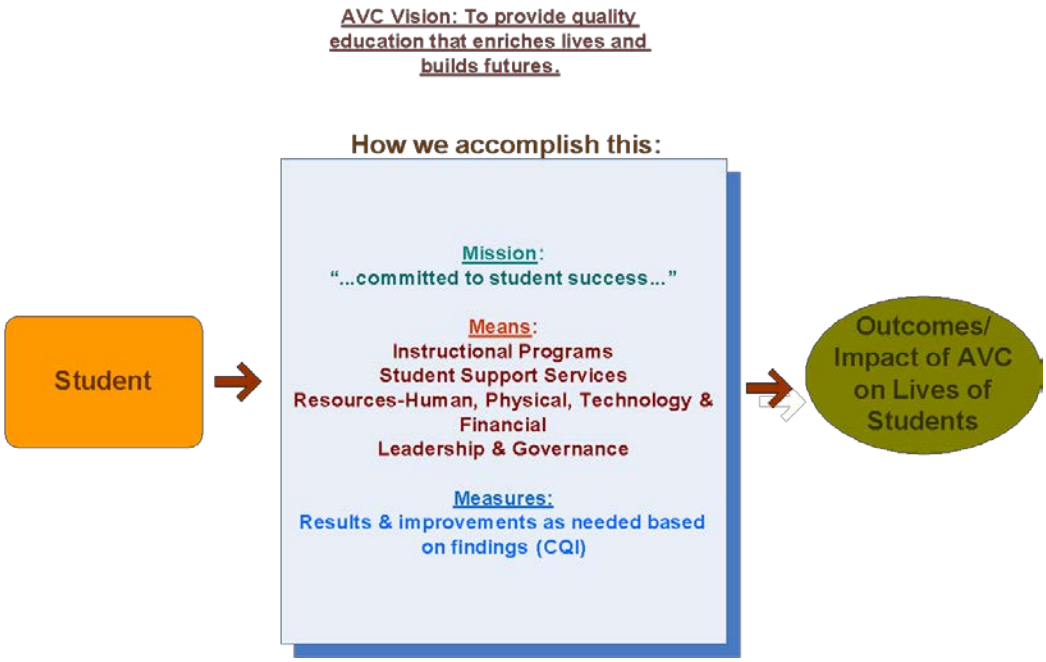
In order to expand educational opportunities for the community, on December 10, 2015, the ACCJC approved the relocation of its Palmdale Center to a larger facility to accommodate more students throughout the Antelope Valley, which is scheduled to open in Spring 2017 (Substantive Change Proposal; Approval letter). In addition, AVC joined a pilot program in California to offer bachelor's degrees, and a Baccalaureate Degree in Airframe Manufacturing Technology will begin in fall, 2016 (Substantive Change Proposal; Approval letter).

Distance education opportunities are available to expand opportunities for education to increasingly diverse learners. Distance education students include both traditional and non-traditional students who have scheduling conflicts due to work, child care issues, lack of transportation, high school students, those serving in the military, and disabled students, among others.

I.A.2 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.

AVC uses data from a variety of sources to determine how effectively it is accomplishing its mission, which are accessed by administration and faculty for review on a continual basis.

The following graphic depicts how AVC addresses its student oriented vision and mission:



Institutional goals and priorities are derived from the Educational Master Plan (EMP), and are driven by the mission, all available environmental data scans, program reviews, and other relevant data. Data on student demographics, success, and achievement rates, is gathered and published annually by the Institutional Effectiveness, Research, and Planning Department in the AVC Fact Books (eg., 2015 Antelope Valley College Annual Fact Book). Categories include gender, age, race/ethnicity, student types, prior educational attainment, special populations and

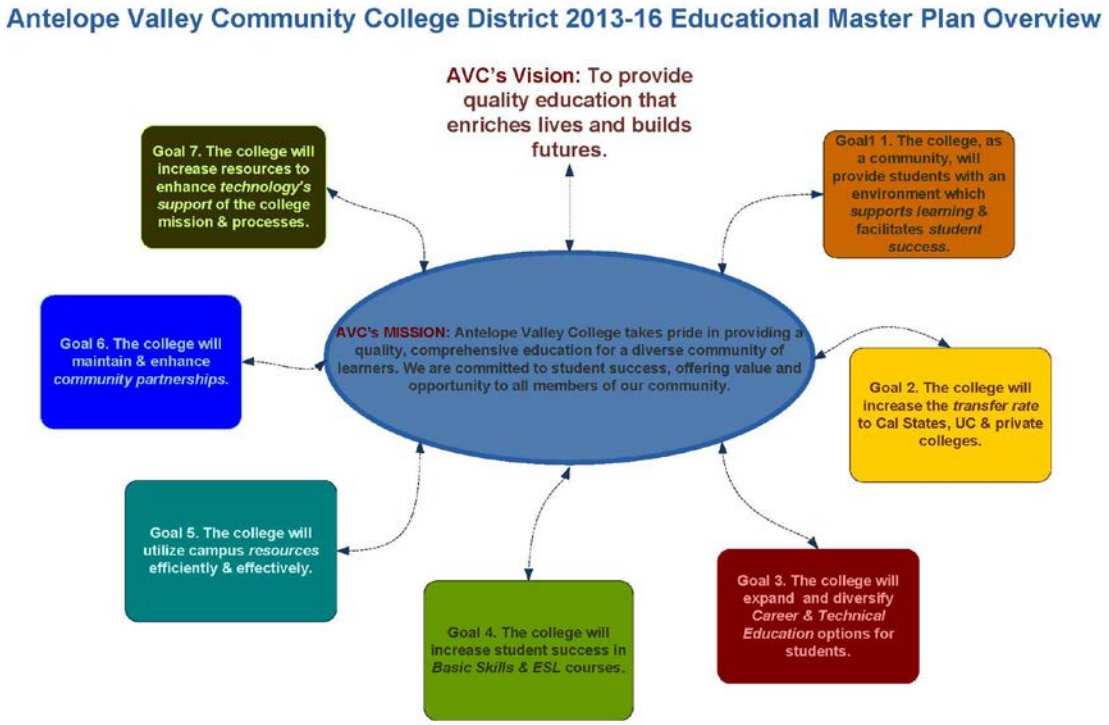
geographic area. The fact books are consulted widely in the development of the EMP, goals, priorities, and long range planning.

Program Review is systematic process at AVC for the college to utilize data in determining if it is accomplishing its mission and what resources are needed to improve that effort. The Systematic Program Review Procedures Handbook explains the process and philosophy of AVC's program review process in detail. Comprehensive program reviews are conducted on a four-year cycle (Program Review Schedule 2013-2020), with annual updates conducted in between by instructional and non-instructional departments. The Program Review Committee, in conjunction with the Department of Institutional Research and the Vice President of Academic Affairs, have continually worked to improve the questions and the formatting of the documents to make them more efficient for faculty and staff to use, and to connect them more tightly to the institutional data and analysis for program improvements. With an eye towards a more streamlined and efficient process using more concise questions and easier to access data. In fall 2015, Department of Institutional Effectiveness, Research and Planning (DIERP) made an Interactive Dashboard available with data visible in easy to read charts to further assist program review writers in viewing and understanding the data for their disciplines. In addition, tableau links are available within the program review templates themselves. The new comprehensive and annual program review templates were shared with the Academic Senate November 19, 2015 (Academic Senate Minutes 11.19.15, item 8b), and will be used for the first time in Spring 2016 (comprehensive template and annual update template). In conjunction, each discipline analyzes their Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs). Based on the analysis of these data, disciplines set goals to improve their programs and request resources (e.g., Math Science and Engineering Annual Update 2013-2014; Social and Behavioral Sciences / Anthropology Comprehensive Program Review 2013-2014 pages 7-24). Non-academic departments such as Veteran's Affairs and Office of Students with Disabilities also complete program review to analyze how well the college is supporting those students (Veteran's Affairs Comprehensive Program Review 2012-2013; OSD Comprehensive Program Review 2012-2013). In 2014, the Executive Council completed the first collective Comprehensive Program Review for all the college areas, analyzing the needs of each area and developing common goals (Executive Council Comprehensive Program Review 2014-15).

Based upon the Educational Master Plan and Program Reviews, the Board of Trustees recently provided the college with its annual priorities and those were further prioritized by the Administrative Council (Administrative Council Annual Retreat 8.5.14) and presented to campus constituents at the September 25, 2014 college wide planning retreat (Strategic Goals / Planning Retreat Power Point) as well as the Academic Senate (Academic Senate Minutes 10.2.14). EMP Goal #4 was identified as the highest priority in an effort to help improve AVC's relatively low student success rates for basic skills and ESL based on the Chancellor's Office Student Success Scorecard. The Administrative Council decided that starting the academic year of 2014-15, the college needed to target its efforts and resources as follows:

- First priority EMP Goal #4: The college will increase student success in basic skills and ESL.
- Second priority EMP Goal #1: The college as a community will provide students with an environment which supports learning and facilitates student success.
- Third priority EMP Goal #3: The college will expand and diversify career technical education options for its students.

These annual retreats are now a routine aspect AVC's culture of planning and continuous improvement (see AVC Planning Calendar). This allows the college constituents to annually communicate and prioritize the strategic plan goals for program reviews and address the college mission and vision. The Strategic Planning Council and the Administrative Council examined the college's progress on the EMP and the Board's priorities identified at the May 12, 2015 Board planning retreat (EMP Progress Spreadsheet 2015), and EMP goals #5 (utilize campus resources efficiently and effectively) and #7 (enhance technology's support of college mission) were added. EMP Goal #1 (student success) remained a primary focus for the college. However due to the Student Student Success and Support Program (SSSP) and Equity Plan funding available towards many of the initiatives associated with this goal and the progress made, it was not the top priority for resource allocation. This was communicated at the September 25, 2015 college wide planning retreat. At this retreat, academic and nonacademic areas set goals for themselves that were tied to these EMP goals. Priorities, the Facilities Master Plan, and the new Educational Mater Plan process allow the college to remain focused on the most urgent goals for the upcoming year while also striving to advance the remaining goals and look forward to the future of the college (College Planning Retreat Agenda 9.25.15; College Planning Retreat Presentation 9.25.15).



The use of data to drive decision making at AVC has resulted in several large scale improvements and accomplishments, some of which are:

Airframe Manufacturing Technology Bachelor's Degree

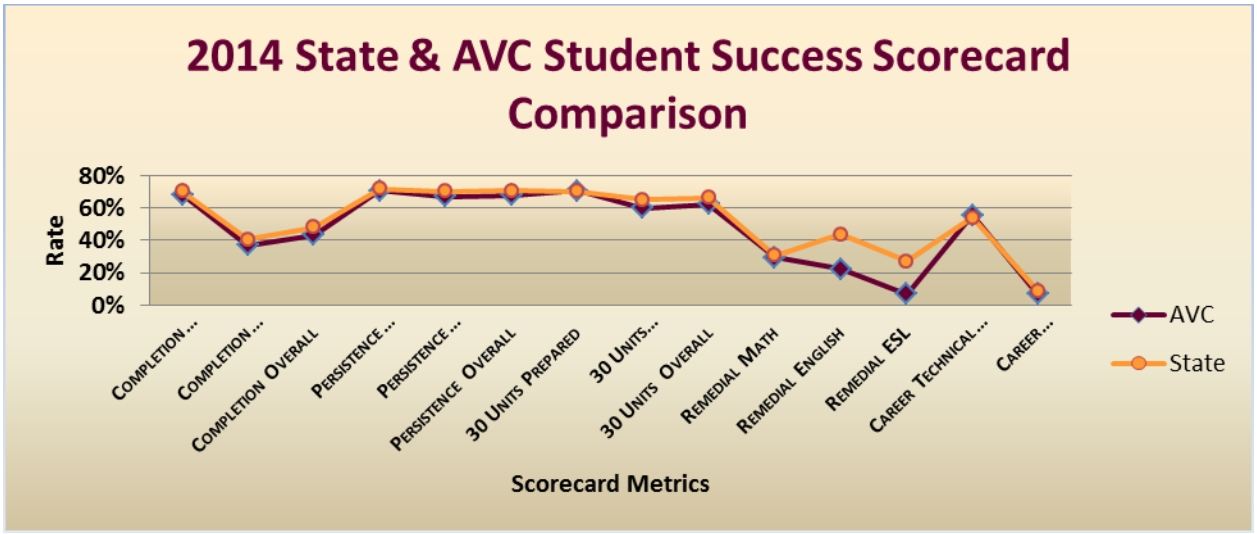
In 2014, faculty and administrators decided to pursue California's new baccalaureate degree pilot program to offer AVC students a bachelor's degree in Airframe Manufacturing Technology (AMT). The program was proposed in response to better address the increasing need for the local aerospace industry to have multi-skilled individuals that serve as first-line leads for the major processes related to the manufacturing of the structural components of aircraft designed to civilian and military specifications.

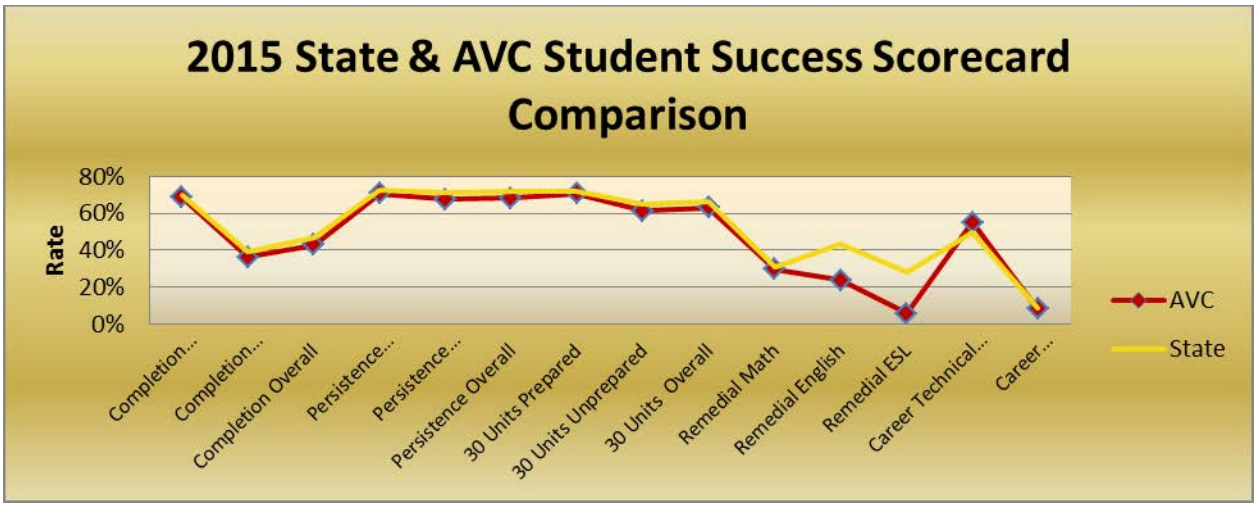
The Center of Excellence gathered information about existing labor market demand for the proposed program using several Standard Occupational Classification (SOC) codes. Data from the California Economic Development Department was examined to determine projections of a future labor market demand for graduates of the program. AVC conducted a rigorous analysis of multiple sets of data to determine the need for participating in the program. In addition to an environmental scan of the overall population of students, the college surveyed 186 of its students who were enrolled in its existing related programs, and 183 responded favorably with interest in a degree in airframe manufacturing (Application to Participate, page 3). Students were interested

in saving money and time, and continuing in the existing programs at AVC for their higher level of education. Advisory committees met on November 6, 2014 with representatives from Edwards Airforce Base, Lockheed Martin Corporation, Northrup Grunman Corporation, and The Spaceship Company (AMT Advisory minutes 11.6.14). Support in the community was given by The Greater Antelope Valley Board of Trade, Congressman Kevin McCarthy, State Senator Steve Knight, and Los Angeles County Supervisor Michael Antonovich. AVC submitted its Application to Participate in the California Community Colleges Baccalaureate Degree Pilot Program in Airframe Manufacturing Technology on December 17, 2014. In spring 2015, the Board of Governors approved Antelope Valley College as one of the only fifteen community colleges to develop and offer a baccalaureate degree (Press Release BOG Approval 3.16.15). The college submitted its Substantive Change Proposal November 4, 2015 to the ACCJC and received its approval letter on December 10, 2015. The development and implementation plan is monitored using an Action Plan Tracking for use by all faculty and administrative participants. Curriculum, hiring qualifications, and student services are defined by the Baccalaureate Degree Pilot Program Handbook. The proposed bachelor's program is slated to commence offering classes at AVC in fall 2016.

Academic Development Department to Improve Basic Skills Retention and Success

Despite its many efforts over the years to move students from basic skills to collegiate levels the 2014 Student Success Scorecard data suggested that students in basic skills were still not progressing at satisfactory levels. The college moved to create an Academic Development Department that oversees and coordinates all areas of Basic Skills.





The creation of an Academic Development Department (ADD) to oversee and coordinate basic skills courses stemmed from EMP goal #4 which became the number one priority of the Board of Trustees: "The college will increase student success in Basic Skills and ESL courses" (AVC Board Goals and Initiatives 2014-2015). The college president put forth the idea of putting all basic skills courses (English, Math, Reading, and ESL) under a new Academic Development Department with a dedicated faculty chair, presenting the idea as part of an overall campus reorganization to the Board of Trustees on January 13, 2014. A discussion at the Language Arts Division meeting on August 15, 2014 was held, and in the Math and Science Division on October 3, 2014, as well as the Academic Senate on October 2, 2014 (item 8a, page 4). On October 14, 2014, the college president sent a memorandum to the entire campus explaining the new department and the rationale behind it. An English faculty member is currently serving as the chair and the department began its work in spring 2015 (Academic Affairs Organization Chart).

The ADD has instigated curricular changes such as offering more basic skills and ESL sections to meet demand and to increase student success, including non-credit courses**.** Since fall 2015, the lowest levels of ESL courses are being offered as non-credit classes. A new full time reading faculty hire started in fall 2015, allowing an increase in reading offerings from 23 in Fall 2014 to 27 sections in Fall 2015. Adjunct hires also opened up new sections of Learning Assistance courses. In addition, AVC hired a part-time Learning Specialist in mathematics who works primarily at the Palmdale Center. Reading faculty changed the curriculum twice. In 2014-15, they eliminated Reading 097, merging 095 and 097 levels into one course (Reading 095), hoping to only offer two levels below transfer. However, the success rates suffered from the merger, so for 2016-17, Reading 097 returned and the course was revised to fit the C-ID indicators and a small online hybrid course option is being offered. The ADD re-created Reading 095 much like it had been, but as a non-credit offering, to be offered starting Fall 2016. This was approved by AP&P at the November 12, 2015 meeting.

ESL faculty changed four levels of their program into non-credit offerings starting Fall 2015. There is currently a Level Four Certificate of Completion (according to Non-credit SSSP Guidelines) through AP&P. ESL faculty also created two new credit courses: ESL 053 and 050P. For the first time ever, the ESL program is offering an Intersession course at the Palmdale campus.

In addition, although Basic Skills has been utilizing in-class tutors and directed learning activities (DLAs) for several years now, these have been increased in a number of Basic Skills courses, starting fall, 2015. Developmental Math now has ten courses with in class tutors (after previously having only one), and Developmental English has eight courses (after previously two). In-class tutors continued during Intersession and Spring 2016. (Academic Development Course Section 2015)

In an effort to a) coordinate more effectively and create improved course sequencing and b) develop co-requisites, and placement strategies to move students more quickly and effectively through basic skills courses and into general education, degree and certificate programs, a Basic Skills Inquiry Group was formed by the faculty chair for faculty in and outside the basic skills disciplines (California Acceleration Project). The group meets once per month. Faculty across campus, both full time and part time, participate in Basic Skills activities such as Forums and Symposiums, the Habits of Mind Workshops, and the Basic Skills and Student Outcomes Transformation Program Application Workshops. These events have stimulated the faculty members to implement several recommended effective strategies. For example, mathematics faculty met on March 4, 2016 to discuss the implementation of multiple measures using the Cal-PASSPlus system and English faculty are considering developing a co-requisite model for English acceleration similar to the San Diego Mesa College and Citrus College models.

These strategies utilize evidence based practices from other institutions, and the AD Chair/BSC is working closely with Institutional Research and Effectiveness to develop performance-based criteria in addition to the consistent use of retention and success data from CCCCO Datamart. AVC's five-year trend data from the 2015 Student Success Scorecard released from the Chancellor's office in April 2016, shows that the college improved across all the metrics for the 2009-10 cohort tracked for six years when compared with the 2008-09 cohort.

First Year Experience

In 2014 the college reviewed data from the Student Equity Plan 2004-2009; the Student Success Scorecard; and the AVC Fact Book and determined that first year students were not achieving acceptable rates of success. Pursuant to the data and EMP Goal #4 ("The college will increase student success in Basic Skills and ESL courses"), which became the number one college goal, a Title V Grant "FYE using AVID Strategies" was written (FYE Grant Application; FYE Grant Budget) and approved by the Board of Trustees on October 13, 2014 (item 15.14). The grant was successfully awarded to AVC (Grant Award Cover Letter). AVC implemented the First Year Experience program (FYE) in June, 2015 to guide first year students through their first year at

college with proper orientation, educational plans and counseling, learning communities, and other opportunities to connect in meaningful ways with faculty, staff, and other students. Currently there are 146 students in the program. The long-term goal for the FYE program is to include every first time, first year college student entering AVC. The short-term goal is to include all students attending the Student Success Kick-Off in the spring term as of 2015 that number was 924 high school graduating seniors. The immediate goal is to reach and provide Student Success Workshops to 250 students by the end of the Spring semester, June 4, 2015 and this goal was met and exceeded (268 students).

Tracking FYE students will be conducted by multiple modalities:

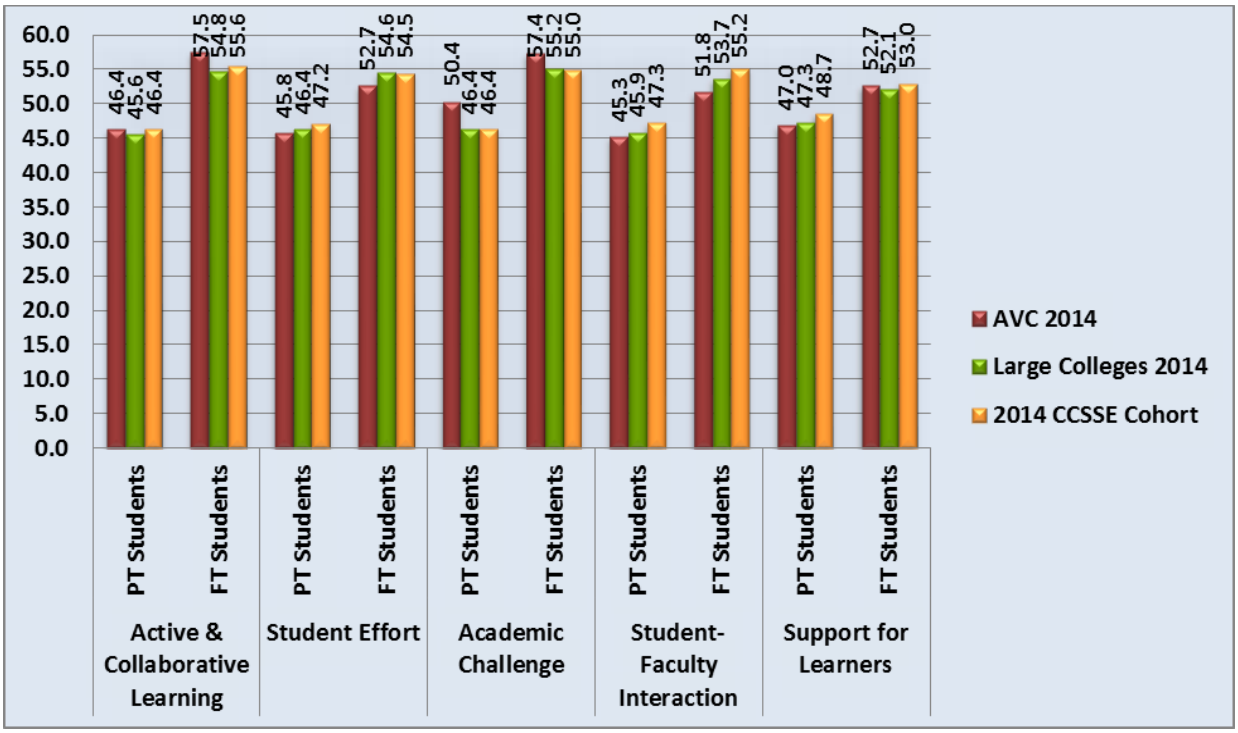
- FYE participants are coded in Banner in SOAHOLD to track course load, success, retention and persistence, comparing populations via data provided by Institutional Research
- FYE participants are tracked in-house through peer mentor meetings and reports as to degree and type of participation they are engaged in
- FYE sign in sheets are available at campus events and activities to allow tracking of student engagement and participation
- The Learning Center is gathering data for FYE student participation in workshops, tutoring, etc.

The college will be tracking its progress with this program. The grant process requires an Annual Progress Report for 2014-2015, which has been submitted. AVID for Higher Education requires a mid-year Certification Self-Study in December each year of implementation (2014-2019) and an annual Certification Self-Study Report in May of each implementation year (2014-2019) (AVID Certification 1, 2, and 3). There were 924 high school seniors who attended the Student Success Kick-Off in January 2015. There are 146 first year students in the FYE Program. The annual goal for FYE participants, per the grant specifications, is 250. AVC is at 146 which is 58% of the goal and still actively recruiting new students with campus promotions on its website and in the student services building.

The Survey of Entering Student Engagement will be conducted for the first time in fall 2016 to assess the engagement of freshmen on the following benchmarks: early connections, high expectations and aspirations, clear academic plan and pathway, effective track to college readiness, engaged learning, and academic and social support network. The results will provide baseline data for the FYE program so that the programs and services can be further improved for this entering group of students. The evaluation of the available data will be included in the program review process for the Outreach/Information & Welcome Center in March 2017. Data will be evaluated and shared with the Academic Senate, department chairs, and administrators. An end of the year presentation will be presented to the Board of Trustees in June 2017.

Moving forward, the DIERP continues to work to manage data that offers the campus a way to reflect meaningfully on the accomplishment of the college mission. Two projects are in progress towards that end:

- The Community College Survey of Student Engagement (CCSSE) was administered in spring 2014 and again in spring 2016. The overall satisfaction of AVC students was high and at 89% on the 2014 CCSSE. In April and May 2014, 898 students in 52 sections of AVC courses were administered the CCSSE. A strong cross-section sample showed that virtually all faculty were able to accommodate the assessment. One-third of the respondent students were part-time; two-thirds were full-time students. The following chart presents the CCSSE 2014 Overall Benchmark Performance for AVC Compared with Other Large Colleges and the 2014 CCSSE Cohort by Part-Time & Full-Time Enrollment Status. Student engagement was higher for AVC's full-time students compared to its part-time students, and AVC tended to compare favorably with other large colleges, as well as the 2014 CCSSE Cohort.



Staff and faculty were given the opportunity to examine and discuss the CCSSE data together (CCSSE 2014 Executive Summary) and identify specific actions to take during the 2015-16 academic year a workshop given by the dean of DIERP at the fall 2015 Opening Day (Opening Day Agenda Fall 2015), as well as at division

meetings. The collective impact of actions taken will be examined using the results of the next CCSSE administration in Spring 2016.

- AVC's Institutional Learning Outcomes (ILOs) were written several years ago and were assessed several times to provide data for decision making. However, the college recognized a need to develop ILOs that would be more measurable, and more tightly connected to SLOs and PLOs, to assess them more accurately, and to have them reflect the new college mission revised in 2014. An ILO revision task force was formed at the Outcomes Committee (Outcomes Committee Agenda 11.10.14). In January 2015, that task force was charged by the Strategic Planning and Budget Council and the Outcomes Committee with development of new ILOs and best practices for measurement. From spring to fall 2015, the task force reviewed SLOs and PLOs across disciplines, other colleges' ILOs, and the 5 Learning Categories of the Degree Qualifications Profile. As a result, there are four ILOs that will assess: communication; creative, critical, and analytical thinking; community / global diversity; and career and specialized knowledge. The new ILOs with accompanying measures (AVC Institutional Learning Outcomes) were drafted and taken for input to the Outcomes Committee, Academic Senate on May 21, 2015 (item 9c), SPC and Joint SPC-BC, Executive Council on July 20, 2015, and to the Board of Trustees for approval at its September 14, 2015 meeting (Board agenda 9.14.15). They are posted within the "About AVC" tab on the college website.

  Implementing assessment and evaluation of the new ILOs is discussed in detail in the Quality Focus Essay submitted in conjunction with the Accreditation Self Study, and will be a college-wide project. A subcommittee was formed by the Outcomes Committee on October 26, 2015 to further develop the measures for the ILOs and a plan for their college wide implementation. Because of the improvements to the ILOs, the data gathered from their assessments should provide faculty and others providing instructional support with richer information with which to gauge the accomplishment of the college mission, as well as to identify priorities for further improvement of student learning.

I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Academic programs offered by AVC encompass a wide variety of scholarly pursuits such as social sciences, language arts, the arts and humanities, math, sciences, and engineering for associate degrees and transfer to four year universities. Career and technical programs resulting professional certification include vocational nursing, automotive, aircraft technology, fashion and interior design, fire technology, and others that prepare students

for employment. (College Catalog) As of January 2015, the college added 13 new transfer degrees and 3 more were added in fall 2015 for a total of 22 transfer degrees. In addition, AVC will offer the BA degree in Airframe Manufacturing Technology beginning fall 2016.

AVC's Educational Master Plan (EMP) serves as the driving document for long range planning, academic improvements, and resource allocations with the overarching goal of providing excellent educational programs for the diverse student body served in the Antelope Valley. Preparations for the EMP involve environmental scanning, reading of program review reports, as well as input from deans and various constituents across the campus. The top EMP priority goals are incorporated in budget request forms, area plans and committee reports, and are used in the entire planning process (e.g. Budget prioritization for facilities requests; faculty prioritization process; Non personnel prioritization rubric; ; Technology Plan; Annual committee report; Safety Committee Annual Report, etc.) to ensure connections to the mission statement and the goals. Since the existing EMP ends by June 30, 2016, with the help of consultants and college wide input into the planning process, the college is currently in the process of developing a 10-year educational master plan that is aligned with a 10-year facilities master plan (College Planning Retreat Agenda 9.25.15 and Spring Welcome Back Day 2016). Planning retreats, Welcome Back Day presentations, and presentations to specific groups on budget development process, ensure that various constituencies across the campus are aware of the connections between the mission, outcomes, resource allocations, and budget prioritization and process (Budget Process Training Presentation).

In the past, the college managed planning and budget in one committee, the Strategic Planning and Budget Council (SPBC). To make certain strategic planning did not get lost during the boom and bust budget cycles, the SPBC split into two distinct committees: a Strategic Planning Committee and Budget Committee, with representation on these councils established to ensure a broad participatory governance structure to include faculty from diverse disciplines, deans, classified staff, and administrators (SPC Representatives; BC Representatives). Budget Committee provides oversight and monitoring of the various planning documents within the institution in order to accomplish the mission and goals of the district. SPC utilizes the Educational Master Plan, which is the district's strategic plan, to review the mission, vision, values and practices of the institution and to monitor and modify the Strategic Goals and the Institutional Learning Outcomes.

An example of maximizing student opportunities for success is the Distance Education and Technology Committee (DETC), a standing committee of the Academic Senate. DETC develops guidelines for the delivery of distance education. Its mission is two-fold: to assist in the planning and implementation of the Technology Mediated Instruction used by instructors and staff in the preparation of educational materials; and to provide guidance and recommendation in the pedagogical development and technology in both traditional and distance education. The current course management system used at AVC is Blackboard, which gives access to students from any

location on or off campus in any modality. Currently 88 courses in 38 disciplines have been approved. A current list of distance education course offerings are available on the DE Online Schedule. Students are given support for Blackboard use on the AVC website and they can contact the Information Technology Services department or Blackboard directly for customer support. A Regular, Effective Contact Policy is currently in place to ensure that online students receive quality professor-student engagement as do in class students. In order to assist faculty in better preparing for teaching online courses and managing online learning most effectively, the DETC is currently working on creating recommended policies and procedures for distance education classes and a faculty handbook (**ETA May 2016**) with the goal of approval by the Academic Senate by Spring 2016. The emphasis is on regular and effective contact; attendance; student readiness; training for faculty; and end of the semester procedures.

AVC provides a wealth of student services that are aligned to the college mission and support learning, provide financial assistance, and increase the well-being of its diverse student population (Student Services). Some of those services are:

- Extended Opportunity Program and Services (EOP&S) to support students who have who have language, social, economic, and/or educational disadvantages
- The Transfer Center to provide students with guidance for transferring to universities around the country
- The Counseling Center to assist students with educational and career planning, as well as personal goals.

The creation of the degree in Airframe Manufacturing Technology and the new Palmdale Center are decisions tightly connected to the college mission that are requiring significant resource allocations.

- Antelope Valley is recognized as "Aerospace Valley" with community employers that include Edwards Air Force Base, NASA Armstrong, Mojave Spaceport, several defense and aerospace contractors in the vicinity. When the opportunity to apply for a Bachelor's level degree in science arose, AVC began the process of planning and submitted an application to the Chancellor's office to offer a baccalaureate degree in Airframe Manufacturing Technology to provide students with affordable degrees and a better employment outlook.

  Beginning September 9, 2014, The Dean of Career Technical Education, the college president, and Aircraft Fabrication (AFAB) and Airframe and Powerplant (AERO) faculty worked together to submit a proposal to the Chancellor's Office for consideration of becoming one the 15 participating community college districts to offer one baccalaureate degree program each to meet local workforce needs as long as it did not duplicate a baccalaureate degree program already offered by the CSU or the UC systems.

Participating districts were to submit plans for their program to the Chancellor's Office for review which would then be submitted to the Board of Governors for approval.

On October 6, 2014, the AFAB & AERO faculty brought the BS Degree in Airframe Manufacturing Technology proposal to the October, 6, 2014 Career Technical Education Division meeting (Division meeting minutes 10.6.14). The proposal was then brought to the joint AFAB/AERO Advisory meeting with industry partners on November 6, 2014 (AFAB Advisory Meeting minutes 11.6.14). Industry provided overwhelming support and direction for developing the BS degree.

The dean and a faculty member brought the BS Degree proposal to the Academic Senate, and on November 6, 2014 the Academic Senate voted to support the submission of the proposal to the Chancellor's Office (Senate Agenda 11.6.14).

On December 8, 2014, the Board of Trustees supported and approved the submission of the proposal to the Chancellor's Office (Presentation to Board 12.8.14). The Application to Participate in California Community Colleges Baccalaureate Degree Pilot Program was submitted to the Chancellor's Office on December 17, 2015, and the BS Degree in Airframe Manufacturing Technology proposal was accepted and approved by the Chancellor's Office on January 20, 2015.

The college submitted its Substantive Change Proposal November 4, 2015 to the ACCJC and received an approval letter on December 10, 2015. The development and implementation plan for this program is provided in the BA in Airframe Manufacturing Technology program Action Plan Tracking . Since February 18, 2015, the AFAB/AERO faculty have worked with industry partners (Northrup Meeting minutes 4.3.15 and 4.17.15); with AVC faculty outside the discipline; and with other educational institutions to develop the courses needed for the BS Degree in Airframe Manufacturing Technology. The proposed bachelor's program is slated to commence offering classes at AVC by fall 2016, in keeping with AVC's mission to provide a quality education in service to students and the community.

- The 2010 AVC Institutional Self Study Report detailed a need to obtain a larger site that would allow for long-term enrollment growth. Subsequent to the 2010 Substantive Change Proposal, the ACCJC approved the substantive change proposal on July 11, 2011. AVC conducted student surveys and community meetings with officials and members of the City of Palmdale and followed through on the need to expand services in the Palmdale community by relocating and expanding the Palmdale facility (Palmdale Center Survey 2013; Palmdale Center Survey 2015). On November 4, 2015, the college submitted its Substantive Change Proposal to Change the Location of the Palmdale Center. The college will be opening its new Palmdale Center location in Spring 2017

(Palmdale Lease approved 2.8.16 by Board of Trustees). Once the college opens the new Palmdale Center, offerings will increase to enable students to complete many of the STEM-related AA/AS degrees offered by AVC without having to take any courses at the Lancaster Campus. The change in location will provide the capacity to increase the number of class sections offered, increase and expand various student support services.

Some other examples of resource allocations that are guided by the mission to improve student learning and achievement are:

- Department chairs utilized data from SLOs, Action Plans, Program Review, student enrollment and wait list numbers, and information on adjunct and full-time faculty to determine the priorities for hiring new full-time faculty positions. This data were presented to department chairs at their meeting on September 16, 2015 where chairs voted on 2016-17 faculty position requests and narrowed it down to the top 15 requests, which were then forwarded to the President and Executive Council (Faculty Prioritization 2016-2017).
- In a community of aerospace employers, AVC continues to promote STEM programs for students who will be their skilled future employees, by giving opportunities to students throughout the Antelope Valley. The college secured two U.S. Dept. of Education Title V Hispanic-Serving-Institution (HSI) STEM grants in 2011. One grant (STEM Grant Award-$4.35 mil for 5 years) established a STEM "Center of Excellence" at AVC's Palmdale Center, as noted in the 2013 Midterm Report Improvement Plan 18, page 27). Activities encourage students to pursue college (STEM conference for Girls, Summer Science Academy for 7th and 8th graders) and to prepare for college (STEM Summer Bridge Program for math). Equipment and supplies purchased through the grant made it possible for AVC to offer lab classes for astronomy, geography, physical science and chemistry at the Palmdale Center (STEM HSI Budget 2014-2015). Classes at the Palmdale Center have benefited from technologies that provide a more interactive classroom experience to engage learners. The new Palmdale Center facility will have wet labs for science. Offerings will continue to increase until students will be able to complete many of the STEM-related AA/AS degrees offered by AVC without having to take any courses at the Lancaster campus (Substantive Change Proposal).
  The second grant ($6 mil for 5 years), a collaboration with California State University, Long Beach (CSULB) and Cerro Coso Community College (CCCC) in Ridgecrest, responds to the increasing the number of students who pursue an engineering degree and return to the Antelope Valley to work in this field. Enrollment data from AVC show a corresponding increase from 135 declared engineering majors in 2011 to 435 in 2015. Course offerings in physics, chemistry, mathematics and engineering have doubled. Two full-time faculty positions were established with grant money and will be funded by the district starting in 2016. To ensure sustainability of the pipeline, AVC encouraged the

implementation of Project Lead the Way engineering curriculum at five local high schools. Courses in these programs are articulated with AVC.

In addition, the CSULB Bachelor of Science Degree Completion Program in Lancaster provides a seamless pathway for students at AVC and CCCC to transfer to CSULB to complete the remaining requirements and obtain a Bachelor of Science degree at fully-equipped facilities in Lancaster, rather than Long Beach. Many of AVC's engineering classes were overhauled to meet revised standards to satisfy transfer requirements. Other STEM classes in the degree pathways also received updated equipment and technology. This fledgling engineering degree program has become an ABET (Accreditation Board for Engineering and Technology) and WASC (Accreditation Board for Engineering and Technology) accredited program awarding degrees in electrical and mechanical engineering. Students in the CSULB cohort have 97% retention and graduation rates. Graduates enjoy a 100% employment rate. (STEMposium Presentation 2015; CSULB Power Point)

- In its 2007-2010 comprehensive program review and fall 2012 division program review, the chemistry department concluded that existing laboratory instrumentation was behind the standards advocated by the American Chemical Society in its "Guidelines for Chemistry in Two-year College Programs" publication. These instruments have now been purchased with both college and grant funding. Faculty is being trained on the instruments as they arrive. By incorporating these into the chemistry curriculum, students will be prepared for upper level lab classes and potential employment, in alignment with the college mission.

- Major ITS improvements have occurred to provide wi-fi on campus and in student computer labs (at Lancaster and Palmdale). This aligns with second priority EMP Goal #1: Provide students with an environment which supports learning and facilitates student success; and Goal #7: Technology support of the college Mission (Wifi Map; AVC Technology Master Plan 2014-2017).

- In Counseling, 3 full-time counselors, 5 adjunct counselors, 1 educational advisor, and 5 full-time clerical staff were hired to provide adequate support for the new Armada system that track every student. They were trained and are given continual training at weekly meetings. The entire student body was divided into 19 cohorts (14 in Lancaster and five in Palmdale) in which students receive targeted counseling services. The following Lancaster programs have identified counselor(s) dedicated to their program: General Counseling, EOPS/CARE, CalWORKs, OSD, Nursing, Transfer, Honors, Athletics, STAR, SOAR, Veterans, PRIDE, ESL, and Career. Palmdale Center cohorts are: General Counseling, ODS, CalWORKs, STEM, and EOPS. This effort is extremely effective resulting in AVC counseling program completing over 10,000 student education plans,

which is second in the state according to the Chancellor's Office Credit Allocations. Additionally, this approach led a record number (13820) of students with a declared major as of fall 2015. (see II.C. for blue highlighted evidence). Success is continuing to be monitored via AVC's SSSP Score Card with KPIs.

I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Pursuant to Board Policy 1200 (page 4), the Mission is reviewed annually by the Academic Policies and Procedures committee (AP & P), the Strategic Planning Committee (SPC) and the Budget Committee (BC) before being forwarded to the Board of Trustees. After reviewing environmental scanning information in 2014, the Mission was revised by Academic Policies and Procedure Committee (AP&P Agenda 5.8.14) , SP&BC (SBPC Agenda 7.30.14), the Academic Senate (Academic Senate Minutes 5.29.14), as well as the Administrative Council (Administrative Council Retreat Agenda 8.5.14), followed by obtaining input on the proposed Mission from college wide constituents at a planning retreat on September 25, 2014 (College Wide Planning Retreat August 2014), before going to the Board for approval on November 10, 2014 (board agenda 11.10.14, action item 15.22).

The previous mission statement was:

> Antelope Valley Community College District provides a quality comprehensive education to a diverse community of learners by placing student success and student-centered learning as our number one priority through high quality educational standards and innovative programs and services in a professional, team-driven environment. We are committed to student success, offering value and opportunity to all members of our community.

It was revised to:

> Antelope Valley College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success, offering value and opportunity, in service to our community.

The vision was reviewed and revised by the SPC and BC joint meeting on March 4, 2015 (SPBC Agenda Packet 3.4.15). At the November 18, 2015 SPC meeting, it was decided that the proposed vision and AVC's values needed college wide input in conjunction with the process of developing a long term EMP (SPC Minutes 11.18.15, item IV.). As a result, a survey was sent to all AVC employees asking them to rate the proposed vision statement and rank the 10 existing AVC values in order of importance to them so that a smaller number of the most important

values could be more effectively promoted and actualized. The data from the survey was shared at the December 2, 2015 SPC meeting, showing that 69% of the respondents "liked" or "really liked" the new vision: "To provide quality education that transforms lives" (SPC Agenda 12.2.15, item V). The proposed vision and values went to Executive Council (Executive Council Agenda 12.27.15, item VI.) and was approved at the March 14, 2016 Board meeting (Board Agenda, Action Item 15.6).

There was consensus that the revised mission and vision are more encompassing and concise than the previous versions, welcoming any learner in the community who is interested in the overarching goal of higher education, including students who access courses through distance education, and summarize the college's commitment to student success.

Since November 2014, the revised AVC Mission has been shared with the internal and external AVC community in person and electronically. It is available on the AVC website and printed on business cards, the Student Handbook and College Catalog (page 8).

Standard 1.B: Assuring Academic Quality

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

The collective campus engagement in the use of research, data, and assessment as a foundation for understanding and improving student learning is supported by Department of Institutional Effectiveness, Research and Planning (DIERP) and the Outcomes Committee, as well as Student Services. The role of faculty regarding the student learning outcomes process is delineated in the 2015-16 AVC Faculty Handbook (pages 47-51). SLOs, PLOs, program reviews, and various committees all contribute to the rich and ongoing dialog to promote student success and institutional effectiveness.

Student and Program Learning Outcomes

The majority of discussions and decisions regarding student learning and achievements takes place in special meetings designated for the SLO / PLO process and subsequently, program reviews. Faculty evaluate data on learning outcomes and develop action plans. These discussions are documented consistently and fully in WEAVEonline since 2009. Comprehensive and annual program reviews incorporate those discussions and provide more opportunities for faculty, administrators, and the campus at large to evaluate student learning.

The Outcomes Committee created guidelines and procedures for assisting faculty in the outcomes process and matters related to SLOs such as the requirement for SLOs on course syllabus. Outcomes data are gathered every semester by full and part time discipline faculty. Faculty and/or staff input the data into WEAVE, creating a discussion of the results. Action plans are discussed and written into WEAVE once a year in the fall. Program review updates and comprehensive reports are due in the spring. The input and evaluation of outcomes data, and the action plan process, along with program reviews, provide ample opportunities for faculty and staff to review various and rich data on student learning, equity, and effectiveness, as well as track and evaluate learning trends over time, and the effectiveness of action plans.

Following are examples of SLO dialogue, including assessment data, target achievements, and action plans over a period of four years of tracking. Action plan narratives are the result of intensive faculty analyses and discussion.

- History 101 / SLO 1
- Communication 101 / SLO 2
- Accounting 113 / SLO 1

The same process of engagement is followed for PLO data assessment and action plans:

- Kinesiology PLO 1
- Child and Family Education PLO 2
- Administration of Justice PLO 1

Program Review

The program review process incorporates SLO and/or PLO outcomes, and adds institutional data regarding student success and achievement within the programs or disciplines based on demographic and other factors. Like the SLO and the PLO process, program reviews are faculty and staff driven with input and support from the DIERP and the Program Review Committee.

Comprehensive program reviews are conducted on a four-year cycle (Program Review Schedule 2013-2020), with annual updates conducted in between. The Program Review Committee, in conjunction with the DIERP and the Vice President of Academic Affairs, have continually worked to improve the questions and the formatting of the documents to make them more efficient for faculty and staff to use, and to connect them more tightly to the institutional data and analysis for program improvements. With an eye towards a more streamlined and efficient process using more concise questions and 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 (comprehensive template and annual update template).

Data elements are embedded within the report template on the program review committee's website, and include information such as student enrollment trends, FTES by subjects and other categories, student progress, grade distribution, retention rates, populations and demographics, and financial aid summary reports. Previously, data was compared to district norms provided in the Program Review: Data Elements web page maintained by the DIERP. At the end of fall 2015, the DIERP made an Interactive Dashboard available with data visible in easy to read charts to further assist program review writers in viewing and understanding the data for their disciplines. The intensive collaborative efforts to write the program reviews is indicative of AVC faculty engaging in continued dialogue regarding efforts to maintain high standards of academic quality, enhance student learning, assure student equity, and improve institutional effectiveness.

For example:

- Language Arts Annual Update 2012-2013
- Math Science and Engineering Annual Update 2013-2014
- Social and Behavioral Sciences / Anthropology Comprehensive Program Review 2013-2014 pages 7-24)

Non-academic departments such as Veteran's Affairs or Office of Students with Disabilities also complete program review to analyze how well the college is supporting those students. In 2014,

the Executive Council completed its first collective Comprehensive Program Review for all the college areas, analyzing the needs of each area and developing common goals.

Educational Master Plan

Information from assessment, action plans, annual program reviews, and comprehensive program reviews, are reviewed when creating the Educational Master Plan, the Technology Master Plan, and the Facilities Master Plan, from which institutional goals and priorities are set. The Board of Trustees then prioritize the goals (Board of Trustee Goals and Initiatives 2015). Thus, the goals have risen up from SLOs, PLOs, program reviews, and the Educational Master Plan, all of which are the result of intensive and ongoing dialogue across the campus and amongst multiple constituents in a continual and routine practice. The Planning Calendar sets out a timeline for this process.

Campus Committees

Through the Academic Senate and other faculty centered committees, there are numerous opportunities to be proactive in discussions related to improving the teaching, learning, and operational environment of the college (Academic Senate Handbook 2014-2015). Additionally, there are student representatives in Academic Senate, Outcomes Committee, and Academic Policies and Procedures Committee. These committees are all fully staffed and actively involved in maintaining the institutional effectiveness and academic quality of AVC.

- The Outcomes Committee continually reviews SLOs and PLOs submitted by departments to ensure clarity and effectiveness. A recent change to improve effectiveness of the learning outcomes process was the result of confusion regarding due dates and data gathering requirements. The Outcomes Committee requires all disciplines and departments to assess all their learning outcomes every semester (Outcomes Committee minutes 4.27.15). Information was conveyed to the campus via email from the co-chair of the committee, through the division representatives, as well as at Opening Day (Opening Day Agenda Fall 2015). Another improvement involves communicating a consistent mapping method for assessing program learning outcomes across the disciplines. A fun and humorous 18 minute training video designed for new and existing faculty was created to promote the mapping method to the campus community and was shown at fall 2015 Opening Day. There was very positive reaction to the training video and there has been an increase in the data entered on PLOs from 49 programs entered to 65 out of 84. The Outcomes Committee also provides continuous training and resources for faculty. Training sessions are held for facilitators to maintain their proficiency in WEAVEonline and make sure there is consistency in the process throughout the campus. There is also an SLO facilitators training manual that was developed for reference while inputting data. An issue currently being reviewed by a subcommittee formed by the Outcomes Committee is the continued use of WEAVEonline because it

does not allow for numerical input or calculations and is only text oriented, slowing the procedure down.

- The Program Review Committee reviews and provides guidance and training for the development of effective program reviews that link campus, course, and program data to strategic planning and budgeting (program review procedures). Faculty must link their data to the Educational Master Plan and strategic goals in their program reviews (e.g., Business, Computer Studies, and Economic Development Program Review, page 15; new template for comprehensive program review, item 5.2) . The SPC and the BC use this information and prioritize funding in order to achieve the strategic goals that advance student learning (Budget Request Form; Budget Allocation Rubric, SP-BC Flow Chart).
- Faculty Professional Development (FPD) events facilitate discussions about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. A few examples of those trainings are: SLOs & Assessment In Sustainable Continuous Quality Improvement; Action Plans, Programs & Budgets; Revising and Reviewing; Why Grades Are Not Enough; The SLO/PLO Revision Process & Other Updates; and The Value of A Degree. Events that target improving classroom teaching are very popular, such as:

> Sitting, Standing, Walking, Eating, Sleeping, Learning: The Body and Pedagogy
>
> Description Presenters: Dr. Rachel Jennings and Santi Tafarella
>
> We often get a good workout when we teach: we stand to lecture, and frequently circulate the classroom. Our active bodies keep us alert. But what about our students? Generally, they sit for long periods of time, constricted by small desks. What effect does this have on their ability to receive and process course material? In this FPD session, we will reflect on the body in relation to teaching and learning—from both the teacher's vantage, and the student's. We will review recent research on the relationship of such factors as posture, exercise, sleep, and diet to brain activity. We'll also survey how educational institutions are responding to this research with strategies to increase movement in the classroom, for example. Finally, we'll discuss what can be done at AVC to enhance student success. The session will include lecture, audiovisual presentations, and group activities. 3 hrs. - Standard #1: Faculty Academy

Faculty across the disciplines are given the opportunity every semester to join the Communication Studies faculty in judging the Intramural speech contest, allowing the sharing of pedagogy regarding presentation skills and the chance to watch students in action:

> Judge the AVC Intramural Speech Tournament

Description Presenter: Harish Rao

Come and judge outstanding informative and persuasive speeches by AVC students. Judges will evaluate students on written critiques in three one-hour rounds on aspects of delivery, research and content. Attendees will be taught some of the guiding principles of public speaking, the basics of a competitive speech tournament and how to properly complete a ballot along with how to assess and evaluate our Communication students accordingly. Don't worry if you have never done this or even heard of this before...it's easy, educational, and fun. This event is limited to twenty participants. 5 hrs. - Standard #2: College Colloquia

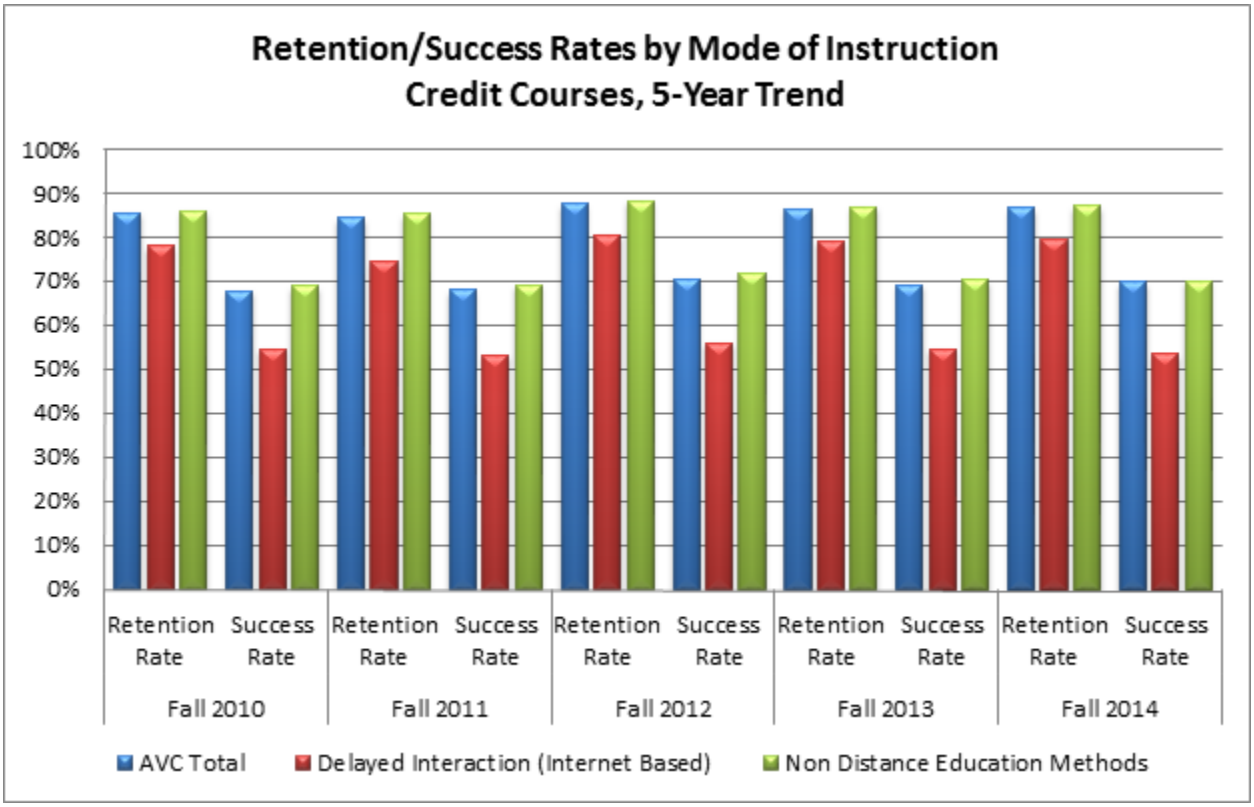
Following each FPD event, participants fill out an evaluation (Survey Monkey), and the committee uses this information to continually improve the quality of events and fulfill the needs of faculty for meaningful professional development.

- Academic Policies and Procedures Committee (AP&P) is comprised of representatives from every division, including the Vice President of Academic Affairs and the Articulation Officer; it meets twice a month. Agendas and minutes for every meeting reflect careful and rigorous attention to the quality of new courses and course revisions. Robust discussions of quality are also documented in CurricuNET where new courses and course revisions are routed amongst various constituents for their input before the course is approved by AP&P (i.e., Airframe 310 Curricunet Screenshot).

- Distance Education and Technology Committee - As a result of the college's participation beginning in spring 2014 as a pilot college for the Quest for Success, student readiness component (CCC OEI Announcement), of the Online Education Initiative (OEI), selected online courses are being designed to the OEI Course Design Rubric to improve student retention and success. The goal of the DETC is to share the rubric with all online instructors and provide support to enhance the quality of all online courses. Courses that have been evaluated and approved by the OEI through the pilot program to date are Child and Family Education 102. (Online Education MOU; DETC Minutes 4.14.15; CFE102 Course Review Application; CFE102 Course Design approval)

Data presented in the 2014 Student Equity Plan regarding online versus traditional classroom retention and success rates showed a persistently showed a lower rate for online students. In response, the campus is now offering an online tutoring option for online students. Previously it was only offered to the students in the 3 courses that were

part of the OEI program, and now it will be available to all online students, giving them the same level of tutoring support as face to face. NetTutor is an online tutoring service provided by LinkSystems International (LSI). The OEI selected LSI as a partner through a comprehensive review of online tutoring vendors and platforms. All tutors are full-time and most have post-graduate degrees. Students gain access to NetTutor via an embedded link in the course Blackboard shell. Data regarding retention and success is continually being monitored.



- The Student Equity Committee has substantive and collegial dialog regarding student equity. Responding to the mandates of the Student Success Initiative 2012, many of these activities were reviewed by Student Equity staff and brought under the umbrella of the Student Equity Office, which was supported by funding and program development. Using data provided by the DEIRP, the 2014 Student Equity Plan and the 2015 Student Equity Plan informed the development of programs and services, as well as the hiring of a Director of Student Equity, Program Specialist, and Clerical III. The plans look at the following 5 key areas: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. Within these five groups, the Student Equity Committee broke down the data into the following categories: race/ethnicity, age, gender, economic status, disability status, current and former foster youth, and veteran status:

SUCCESS MEASURE	TARGET STUDENT GROUPS
Access	Students who are White, Males, Veterans, Individuals with Disabilities.
Course Completion	Students who are Current or Former Foster Youth, Black/African American, Males, Low Income Students.
ESL	Students who are Hispanic/Latina
Basic Skills	Students who are Black/African American, Current or Former Foster Youth, Males.
Degree and Certificate Completion	Students who are Current or Former Foster Youth, Females, Black/African American, Individuals with Disabilities.
Transfer	Students who are Current or Former Foster Youth, Individuals with Disabilities, Hispanic/Latina, Low Income Students.
Other College or District-wide Initiatives Affecting Several Indicators	Students who are AB540/Dream Act Students, All Students.

Many events, projects and programs are being funding through Student Equity in instructional programs and through Student Services. One example is the Triumph Scholars, which links Basic Skills English 099 and Human Development 101 to be taught in a cohort with an African American focus. For this program all textbooks were purchased to ensure equitable access to the curriculum for all students. In November 2015, AVC brought 30 students, faculty members, and administrators to join other faculty, staff, administrators to the Umoja Conference in Oakland, California. Over 700 California community college students participated in the conference. The conference was a transformative experience with speakers, workshops, and a college fair which included a contingent of Historically Black Colleges and Universities. In 2016, the

college anticipates joining the statewide Umoja consortium, and is taking a cohort of 20 students to Atlanta, Georgia to visit 5 historically black colleges.

Additional endeavors include a culturally diverse "Spectrum Series" developed by faculty in collaboration with the Student Equity Committee and office. Performers and speakers featured are the Los Angeles Poet Laureate Luis J. Rodriguez; New Orleans writer and filmmaker, Lolis Elie who will speak about New Orleans and its role in the Civil Rights movement; Stephanie Satie's one-woman play about children Holocaust survivors with an opening Klezmer band; and transporting 250 students to the Pasadena Playhouse to see the play "Fly" a critically acclaimed play inspired by the American Heroism of the Tuskegee Airmen. Student Equity has also registered for 30 students to attend the A^{2}MEND Conference, while the conference will be attended by students of various demographics, there will be a majority attendance by African American male students on March 3-4, 2016 in Los Angeles. These are culturally enriching opportunities to enhance literary knowledge, tolerance, historical empathy, and critical thinking for AVC students. There are many more exciting events that will celebrate the diversity of cultures and histories of the students at AVC while educating the campus and community at large on multiple levels of scholarly engagement.

At the Spring Welcome Back Day 2016, the Student Equity Director and two faculty members gave a workshop on the Student Equity programs to inform faculty as to how they can participate and engage their students in the issues of diversity and equity, and the many programs being offered (Spring 2016 Opening Day Agenda).

- In the past, the college managed planning and budget in one committee, the Strategic Planning and Budget Council (SPBC). To make certain strategic planning did not get lost during the boom and bust budget cycles, the SPBC split into two distinct committees: a Strategic Planning Committee and Budget Committee, with representation on these councils established to ensure a broad participatory governance structure (SPC Representatives; BC Representatives). Budget Council provides oversight and monitoring of the various planning documents within the institution in order to accomplish the mission and goals of the district. SPC utilizes the Educational Master Plan, which is the district's strategic plan, to review the mission, vision, values and practices of the institution and to monitor and modify the Strategic Goals and the Institutional Learning Outcomes.

- The Basic Skills Committee has incorporated discussion of data regarding success rates and learning outcomes in area specific workshops such as the Basic Skills Forums, which are held up to three times a year in 3 hour intensive panel discussions and workshops. The Basic Skills Committee also develops action plans for each academic year that includes: increasing success and retention of Basic Skills students by offering Accelerated Semester for Academic Preparedness (ASAP) sections in English and Reading classes; developing the AVC Quest for Success Center; developing a plan to link Basic Skills courses to create cohesive learning communities.

- AVC's Honors Program is monitored by the Honors Committee, which is composed of multi-disciplinary instructors from across campus and which sets the standards for program involvement, suggests professors for honors course instructors, and recruits students. The Honors Coordinator maintains the program standards with the support of Student Services, the Academic Senate and the Vice President of Academic Affairs. Students are required to maintain a minimum 3.25 G.P.A. and remain continuously enrolled in honors courses in order to remain part of the program and receive the benefits of this program. Successful students are recognized at Honors Convocation every spring and highlighted on the Honors website. There are currently over 450 active, engaged students. Upon transferring out of AVC, contact is maintained with students to the extent possible. The committee utilizes a dynamic discussion board on the Honors website to get continual feedback from students. For example, students were surveyed about their interest in the offering of a hard science course. After a resounding positive response, AVC now offers an Honors Physics section that meets its student enrollment numbers easily.

AVC has many avenues for the campus to participate in substantive and meaningful dialog regarding student learning, program effectiveness, teaching methodologies, and institutional effectiveness. From SLO and PLO action planning, program reviews, and various campus committees, AVC has thriving and robust discussions to continually improve.

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

AVC has four types of outcomes:

- Student Learning Outcomes (SLOs) pertain to student learning within a particular course
- Program Learning Outcomes (PLOs) pertain to student learning within a particular degree or certificate program
- Institutional Learning Outcomes (ILOs) pertain to students' learning throughout the entire institution
- Operational Outcomes (OOs) pertain to student services and administrative units such counseling or Academic Affairs within the institution.

Faculty develop student and program learning outcomes, and submit them for approval to the Outcomes Committee. Upon approval, the SLO/PLOs are then entered into CurricuNET as part of the new course or course revision. The process is defined in the Outcomes Committee Handbook.

The committee helps to ensure that SLOs and PLOs are well written, clearly tied to course objectives and content, and are assessed in a meaningful way. The Outcomes Committee has representatives from every academic division on campus that approve all SLOs and PLOs before the Outcomes Committee co-chair evaluates them and puts them on the Outcomes Committee

agenda so that the committee approves them as a whole. This ensures that SLOs and PLOs are reviewed at least 3 times before receiving final approval.

Some examples of AVC's SLOs for courses are:

- Clothing and Textiles 105
  SLO #2: Develop basic skills for purchasing fabrics and notions needed in constructing basic garments.

  Assessment: Instructors will use both objective and practical examinations to assess basic skills.

  Achievement Target: 70% of all registered students will achieve a score of 70% or better on this exam.

- Spanish 101
  SLO #1: Respond correctly to basic interrogative and declarative sentences orally or in writing based on the vocabulary, grammar and situations introduced at the Novice-Low to Novice-Mid level.

  Assessment: Utilize and grade the oral final exam.

  Achievement Target: 70% of the students doing the final oral exam will achieve 70% or better.

- Accounting 111
  SLO #1: Analyze and properly record business transactions in a general journal.

  Assessment: Comprehensive problem: Corner Dress Shop from College Accounting by Slater 70 percent is passing.

  Achievement Target: The achievement target is that 80% of students succeed with 70% or higher on the assessment.

Some examples of AVC's PLOs are:

- Communication Studies
  PLO #3: Students will demonstrate respect for cultural diversity through their communication practices.

  Assessment: Map to relevant SLOs

  Achievement Target: 75% of students

- English

PLO #1: Students in program courses will enter and participate in the academic community by first understanding the impact of professional discourse, the role of rhetoric, and the function of research.

Assessment: Data from SLO #1 will be collected from program courses.

Achievement Target: The achievement target is that 70% of students will meet PLO #1.

- Firefighter 1 Academy
  PLO #3: Apply proper maintenance and safety standards related to fire department ladders and safety saws.

  Assessment: Standardized questions embedded into the final exams of FTEC 295B.

  Achievement Target: 90% of all students assessed will meet the PLO.

Some examples of AVC's OO's are:

- Library Studies
  OO #1: Ensure the area within the library (i.e library, study space) meets the needs of the student population.

  Assessment: Review aggregated library traffic from: Gate count (automated entrance counters); Horizon data (Library electronic database uses); Reserve book usage; and Study room checkouts and compare it with term data from the previous year (e.g., Spring 2011 to Spring 2012 or Fall 2011 to Fall 2012).

- Counseling
  OO #1: Students will be able to access and utilize available counseling support services to increase their knowledge, awareness of and skills in order to identify and achieve their personal, academic and career goals.

  Assessment: Current students will be surveyed twice a year to determine their awareness of services available to assist them with identifying their educational, personal and career goals.

Some examples of interventions that have improved student outcomes are:

Biology 120

Using STEM grant funding, to provide students with opportunities to actively practice science, the instructor converted the the majors lab into an inquiry based lab that incorporated emphasizes hands-on experience and phylogenetic tree thinking. Historically, Biology 120 final lab practical scores have been low (Mean ± SD, 50.5 ± 16.3, N = 73). These low scores also affected the

ability to meet the targets set for SLO 2: "Compare and contrast the development, life cycles, anatomical and physiological characteristics of major taxa of organisms." Skeletal specimens and slides along with Dissecting and Compound Microscopes with digital photography capabilities (and appropriate laptops) were purchased, and an inquiry-based approach to covering biodiversity across taxa was implemented. These streams allowed students to collect data and record their observations, along with digital images, of various specimens and structures. Student research teams recorded and organized the observations that they made and analyzed their data in a phylogenetic framework. During these streams, students were able to work through a set of exercises designed to help them learn how to read, interpret, and manipulate phylogenetic trees, which tied-in well with SLOs 1, 4, 5. Not only were the SLO targets met, but mean lab final scores increased substantially (70 ± 17, $N = 28$), which is statistically significant: $t(99) = 5.31$, $p < 0.0001$.

Reading

The Reading program has been utilizing in-class tutors and directed learning activities for several years now in most of their classes. The overall average success rate for Reading was 70.9% from 2010-2015. Success increased from 59.8% in 2010 to 70.4% in 2011. It has continued to increase with some fluctuation to 76.7% in 2015 which is an increase of 24.4%. Reading data exceed the district goal of 68%. Faculty continue to review and act to increase Reading success. The overall average retention rate is 87.3% for the past five years. The reading tutors work in and outside class in Directed Learning Activities (DLAs), activities which tie to the SLOs. Everything taught in class (objectives) ties to either SLO 1 Comprehension Improvement or SLO 2 Vocabulary Improvement. SLO data findings correlate with success data, but the SLO 1 findings are higher (90%+ for 70% of the students) since only the students who remain in the class are assessed. SLO 2 findings fluctuate between 70%-80%. The success and retention data and the SLO findings have steadily increased over the past five years. (Reading 2012 DLA Report; Reading 2013 DLA Report; Reading 2014 DLA Report; Reading Success and Retention Rates)

Math

Pre-collegiate math courses in Math are Math 20, 21, 65, 70, 99, and 102, and include courses that are designed to increase student success such as: Managing Math Anxiety and Individualized Self Study. There are 16 full time and 39 part time faculty members with an average of 150 basic skills courses each year (including intersession and summer). The redesigned modular approach to Math 99, which allows for individualized study, has had particular success because it increased instructor-student contact; it is self timed and paced; and there is no limit to the number of units students can take, thus it is not unusual to see some students finish two or even all three basic skills courses in a single semester. The same opportunity allows students with math anxiety to set their own pace of study. Math 99 Results show an increase in all courses in success and retention, tying into SLOs for those courses as well.

Dance

The first SLO for Dance 108, 107A, 107B and 107C is "prepare, participate and perform in rehearsals and performances." The AVC Performing Arts Theatre offers the dance program a suitable place for performances, and gives students the opportunity to perform on a proscenium stage. SLO assessment for these performances is now more accurate and enhanced due to the opportunity to perform on a professional stage more than one time per semester. The end of year Dance Showings performance held in the Performing Arts Theatre is particularly beneficial for the technique related assessments of SLO #2 and 3.

Despite the vast amounts of data and faculty discussions documented in WEAVE Online over the years across the many disciplines on campus, there was a growing feeling among faculty and administration that the ILOs could be improved in order to connect them more tightly to SLOs and PLOs, to design more workable and fruitful assessment measures, and to match up better with the Educational Master Plan as well as the new college mission revised in 2014. In January 2015, a task force began researching best practices, other colleges' ILOs, and the 5 Learning Categories of the Degree Qualifications Profile (DQP). The new ILOs with accompanying measures were drafted and taken for input to the Outcomes Committee, Academic Senate, SPC and Joint SPC-BC, Executive Council, and finally to the Board for approval at its September 2015 meeting. The new ILOs are posted on the "About AVC" tab of the college website. Developing and implementing successful measurements performed on a continual basis and utilizing that information meaningfully across the campus is one project described in the Quality Focus Essay submitted with this self-study.

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER11)

Institution-set standards for achievement are reported to the ACCJC annually (2014 Annual Report to ACCJC; 2015 Annual Report to ACCJC; 2016 Annual Report to ACCJC) and are published on the AVC Accreditation web page. Data reflecting AVC's progress on the standards are also presented in the AVC Fact Book. Internally, the five institutional set standards that were developed to accompany the 2013 EMP (page 39) and updated data for each of these standards follow below. The college is currently finishing work on the 2016-2026 EMP, as well revising the institutional set standards based on current data, AVC's new ILOs, changes in state requirements e.g. State Scorecard, Institutional Effectiveness Partnership Initiative (IEPI) and to better reflect the new plan.

Completion

The Chancellor's Office definition of completion as students receiving a grade of A, B, C, CR, or Pass was the basis for this standard. Based on the historical data examined in 2012, a slight upward trend, with an average 67.2% success rate during five years and 68.7% within 3 years. The standard for completion was set at **68%** to fall between these numbers. Updated trend data for how the college currently meets and exceeds (at 68.9% for fall 2014) this standard for success are presented below, along with course retention rates:

Term	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Success	65.6%	67.5%	68.3%	70.5%	69.1%	68.9%
Retention	85.4%	85.2%	84.7%	87.6%	86.4%	86.6%

Fall-to-Fall Retention

The ARCC approach, which tracked student cohort retention from fall-to-fall, was used to determine this standard. The cohort of students enrolled during fall semester that did not transfer or graduate prior to the subsequent fall term were tracked. The data examined in 2012 indicated a slight upward trend in fall-to-fall retention with an average of 59.1% retention during the five years and 60.5% within the 3 years. The standard for fall-to-fall retention was set at **60%** and fell between these numbers. Updated trend data below show that the college is below this standard (at 52.4% for 2014-15). However, since this standard was set using ARCC methodology, which was discontinued in 2013 and somehow incorporated transfer and degrees awarded, the retention numbers in the table below (students enrolled in the preceding fall semester who returned the following fall), are lower than if the ARCC methodology was still being utilized:

Fall-to-Fall Retention	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Rate	51.2%	52.8%	54.0%	52.5%	52.4%

Degrees and Certificates Awarded

The Chancellor's Office reports on the number of degrees awarded annually were used to develop this standard. For the historical data available in 2012-13, the data indicated a downward trend in degrees awarded with an average of 837 degrees awarded during five years and 815 within 3 years. It was recommended that the standard should fall between these numbers and the standard for degrees awarded was set at **826**. Presented below are updated trend data for how the college has not only met but has been exceeding this standard since 2010-2011, with 1,475 degrees awarded in 2014-15.

Similarly, the Chancellor's Office reports on the number of certificates awarded annually were used to determine this standard. For the historical data available in 2012-13, an average of 336 certificates were awarded during five years and 387 within 3 years. It was recommended that the standard should fall between these numbers and the standard for certificates awarded was set at **362**. This standard has been consistently exceeded since 2011, with 727 certificates awarded in 2014-15.

Four-Year Transfer

The National Student Clearinghouse (NSC) methodology of tracking all AVC students in the NSC database for five years was utilized during 2012-13 to develop this standard. There was an average of 1,688 transfers within five years and 1,491 within the 3 years. Based on the downward trend observed in the number of transfers, the standard for four-year transfers was set at **1,033**. At 946 total transfers to CSU, UC, private, and out-of-state institutions during 2013-14, and 920 total transfers during 2014-15, the college does not meet this standard.

As a result, AVC has been making a concerted effort to improve upon its transfer rates (at 31% for the 2008-2009 Cohort tracked for six years). The number of transfers, which has increased steadily from 414 for the 2003-04 Cohort to 622 for the 2008-09 Cohort, is being tracked as AVC works to further facilitate transfers to CSU and UC via the 17 AAT and 5 AST degrees, which have been developed during the last 5 years. Based on more current data and the various developments in state requirements, as well as the 2016 EMP currently under development, the standards need revision. For example, the State added the Institutional Effectiveness Partnership Initiative this year. The college is currently creating a set of institutional standards that reflect the goals of the new EMP.

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

The AVC Fact Book, Educational Master Plans, and the Student Equity Plans provides the entire campus with broad data for consultation on decision-making to support student learning. AVC uses assessment data based on course, program and institutional outcomes to support its program review process, which in turn, supports its strategic planning and budgeting. Faculty must link their data to strategic goals in their program review. Question #5.2 states:

> 2016-2017 Planning
>
> Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by district Strategic Goals in the Educational Master Plan (EMP). They must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).

Deans, chairs, and the Strategic Planning Committee and the Budget Committee utilize this information for making recommendations to prioritize funding that addresses the strategic goals that advance student learning. Department chairs also used data from SLOs, Action Plans, Program Review, student enrollment and wait list numbers, and information on adjunct and full-time faculty to determine the priorities for hiring new full-time faculty positions (hiring process; budget allocation rubric).

Although the California community colleges have public student success scorecards with the Chancellor's Office, Antelope Valley College has developed its own key performance indicators for credit courses (KPI), that are designed to complement the metrics on its state scorecard. These score cards are being utilized to monitor and capture AVC's progress on SSSP initiatives, especially orientation, assessment, counseling/advising, and academic follow-up services received by students, as well as other key initiatives such as the Student Success Kickoffs and workshops. AVC compares favorably overall on the CCCCO Student Success Scorecard with its peer group, as well as the State average, on five of the seven indicators; however remedial English and ESL are progressing in improvement. The SSSP initiatives have been implemented simultaneously with the Equity Plan goals that are designed to help address any existing achievement gaps amongst the various diverse groups at AVC.

Data for each KPI were gathered for 2014-15 and used as a basis for setting targets for 2015-16. Attempted and completed credits are also represented in addition to the SSSP initiatives-related KPI. In an effort to incorporate key existing frameworks, several other sources were used for the development of the KPI e.g. the course success KPI target (69.8%) is from the Institutional Effectiveness Partnership Initiative Indicator goal for 2015-16 and AVC's Educational Master Plan 2013-16; the completion rate KPI is from the CCCCO AVC 2015 Student Success Scorecard, and the overall student satisfaction is determined from AVC's data from its 2014 CCSSE administration. Once the 2015-16 academic year is completed I, the KPI data will be examined to determine whether the actuals either meet, fall below or exceed the targets set based on 2014-15 baseline data.. Any KPI with actuals falling below the set targets will be reviewed by the Student Success Committee and strategies will be brainstormed for further improvement of initiatives impacting these KPI, as well as the creation of new initiatives as needed.

Using these data, the college made a major decision to create an Academic Development Department to coordinate all areas of Basic Skills. An English faculty member is currently serving as the chair and the department began its work in spring 2015 (Academic Affairs Organization Chart).

Institutional Effectiveness

I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

A three-year planning calendar and a college wide assessment and reporting cycle help guide AVC's assessment, integrated planning, and budgeting processes. The utilization of quantitative and qualitative data to support decision-making that supports the accomplishment of the college mission is managed by using WEAVEonline to house SLO, PLO, operational outcomes (OOs), and program review annual update reports in 2012, 2013, and 2014. Within AVC's academic and operational areas and outcomes data are available. These data, along with numerous other internal and external sources of data and information provide support for how well AVC is accomplishing its Mission.

Data provided in the AVC Fact Book and the Interactive Dashboards student demographics, achievement and retention rates, etc., are provided for faculty and staff to examine for program review and college meetings and retreats such as the college wide planning retreat where progress on the EMP was reviewed. The program review process is overseen by the Program Review Committee and permits the departments to evaluate their program, set goals, distribute resources, implement goals, and then re-evaluate. The process is explained in the Program Review Procedures.

There are two rotating processes in program review:

- The Comprehensive Program Review occurring every four years, focusing broadly on the program and improvement of outcomes and student achievement. It should have real impact on program effectiveness and resource allocation decisions. Question 2.4 asks reviewers to comment on trends in their program based on race, ethnicity and gender to identify potential gaps and ways to minimize them. Success and retention data based on these demographics is linked into the form for ease of use.

- Annual Program Review asks each program to provide a report on outcome and achievement assessment activities for the prior academic year and update its needs for resources in the years between comprehensive reviews. Question 8.a asks reviewers to assess their area's success and retention rates per ethnicity, race, and gender based on the institution-set standard of 68%. Data is linked here as well for ease of use.

Approved comprehensive and annual updates are published on the Program Review committee website for instructional and non-instructional divisions from 2011 to the present.

In fall 2015, new program review templates were introduced to the campus that are more streamlined and efficient, providing faculty and staff with immediate access to data relevant to the process in addition to the data elements posted on the program review website. (Comprehensive Program Review 2015; Annual Update Program Review 2015).

An integral aspect of SLO assessment and program review is the creation of action plans, which are completed by the end of each academic year by discipline faculty in special meetings for this purpose and are examined and discussed to determine any further adjustments that may be needed to the teaching and learning processes. After action plans are implemented, SLOs and PLOs are reassessed in the next cycles to track progress on them and further determine the need for any improvements.

Some examples of several cycles of SLO assessment and action plans are:

- Accounting 113
- History 101
- Communication 101

Some examples of several cycles of PLO assessment and action plans are:

- Commercial Music Program
- Kinesiology Program
- Physical Science Program

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for sub populations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

The most current AVC Fact Book is given to all participants at planning retreats, educational master planning, and other planning related meetings. The data in the fact books are disaggregated using a variety of categories to assist the college in making decisions regarding resources and planning (e.g., 2015 Fact Book: progression through basic skills math and English by gender; transfer to CSU by race or ethnicity; peer institution basic skills comparison by race/ethnicity).

The Student Success Committee created the SSSP and Equity Resource Allocation Proposal, which allows for a campus-wide equity lens to be utilized when funds are requested and allows for broad-based inclusion of all campus constituents to help close the equity gaps, while integrating allocations with planning processes related to learning outcomes, institutional goals, and the president's goals. The role of the Student Equity Office and the Student Equity Committee is to develop the goals and activities, ensure their implementation, and evaluate the efficacy of these efforts. Evaluative outcomes will be determined by the monitoring of Scorecard data, key performance indicators, and feedback from each particular event and activity.

The Student Equity Committee submitted a 5-year plan approved by the Board of Trustees in 2014 and updated it in 2015, analyzing data and delineating programs targeted to improve the success, retention, and completion for the most under-performing populations. The Equity Planning process involves collecting and analyzing student success data disaggregated by ethnicity, gender, disability, foster youth status, veteran status, and low income status in order to identify areas of strength and need. Based on review of student equity plan data, achievement gaps are identified. (Disaggregated Student Data 2015).

Activities are identified in the plans to engage, support, and give additional resources to those populations. The Student Equity Retreat held August 12, 2015 was attended by over 100 faculty, staff, administrators and students and focused on African American student success, Foster Youth student success, and Veteran student success. The purpose of the retreat was to inform the campus about the data on student equity and to develop ideas and action plans to close gaps. An inspiring keynote speaker from UCLA who specializes in equity in education, student and faculty speakers from representative groups, and a student success film featuring inspiring stories from faculty and students across AVC's Campus were part of the day's events.

Many of those ideas have been implemented and are in progress. The Triumph Scholars Program links Basic Skills English 099 and Human Development 101 to be taught in a cohort with an African American focus. For this program all textbooks were purchased to ensure equitable access for all students. A significant problem on the AVC campus is the affordability of

textbooks; many faculty lament the fact that students without financial means go without their required books. A free textbook loan program called Books H.E.L.P. funded by Student Equity grant money, STEM, AVC Foundation, and private donors, allows students to borrow any textbook for any class and return it at the end of the semester for free, based on financial need. The response was a big success with over 400 students receiving books in spring 2016. In addition, all Basic Skills English books were purchased in the spring 2016 semester with the funds. Data will be evaluated at the end of the semester.

Activities also include the Spectrum Performance Series that will bring in culturally diverse theater performers, musicians, poets, and more representing the target populations, to stimulate dialog about diversity, race, ethnicity, identity, and the interconnectedness of all cultures represented on the campus. Additionally, opportunities for exposure to four year institutions and educational conferences were made available to students through the Student Equity funding, such as: University of Southern California, CSU, Historically Black College and University Tours, Black Pre-law Conference, STEAM College Expo, Black College Expo, Umoja and A2Mend. Faculty, deans, and Student Equity staff involved in these efforts are excited to promote inspiring dialog and educational opportunities to AVC students. Information Technology Services has partnered with Admissions & Records to create LED announcement displays in key student areas on campus to keep students informed on upcoming events and support services.

To monitor the work, the Student Equity Committee meets every Tuesday to determine allocation of funds, program priorities, and continue to review data on population and demographic differences (agendas and minutes, i.e., Student Equity minutes 9.9.14).

In addition, the goals of the Student Success and Support Committee are to ensure that all students complete their courses, persist to the next academic term, and achieve their educational objectives through: admissions, orientation, assessment and testing, counseling, and student follow-up. The Student Success and Support Plan was submitted to the Chancellor's office in October 2014, describing the numerous improvements to access to Counseling, such as follow up with students, workshops, orientations, and the hiring of more counselors in Lancaster and Palmdale, have been implemented to improve student access and success. The committee presented the data, findings, and programs offered at fall Welcome Back Day (2015 presentation) to an audience of approximately 100 faculty and staff.

In conjunction, the college is currently working on the development of a long-term EMP with a facilities master plan and staffing plans that will be aligned to it and these will be driven by the college mission and the continuing need for mitigating achievement gaps amongst AVC's diverse population of students (College Planning Retreat Presentation 9.25.15; EMP Work in Progress).

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Policies and procedures are evaluated and updated on both a regular and as-needed basis at Antelope Valley College, for instance:

- The college pays for a service provided by the Community College League of California for which AVC receives legal updates on Board Policies and Administrative Procedures. The updates are in response to new laws and regulations, legal opinions, and questions from all community college subscribers. It is disseminated out in April and November each year, which triggers the revision process.

  In the fall of 2014, the college began a regular cycle of evaluating and revising BPs and APs (Approval Process for AP and BPs; Board Policy and 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. it then goes to the College Coordinating Council (CCC) where all the constituent groups are represented. They share the information with their respective groups, bring that input back to CCC, and then it goes to the board. If curriculum matters are involved, the revisions are reviewed by AP&P. After the last CCC meeting, it is recommended to the Board of Trustees. Tracking progress of the BP and AP revisions going back to 2008 are represented in the attached spreadsheet / project maintained by the CEO's office, which enables the college to keep track of draft status updates, board meeting reviews, and responsible parties (Status of Revision/Updates Spreadsheet). The Academic Senate participates in this process and maintains a public list of board and administrative policies that are under reviewed on its website (Academic Senate: Board Policies and Administrative Procedures for Review).

- Campus level polices for instruction and enrollment management are evaluated and updated by the AP&P committee. An example of this would be the college "Incomplete Grade" policy. In spring of 2015, it was brought to the attention of the Vice President of Academic Affairs that the language on the Incomplete grade policy and form was confusing and inadequate, leading to unequal applications. AP&P reviewed incomplete grade policies from other institutions and developed clarifying language. The new policy was then approved by Academic Senate and the Board of Trustees.

Continual reflection and discussion on how to improve processes, procedures, and instruction on campus have led to many improved practices. A few examples are:

- Throughout 2014, the faculty union and college administration completed an agreement on the implementation of faculty department chairs throughout all divisions (Article and Side Letter of Agreement May 2014) that was approved by the Board of Trustees at its June 16, 2014 meeting (BOT minutes 6.16.14, item 15.4). Although the Languages Arts and the Mathematics and Sciences divisions already utilized department chairs, other divisions did not have the structure in place. Using knowledge gained from the two divisions, duties, responsibilities, and compensation were identified through negotiations. In the Spring 2014 semester, the faculty union voted to ratify the department chair language and the structure was implemented in the Spring 2015 semester.

- Updates to the Senate Operating Procedures manual include a comprehensive revision to the Senate Constitution and the addition of bylaws that will result in more effective processes for Senate work. Specifically, Section 106.0 of the Constitution and Section B100.1.6 of the Bylaws (pg. 4) address ratifying the Bylaws. Due to the major revisions of the manual, and the process for ratifying the articles of the bylaws, the final version is expected to be ratified by the Academic Senate during the Spring 2016 semester.

- The STEM Summer Bridge program was developed in 2012 and implemented in June 2013 in response to student success data provided by the CCCCO and AVC's Institutional Research Office, which showed that only 23% of AVC's first year students who entered remedial math succeeded to enter a college-level math course. Additionally, 87% of students assessed into pre-collegiate Math 65 or Math 70. The program provides 4 weeks of intensive math instruction, academic advising and opportunities to develop a network of relationships on campus to promote student success. After program completion, students retake the math assessment with the opportunity to improve their math placement. Funding for Summer Bridge was allocated through the Palmdale Center's STEM Solo HSI Title V Grant in 2012, consistent with the Educational Master Plan Goal # 4 to increase success in Basic Skills, and is managed by the Palmdale Center Director. In 2015, 36 students completed the program of which 97% increased their math assessment scores. The Summer Bridge program served 40 students in 2015 and is expected to serve 60-80 students in its 2016 summer session. To promote awareness of the program, informational videos were produced by AVC faculty to promote awareness of the Summer Bridge program both to incoming students as well as faculty (Faculty Summer Bridge; Student Summer Bridge); a STEM education advisor regularly makes presentations at the local high schools (Summer Bridge Prezi 2015); and a STEM Summer Bridge information is made available at locations like the Learning Center.

Some projects that are currently being developed to improve processes and outcomes include a Senate task force to create more user-friendly tenure evaluation forms and rules; exploring a

replacement for WEAVEonline that works better with quantifiable learning outcomes data; and further implementation of OEI for distance education courses.

I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Communication regarding assessment and evaluation activities begins at the discipline level with the collection and evaluation of student learning and program learning outcomes, which are documented in WEAVEonline (ID: AVCuser Password: marauder) by full and part time faculty who collaborate to collect and analyze the data, create action plans, and track improvements over time. Initial notification of allocation requests are documented in WEAVEonline, to include new faculty hires, equipment, funding for special events or activities, etc. (e.g., Comm 101 SLO 2, retreat stipend; new faculty request). The program review process serves as a vehicle by which areas communicate their strengths, weaknesses, and resource requests.

All SLO, PLO and ILO assessment data and decisions are available for viewing on WEAVEonline (ID: AVCuser Password: marauder). In addition, all program review reports are available on the Program Review Committee web page. Analysis of data from these processes are used to support decisions made through the budget acquisition process and both classified and faculty hiring prioritization processes.

One of the most effective methods for the dissemination of college evaluation results has been the annual AVC College Planning Retreat. In 2014 and 2015, the president initiated the process to gather input from the campus community and present current data to the Board at the annual Board Retreats (i.e., May 12, 2015), the Administrative Council, and then the full campus community at the annual College Planning Retreat. During these events, constituents from all areas of the campus are provided with the AVC Fact Book, and this venue provides an opportunity for the campus as a whole to assess what has been accomplished and determine the college goals for the upcoming year.

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Pursuant to recommendation 1a and 1b emanating from the team evaluation of AVC's 2010 self study and the subsequent follow up reports, progress and improvements continue to be made in the area of integrated planning, both in short and long term planning processes.

The president's office, the DIERP, the Business Services Office, Academic Affairs, the Academic Senate, and Strategic Planning and Budget Committees, all work in collaboration to fine tune the process, and utilize it in a manner that is consistent, fair, transparent, data driven, and tightly connected to the college mission and goals.

In concurrence with the goals of the Educational Master Plan, the college assesses SLO/PLO/OOs as part of the integrated planning cycle to identify areas that require resource allocations and additional services to improve student learning (SP-BC Flow Chart; SP&BC Joint Meeting Agenda 10.15.15 and 7.15.15; Planning Calendar 2014-2017).

Based upon the comprehensive process of program review (program review procedures manual; program review schedule 2013-2023) multiple committees and constituents collaborate in the annual budget call. The Budget Development Calendar 2016-2017 outlines the timeline for determining not only the budget overall, but also prioritizing the resource allocation requests for budget beyond baseline budgets.

In the fall semester, personnel prioritization lists are developed by each respective constituent group (Faculty, Staff, and CMS/Administration). The Strategic Planning Committee and the Budget Committee conduct a joint meeting to review planning and budget goals (SP&BC Joint Meeting Agenda 10.15.15 and 7.15.15). In November, a budget call is sent out to the campus and training is provided to the Admin Council and Deans/Department Chairs for submitting budget requests.

The budget call paperwork consists of two main parts: a budget request form and a resource allocation proposal (RAP) form (Academic RAP; Operational RAP). The budget request form lists line items of the requested budget item and the RAP justifies the request. The budget request instructions that are distributed with the budget call explains that the operational form is to be used for non-academic requests such as facilities, health and safety, and maintenance, and the Academic/Non-Operational form is used for the instructional and student services side of the campus. Both Academic and Operational RAPs that request facilities items or instructional technology are routed through the Facilities and Operations and Instructional Technology programs, matched to existing Facilities Master Plan, Human Resources Program Review, and Technology Master Plan, and included in the RAPs from those areas in order to coordinate long term planning and resources.

Prior to the development of the two RAP forms, the Budget Committee utilized a single proposal form to support each budget request. After evaluating the process used for the first year, members of the committee determined that the form worked well for the academic side but did not meet the needs of the operational side of the campus. Thus, the committee split the requests into two categories, operational and academic/non-operational, which better fit the needs of the campus.

The RAP is key to ensuring that planning drives the budget. The RAP forms require four sections to be completed that demonstrate a need based on planning: 1) which planning documents support the request, and how; 2) which institutional goals are supported by the request, and how, 3) which of the President's goals are supported by the request, and how, and 4) what are the associated measurable outcomes and how will they be measured.

The resource allocation requests then go through a ranking process based on a budget rubric applied by the Budget Committee representatives who review each budget request. The prioritized recommendations are then shared with the Strategic Planning Committee in a joint SPC/BC meeting and forwarded to the Executive Committee, who then review the recommendations and develop a tentative budget.

In fall, 2014, the Vice President of Academic Affairs and President of Academic Senate reviewed the existing faculty prioritization process to develop a priority-hiring list for faculty. In order to make the process more inclusive of faculty, they developed a process proposal. This proposal was presented to the academic deans and chairs to review and provide feedback and suggestions, and then presented to the Academic Senate for approval (Academic Senate minutes 5.7.15 item 8a; Academic Senate minutes 7.16.15 item 6a). The proposal paid particular attention to the inclusion of existing planning processes, including program review and assessment data, past enrollment and student success data . The resulting process is now initiated at the department level where department chairs compile and present faculty position needs. The department chairs then agree on a faculty hire prioritization list, which is negotiated and developed at an Academic Affairs Advisory Council (AAAC) meeting (chairs and deans) through presentations and voting. The prioritized list is sent to the President as a recommendation for a final decision. The new process was used for the first time to develop the 2016-17 faculty hire prioritization list that was sent to the campus on December 9, 2015 from the college president. (Faculty Hiring Prioritization Process; Faculty Hiring Position Request 2015-2016; Faculty Hiring Request Packet 2015-2016) The resulting budget and allocation of resources is the culmination of intensive campus wide collaboration, discussion, and justification based on data and evidence (Business Services Budget web page; 2015-16 Adopted Budget).

Two examples of the use of this process are:

- Administration of Justice (resulted in faculty hire 2014)
- Aeronautical (resulted in acquisition of 3,000 foot hangar, computer training systems, and a turboprop engine trainer)

AVC's long range planning is captured in the 2016 Facilities Master Plan, an update to the 2011 Facilities Master Plan, that is tied to the EMP and longitudinal student data and community needs. The college campus will be reorganized to reflect the consensus solidified at the College Planning Retreat in August 2015, that Student Services should be the heart and center of the campus to give students a more powerful sense of belonging and to create a vibrant hub of

energy upon entering the campus. Furthermore, buildings will be organized by overall fields of study, i.e., the sciences, humanities, arts, etc., more like a university setting. The Facilities Master Plan was presented to the Board of Trustees as well as the campus at a recent Town Hall meeting (Facilities Master Plan Board Presentation 4.11.16; Town Hall Facilities Master Plan Presentation 5.17.16). The current Educational Master Plan is being produced by two consultants hired by the district, Dr. Fred Trapp of Cambridge West Partnership and Deborah Shipley of Gensler. The work of the EMP and FMP are being done in collaboration to assure that the facilities plan is driven by the Educational Master Plan. Progress on the EMP was also presented to the Board of Trustees on April 11, 2016, along with the FMP (EMP presentation to Board 4.11.16; Board of Trustees Agenda 4.11.16). The expected approval date of both plans is September 12, 2016.

The emphasis throughout the budget process is on fulfilling the college mission to provide "a quality comprehensive education to a diverse population of learners" advanced through a culture of evidence-based decision-making. Improvements to the reporting of outcomes assessment, the program review process, the EMP, SPC and Budget Committee processes, are the result of a campus culture that values continual reflection and quality improvement.

Changes and Plans Arising out of the Self Evaluation Process
#1 Standard I.B.3. Academic Quality During the preparation of the self study, the college recognized that the Institution-Set Standards required a more consistent evaluation cycle, along with its assessment and reporting activities. The college will update and expand the Institution-Set Standards by June 2016. These standards will be used by the college to assess our level of achievement at the fall college-wide planning retreat, and the results will be published. The Institution-Set Standards will then be re-evaluated and updated every two years. The Strategic Planning Committee (SPC) will be responsible for evaluating the standards for effectiveness in meeting the college mission and will make changes as necessary. The SPC will plan and present the college-wide planning retreat and lead the discussion on the data, analysis of the results, and determination of the responsible parties to make appropriate changes or improvements to increase student performance.
#2 Standard I.B.7. Institutional Effectiveness Improving the effectiveness of the outcomes process at AVC has long been a prominent topic of discussion, and this dialogue continued with increased vigor during the self study

period. Beginning fall 2016, the college will improve the integration of outcomes data within college planning processes, as described in the Quality Focus Essay (QFE). The college will evaluate and select a database that is more conducive to the needs of the institution; the database will be installed and faculty and staff trained on its use.

In addition, the college will evaluate the current governance committee structure for program review, planning, and budget to establish a new structure if the need is determined, and fully implement the new outcomes data analysis into the integrated planning process.

The Information Technology Committee, the Institutional Effectiveness, Research and Planning Department, and the Outcomes Committee will be responsible for evaluating and choosing a database. The College Coordinating Committee and Mutual Agreement Council, with input from the Executive Council, SPC, Budget Committee, Academic Senate, Classified Staff, and Associated Students Organization, will determine if a governance structure change is necessary and implement the same. (See QFE 2)

Standard I.C: Institutional Integrity

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Information provided to students and other internal and external constituents is approved by the president, vice presidents, deans, and committee co-chairs who oversee the information before publication on the college website. Information is reviewed and updated as needed to maintain currency and accuracy.

- Mission statement, vision, and values are published on the college website.
- The college catalog is found on the AVC website. Information regarding academic programs is easily found by going to "Academics" on the home page and selecting "Academic Programs." From there, students select a program and are linked directly to the catalogue page with the information on that program.
- Marketing and Public Information Office provides weekly campus updates via email to

17,000 subscribers and is open to the public to subscribe. Press releases average once a week but increase during peak times, i.e., registration, start of the term, special events, etc.

- Annual Reports from 2009 to the present provide students and the public with information about AVC's students, faculty, programs, updates such as the new Health and Science building, AVC Foundation activities, and opportunities for giving.

- Counseling and Matriculation information and forms are all accessible on the web page.

- Accreditation status and all reports filed with the ACCJC, letters from the ACCJC, and information regarding the Accreditation Committee are found on the Accreditation website and is updated regularly to communicate accurate information regarding AVC's accreditation status.

- Student, program, and operational outcomes data and action plans, including annual updates to program reviews, may be viewed by using the public login and password for WEAVEonline noted on the Outcomes Committee webpage.

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see end note). (ER 20)

Antelope Valley College publishes both a print and online catalog that accurately provides information on facts, requirements, policies and procedures. In addition, because of the large number of newly approved Associate Degrees of Transfer (ADTs), the college provided an addendum to the catalog in Intersession, 2015.

The process to develop an accurate college catalog is begun early in the spring semester, before the next catalog year. A draft is vetted through management and stakeholders in Academic Affairs and Student Services, and any changes requested are confirmed for accuracy then implemented. The final draft is vetted through Executive Council. Attention is paid by the Vice President of Academic Affairs to verify that the catalog contains all catalog requirements, including general information, requirements, and major policies affecting students.

In fall of 2015, the AP&P committee requested that the college consider an addendum to the 2014/16 catalog to allow students to obtain information on the newly approved ADTs, major course changes, and a listing of the new C-ID course numbering system (AP&P Minutes 12.11.14). A work team consisting of the Vice President of Academic Affairs, the Academic Affairs Specialist, Academic Affairs Administrative Assistant, and the co-chair of AP&P met on October 15, 2015, a draft was vetted in December, and an addendum to the catalog was published in January, 2015.

Because the format, layout, and accessibility of the catalog had not been evaluated in several years, the Vice President of Academic Affairs developed a team through AP&P to complete this project. In March of 2015, a team of counselors, academic affairs specialists, and Marketing and Public Information personnel met to review the existing catalog. It was determined that several format changes needed to be made to enhance usability and ADA compliance, which were instigated in the current and future catalogs.

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

On its website, Antelope Valley College publishes and makes available to the public many different documents that show its assessment of student learning and achievement, as well as how the college works to maintain academic quality and improvements. The Department of Institutional Research, Effectiveness and Planning web page houses the AVC Fact Books; Scorecards and ARCC reports; interactive dashboards for college data by division and department; the Educational Master Plan; and other planning documents. The program review web page is also public and anyone can access the program reviews since 2010 on all disciplines and areas. A link to data elements on this site is also accessible, where there is a wealth of information on items such as grade distribution (college wide and by program); success and retention rates by race/ethnicity/gender; and degrees and certificates awarded.

Student learning and program learning outcomes assessment data and action plans are made available to campus and the public via WEAVEonline, on the college website Outcomes Committee web page (public username: AVCuser; public password: marauder).

Students are made aware of expected program learning outcomes in the College Catalog for every degree and certificate listed (e.g., Registered Nursing). They are also informed of expected learning outcomes at the course level when they are given the syllabus for the class (e.g., Digital Media; Health Education; Computer Applications).

Outcomes, achievement data, and matters of academic quality are communicated to division colleagues and deans in the annual and comprehensive program reviews (e.g., Accounting Program Annual Update, question 8, page 3). Program reviews and campus data are also scanned and evaluated by the Educational Master Plan committee (currently being conducted by a consultant) and used to determine objectives and priorities for the entire campus (External Environmental Scan 12.2.15).

The Student Equity Committee and Student Success Committees, consisting of campus constituents from across the entire campus, have both proved to be successful vehicles for gathering and analyzing student achievement data, determining gap populations, communicating with large groups on campus, and creating and implementing plans to increase success rates.

Reports and action plans are the result of collaborative efforts from multiple constituencies and are shared with the campus community on the college website, at planning retreats, and at Welcome Back Day workshops (Student Support and Success Plan 2014-2015; Student Success and Support Presentation 2.6.15; Welcome Back Day Workshop - Easy Math: Equity Equals Action Spring 2016). The 2014 Student Equity Plan and the current 2015 Student Equity Plan are published and housed on the college website, serving as blueprints to communicate student success and achievements, gaps, and action plans. The director and the committee regularly communicate this information to the campus and encourage faculty and administrators to bring new ideas forth to benefit students.

I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Antelope Valley College, at both institutional and departmental levels, provides appropriate and accessible information concerning the certificates and degrees offered. The AVC College Catalog is available both online and in print. The college clearly communicates each certificate or degree's purpose, requirements, and program learning outcomes. Regular reviews of the online content ensure the accuracy of the information disseminated to the AVC community and the public.

Some of the programs and certificates, including program learning outcomes, described in the catalog are:

- Automotive Technology
- Economics
- English
- History
- Interior Design
- Psychology
- Sociology
- Theater Arts

I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

The process to review and update and policies, procedures, and publications is clearly delineated in Board Policy 2410 and Administrative Procedure 2410 (Policy and Administrative Procedures). Review and update of policies is completed on both a scheduled and as-needed basis.

Pursuant to Board Policy 1200 (page 4), the mission is reviewed annually by the Academic Policies and Procedures committee (AP & P) and the Strategic Planning and Budget

Committees before being forwarded to the Board of Trustees. After reviewing environmental scanning information in 2014, the mission was revised by AP&P on May 5, 2014; SP&BC on July 30, 2014; the Academic Senate on May 29, 2014; as well as the Administrative Council on August 5, 2014, followed by obtaining input on the proposed mission from college wide constituents at a planning retreat on September 26, 2014 (College Wide Planning Retreat Presentation), before going to the Board for approval on November 10, 2014 (board agenda 11.10.14, action item 15.22).

The previous mission statement was:

> Antelope Valley Community College District provides a quality comprehensive education to a diverse community of learners by placing student success and student-centered learning as our number one priority through high quality educational standards and innovative programs and services in a professional, team-driven environment. We are committed to student success, offering value and opportunity to all members of our community.

It was revised to:

> Antelope Valley College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success, offering value and opportunity, in service to our community.

There was consensus that the new revised statement, more concise than the previous version, welcomes any learner in the community who is interested in the overarching goal of higher education, including students who access courses through distance education. The statement summarizes the college's commitment to student success.

Since November 2014, the revised AVC Mission has been shared with the internal and external AVC community in person and electronically. It is available on the AVC website and printed on business cards, the Student Handbook, and College Catalog (see page 8).

In the fall of 2014, the college began a regular cycle of evaluating and revising BPs and APs (Approval Process for AP and BPs; Board Policy and Administrative Procedure Process Diagram). Board Policy and Administrative Procedures are also updated as law or language changes. For instance, in fall 2014, members of Executive Council updated or revised 28 Board Policies and 32 Administrative Policies, based upon updates from the Community College League of California. These updates were then sent to College Coordinating Council (CCC) and appropriate constituency groups and finally approved by the Board of Trustees. Administrative Procedures are vetted through the same procedure then provided for

information to the Board of Trustees (Approval of Revision to Board Policy 4030 and 4040, April 13, 2015, 15.1 and 15.2). The president's office maintains a Status Revision Updates Spreadsheet to keep track of the process.

Publications are consistently vetted for accuracy prior to publication. 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. Additional college publications are vetted through the Office of Marketing and Public Information Office for accuracy and clarity.

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

AVC provides a detailed explanation of student expenses and fees, including tuition, instructional materials costs, housing, health services, parking, etc. on the Admissions and Records website (Student Expenses and Fees). It is maintained for currency and was last updated November 20, 2015.

I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

The Antelope Valley Community College District Board Policy clearly states the institution's commitment to intellectual freedom and protection of academic freedom. Each member of the faculty is given the right to pursue intellectual freedom as appropriate in establishing an environment where ideas can be freely discovered, explored, and discussed.

Faculty rights to academic freedom are codified in Board Policy 4030 (Academic Freedom) in reference to Title 5, Section 51023, the Faculty Handbook Code of Ethics (page 35), and the Antelope Valley College Faculty Collective Bargaining Agreement with the District (Article VII, Section 7.0, Academic Freedom page 27).

I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Policies and procedures that promote ethics and responsibility are codified in the the following:

- AP 3050 - Institutional Code of Ethics
- AP 5500 - Standards of Conduct
- BP 4030 - Academic Freedom
- BP 4250 - Probation, Dismissal, and Readmission
- AP 4250 and 4255 - Probation, Dismissal, and Readmission
- Faculty Certificated Agreement
- Classified Agreement
- Faculty Handbook - Code of Ethics, page 35
- Student Handbook - Student Code of Conduct, page 53
- Student Handbook - Student Complaint Policy, page 56

I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

AVC's expectation that faculty distinguish between personal conviction and professionally accepted views in their discipline is codified in the BP 4030 (Academic Freedom). Additionally, the Academic Senate's 2015-2016 Faculty Handbook contains a detailed section on Faculty Rights and Professionalism, where three principles guide ethical conduct:

> 1. We respect the dignity and rights of all people. 2. We strive for honesty in education, provide an environment in which learning is stimulated, and document how we know what we know. 3. We carefully consider the consequences of our actions in order to protect ourselves and the educational mission of the college. (page 35)

The Antelope Valley College Faculty Collective Bargaining Agreement with the District (Article VII, Section 7.0, Academic Freedom) ensures that faculty adhere to the course curriculum of record, present materials in ways they deem relevant, and express differing points of view:

> A faculty member is also free to present and discuss subject matter in a practical and relevant format. In areas of controversy, one has the right to express an opinion related to subject matter, and an expression of differing points of view should be allowed and encouraged. Within and beyond the academic community, a faculty member is free to speak or write, as a citizen, without fear of institutional censorship or discipline. (p 27)

The full and part time faculty evaluation peer-reviewed process includes classroom observations, student evaluations, a self reflection essay, and administrative review. Throughout this process, the lead faculty evaluator serves as a mentor and holds several meetings with the evaluee where teaching methods and practices in the discipline are routinely discussed.

Monthly division meetings also provide faculty and deans the opportunity to discuss matters and share ideas pertaining to academic improvements and policies in a collegial environment (i.e. VAPA Division Meeting; Math-Science Division Meeting). Many AVC faculty publish books, articles, and give regional and national conference presentations.

The Faculty Professional Development program also gives faculty the opportunity to share ideas, differing points of views, and develop knowledge within and outside their disciplines. Faculty regularly give lectures and presentation workshops to further and share knowledge in their disciplines that encourages dialogue and exploration of ideas. Two recent presentations exemplify this spirit of lively engagement:

> Looking Back at the Old West - Feb 26, 2015
>
> Dr. Matthew Jaffe will look at the real settling of the West...not the John Wayne version, but what history tells us actually happened, and what historical trends may have altered the story of the old West later on. Novelist Abbey Hood will talk about the myth and reality of women in the old West, showing that there was more going on than just school marms and saloon wenches. Charles Hood will present an overview of revisionism in Western American cultural studies, drawing from ecology, visual studies, and literary theory. Scott Covell will illustrate the humor and horror of the old West as presented in such iconic films and TV series as A Million Ways to Die in the West, Blazing Saddles, Dances With Wolves, and Deadwood, among others.
>
> Shakespeare in the Modern World - Feb. 26, 2015
>
> This presentation looks at how to use technology to attract students into the world of Shakespeare. It includes demonstrations of internet exploration with application to classroom use, and ways to incorporate performance into the classroom. The presentation will model an actively engaged audience. In addition to the engagement with participants, the event will include performances.

With sound policies and practices, AVC faculty are free to share a variety of perspectives and points of view, as well as share them with students and colleagues in and outside of their disciplines, creating a rich academic environment for teaching and learning.

I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Policies conveying specific codes of conduct are posted on the college website as follows:

- The Student Code of Conduct notifies students of their responsibilities and conduct.
- Faculty rights to academic freedom are codified in Board Policy 4030 (Academic Freedom) in reference to Title 5, Section 51023, and the Antelope Valley College Faculty Collective Bargaining Agreement with the District (Article VII, Section 7.0, Academic Freedom page 27).
- AVC takes plagiarism seriously. The Academic Honesty Policy informs students of the severity of plagiarism. In addition, instructors include explanations and warnings in their syllabai (i.e. Art 110 Syllabus).
- Human Resources makes clear its Non Discrimination and Sexual Harassment Policy and faculty are required to take an online training course.

I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and Applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

AVC is part of the consortium of colleges managed by Citrus Community College that refers students and sends faculty to the Study Abroad Program, but it does not operate the program nor the locations.

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

AVC strives to comply with all requirements, policies, and guidelines as stated and within the time allotted. In addition, all information required is disclosed appropriately.

The Antelope Valley District Board of Trustees ensures that the College adheres to the Eligibility Requirements and Accreditation Standards and policies of the Commission for all certificates, associate degree and bachelor degree programs, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. Moreover, the College complies with Commission requests, directives decisions and policies. Since the last Self-Study in 2010, Antelope Valley College has met the Commission requirements through the submission of four requested Follow-up Reports in 2012, 2013, 2014, 2015, a Midterm Report in 2013, Annual Reports, and Substantive Change Proposals in 2011, and two in 2015. All reports and acceptance correspondence can be accessed on the Antelope Valley College Accreditation website.

This Accreditation Self-Study is submitted in light of the District's commitment to remain in compliance with the policies of the Commission.

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

AVC has maintained good standing with the ACCJC and other accreditation bodies throughout its existence. Dating back to 2004, all of AVC's previously filed and approved accreditation reports are posted on its accreditation web page under the "completed" tab. Current reports from AVC and responses from the ACCJC are in the accreditation front web page.

AVC's Fire Academy has consistently been awarded accreditation status by the California State Fire Marshall (CA Fire Marshall Accreditation 2015). The Associate Degree in Nursing is approved by the California Board of Registered Nurses. In its last cycle, the 2015 report of findings recommended upgrades to textbooks and other instructional materials to assure currency. Additionally, the vocational nursing program is certified by the California Board of Vocational Nursing. AVC's program was last certified in 2012 and the next report is due in 2016 (California Board of Vocational Nursing and Psychiatric Technicians Certification 2012).

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

The college has a committed pool of benefactors who donate annually and occasionally to the AVC Foundation (AVC Annual Report 2014-2015 Donor Honor Roll). Those investors do not dictate policy or direction. The AVC Foundation utilizes a third party financial investment firm to manage donor funds. Annual and quarterly reports (i.e., AVC Foundation Annual Report 2014-2015) are provided to the foundation board showing the returns on those funds, which has averaged between 7%-12% per year over the last 5 years. The college does not have a parent organization as it is a single college district, and it has no supporting external interests. Payden & Rygel manage two foundation funds for the college: the general AVC Foundation Portfolio Structure and the AVC Foundation - Title V Portfolio Holdings. The latest report which was received on Tuesday, January 20, 2015 shows the returns with periods ending December 31, 2014 (Payden & Rygel AVC Foundation Report). The trailing 5 years are listed, demonstrating returns between 9.4% (9.5% for Title V) and 11.1%.

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A: Instructional Programs

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degree, certificates, employment, or transfer to other higher education programs. (ER9 and ER11)

The online catalog provides a list of all programs, requirements, and course descriptions. All instructional programs including distance education, new and revised courses, degrees, certificates of achievement, and certificates of proficiency offered at Antelope Valley College. The catalog also supplies students with information on Intersegmental General Education Transfer Curriculum and California State University Transfer courses, as well as AVC elective courses (Catalog: Transfer Information). All courses and programs are reviewed and approved by the Academic Policies and Procedures Committee (AP&P), a standing committee of the Academic Senate, to assure that they conform to general education requirements based on the established guidelines from the Education Code and Title V Regulations (Chancellor's Office, Program and Course Approval Handbook Supplement 5th edition, 2013), the California State University (CSU) or University of California (UC) systems General Education requirements for transfer, and the Course Identification Numbering System (C-ID) descriptors.

AVC also offers a breadth of courses at alternative locations to make program completion and transfer accessible for the community. During the 2015 academic year a total of 334 classes were offered at six different locations throughout the district.

- 286 - AVC Palmdale Center, Palmdale
- 7 - Palmdale School District Early Childhood Education Office, Palmdale
- 6 - Child Care Resource Center, Palmdale
- 4 - Barnes Aviation, Fox Field, Lancaster
- 8 - Rosamond High School Site, Rosamond
- 23 - L.A. County Fire Department North County Training Center, Lancaster

The AP&P course and program approval processes are clearly documented in the AP&P Standards and Practices Handbook. Course and program development begins at the discipline faculty level in consultation with the division AP&P Committee representative and are forwarded to the AP&P Committee for consideration via CurricUNET. The AP&P Committee ensures all courses and programs are developed in accordance with the college mission, are reflective of AVC's dedication to lifelong learning (AVC Core Value #1), Education Code, Title V Regulations, and Chancellor's Office "Program and Course Approval Handbook". During the review process, the Technical Review Committee, a subcommittee of the AP&P Committee consisting exclusively of AP&P Committee members, is responsible for reviewing the course and program proposal information. Information includes title, number of units, grading method, class size, mission statement, course justification, general education applicability, requisites, description, content, homework, and repeatability status for appropriateness before a thorough review is conducted by the full AP&P Committee. (e.g., Airframe 310 Curricunet screenshot) Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) are also reviewed, revised and updated through the Outcomes Committee concurrent with course and program revisions. SLOs and PLOs must be approved by the Outcomes Committee prior to a course or program proposal being placed on an AP&P agenda.

Recommendations for approval of courses and programs are then made to the Academic Senate and the Board of Trustees, after which they are posted as approved Course Outline of Record (COR) in CurricuNET and utilized by all faculty to develop their course syllabi (COR Sociology 101; COR Photo 150; COR Health Ed 101).

Online courses that are offered as part of a program of study are developed and initiated by department faculty who determine the need. Whether submitted as an existing course, a new course, or a revision to a COR, the online component is submitted via a distance education proposal in CurricNET**.** It is then reviewed by all stakeholders, including the division dean, the technical reviewers, and AP&P committee members. Currently 88 courses in 38 disciplines have been approved as distance education (DE) courses. A current list of distance education course offerings are available on the DE Online Schedule. Students are given support for Blackboard use on the AVC website and they can contact the Information Technology Services department or Blackboard directly for customer support.

Program and course level learning outcomes associated with each course are reviewed and approved by the Outcomes Committee (OC). The committee's role is to promote student success by ensuring college-wide communication, collaboration, and consistency of processes related to Student Learning Outcomes (SLO), Program Learning Outcomes (PLO), and Institutional Learning Outcomes (ILO), all of which is documented thoroughly in WEAVEonline for every course and program. The committee also provides training and workshops to improve processes. Documentation of student learning is accomplished through the follow campus practices:

development of quality outcomes and their implementation; analysis of findings; creation of action plans; evaluation of impact of action plans in next cycle.

Since 2014, the OC has worked in collaboration with the AP&P to utilize CurricUNET for the purpose of reviewing, revising and approving learning outcomes when courses and programs are developed or due for revision prior to the review of approval of the APP. Efforts are also made to make relevant associations between SLOs, PLOs, and ILOs and documented in WEAVE. There are some logistical problems with this documentation due to the nature of WEAVE's layout of data fields. However, users are documenting those connections when possible to keep them in view while analyzing data. For example, the Psychology associate of arts-transfer PLO #1 notes associations to ILOs:

> PLO #1: Write an APA style research report that synthesizes a body of research findings and tests hypotheses with the appropriate research methodology.
>
> Institutional Learning Outcomes Associations:
>
> ILO 2: Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
>
> ILO 3: Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.
>
> ILO 4: Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.

Transfers, Degrees, and Certificates

In keeping with the college mission to provide a "comprehensive education to a diverse population of learners", Antelope Valley College offers a wide variety of 73 degrees and 59 certificates:

- 27 associate in arts degrees
- 16 associate in arts transfer degrees
- 46 associate in science degrees
- 6 associate in science transfer degrees
- 59 certificates of achievement
- 2 locally approved certificates of proficiency in 51 fields of study (AVC at a Glance).

In the 2010-2011 academic year, Antelope Valley College began offering Associate Degrees for

Transfer (ADT) in Math and Communication Studies. Since then AVC's offerings have grown to 22 approved ADT's now offered. These include the following:

Administration of Justice AS-T	Kinesiology AA-T
Anthropology AA-T	Mathematics AS-T
Art History AA-T	Music AA-T
Business Administration AS-T	Philosophy AA-T
Communications AA-T	Physics AS-T
Early Childhood Education AS-T	Political Science AA-T
Economics AA-T	Psychology AA-T
English AA-T	Sociology AA-T
Geography AA-T	Spanish AA-T
Geology AS-T	Studio Arts AA-T
History AA-T	Theater Arts AA-T

Degrees/Certificates	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Associate in Science for Transfer (A.S.-T)			4	6	17	70
Associate in Arts for Transfer (A.A.-T)			1	8	10	37
Associate of Science (A.S.)	314	348	353	389	455	448
Associate of Arts (A.A.)	436	488	500	614	867	920
Degrees Total	**750**	**836**	**858**	**1,017**	**1,349**	**1,475**
Certificate requiring 30 to < 60 semester units	203	240	251	324	322	519
Certificate requiring 18 to < 30 semester units	150	148	170	172	171	205
Certificate requiring 6 to < 18 semester units				3	5	3
Certificates Total	**353**	**388**	**421**	**499**	**498**	**727**
AVC Total	**1,103**	**1,224**	**1,279**	**1,516**	**1,847**	**2,202**

Self-reporting from private and out-of-state institutions to the CCCCO Data Mart, show the following AVC transfers:

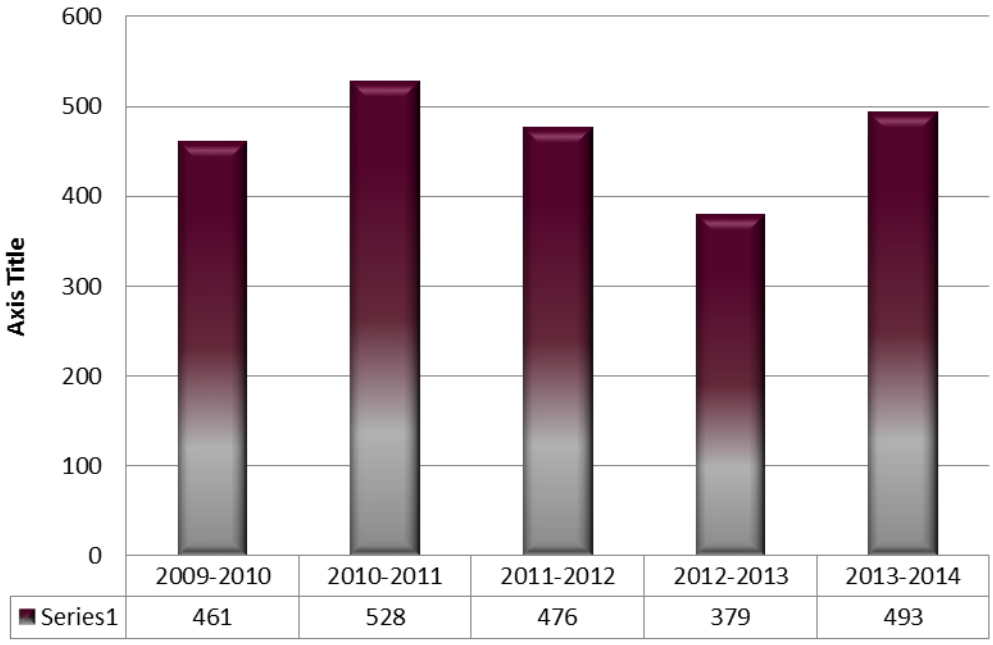
Transfer Volume

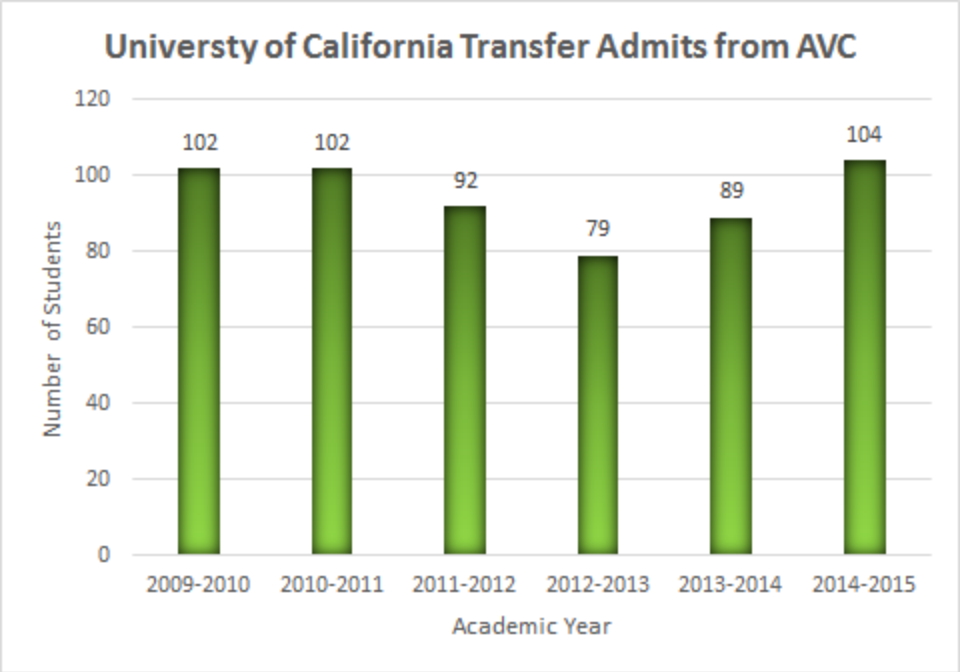
Type	2009-2009	2009-2010	2010-2011	2011-2012	2012-2013
In-State-Private (ISP)	231	271	192	180	173
Out-of-State (OOS)	169	207	244	222	196
AVC Total	400	478	436	402	369

Source: *CCCCO's Data Mart*

AVC student transfers to the CSU system shows an upward trend after a dip in 2012-2013, as do UC transfers as follows:

Figure 7.4. Numbers of AVC Student Transfers to CSU System, Five-Year Trend





Objective 1a of the 2013 AVC Educational Master Plan proposed that the number of degrees and certificates granted would exceed the standard of 1,033 set by the Student Success and Support Committee. The 5-year trend chart published in the Antelope Valley College in Numbers 2014 indicates that the institution set-standards of 826 associate degrees, 362 certificates, and the Educational Master Plan (EMP) objective to award more than 1,033 degrees and certificates have been met and exceeded. Additionally, pursuant to the Chancellor's Office Credit Allocations report, AVC is second in the state having 10,000 students with Educational Plans, and there are 13,820 current students who have declared a major. According to data provided by the DIERP in the Fall 2013-2015 Enrolled Students Majors Table, the number of students declaring majors has increased steadily since 2013. Nursing, Behavioral Sciences, and Administration of Justice remain the top three most popular programs. Recent data from CCCCO Data Mart show the top ten FTES generating disciplines at AVC:

Annual 2010-2011		Annual 2011-2012		Annual 2012-2013		Annual 2013-2014		2014-2015	
Mathematics	1,640.3	Mathematics	1,335.8	Mathematics	1,562.9	Mathematics	1,645.9	Mathematics	1,716.0
English	688.8	English	683.0	English	752.2	English	768.0	English	816.7
Biology	641.3	Biology	591.7	Biology	654.8	Biology	734.7	Biology	749.5
History	378.1	Physical Education	349.7	History	399.5	History	472.5	History	459.7
Physical Education	361.5	History	329.6	Physical Education	347.2	Psychology	355.5	Psychology	348.3
Registered Nursing	325.8	Psychology	329.6	Psychology	345.2	Administration of Justice	330.2	Chemistry	345.4
Psychology	320.5	Chemistry	264.1	Communication	314.8	Health Education	320.8	Administration of Justice	308.5
Chemistry	291.1	Communication	258.6	Chemistry	283.1	Chemistry	318.4	Health Education	308.1
Health Education	263.8	Registered Nursing	255.5	Administration of Justice	270.6	Communication	301.9	Communication	283.1
Communication	249.9	Health Education	238.1	Health Education	260.7	Physical Education	278.2	Registered Nursing	262.5
Top 10 FTES	**5,161.1**	**Top 10 FTES**	**4,635.8**	**Top 10 FTES**	**5,191.2**	**Top 10 FTES**	**5,526.1**	**Top 10 FTES**	**5,597.7**
AVC Total FTES	**10,569.5**	**AVC Total FTES**	**9,710.0**	**AVC Total FTES**	**10,593.9**	**AVC Total FTES**	**11,345.4**	**AVC Total FTES**	**11,336.2**
Top 10 % of Total	**48.8%**	**Top 10 % of Total**	**47.7%**	**Top 10 % of Total**	**49.0%**	**Top 10 % of Total**	**48.7%**	**Top 10 % of Total**	**49.4%**

Employment

Job placement rates for Career and Technical Education (CTE) programs are tracked by the department of Institutional Effectiveness, Research, and Planning (DIERP) based on institution-set standards, and reported to the ACCJC (CTE Job Placement Rates 2014-2015 Report).

Using a telephone survey (CTE Outcomes Survey of 2012-13 Graduates), the majority of respondents (88.7%) rated the overall quality of their academic program at Antelope Valley College as being Excellent (48.4%) or Good (40.3%). The graduates attributed this to factors including the quality of instruction, hands-on training, and staff support. The graduates stated that AVC helped them meet their educational goals to a high degree (90.5%) and 95% responded that they would recommend AVC to others. After graduation, while nearly 30% of the students obtained an industry certification or state professional license in their field of study; 70.5% did not. Most of the respondents were employed in either one job (61.9%), more than one job (11.1%) or self-employed (4.8%). The remainder were unemployed, seeking employment (12.7%) or unemployed, not seeking employment (11.1%). For those that were employed, 54% had jobs that were very related to their field of study, 16% had jobs that were somewhat related to their field of study, and 30% were in jobs not related to their field of study. They responded that AVC prepared them for employment because they were able to stay in their current job (14.3%), get a promotion (1.8%), get a new job (30.4%), or start their own business (3.6%). Respondents felt prepared for a possible new job (62.5%), while 19.6% feel prepared for employment. This survey data supports that the college's CTE programs and training have a positive impact on employment outcomes for students.

Antelope Valley College has implemented a process for tracking graduates of CTE programs going forward from 2013-14by participating annually in the CTE Employment Outcomes Survey facilitated by the Sonoma County Junior College District for California Community Colleges (MOU for CTE Outcomes Survey 2015-16). This survey will gather information on employment outcomes for CTE students, including whether students are employed in their field of study, the impact of their program of study on their job and earning potential, as well as any recommendations students may have for the continued improvement of CTE programs. AVC will be provided with a summary report of results, data set, and aggregated results for all participating institutions. The resulting data will allow AVC to track the success of its own students, and compare outcomes to other schools, providing a key source of information for the ACCJC Annual Report.

	CIP Code	Institution-Set Standard (%)	% Employed/Job Placement Rate
Administration of Justice	430107	50%	83%
Air Conditioning Specialist	150501	50%	0%
Aircraft Airframe	470607	50%	50%
Aircraft Fabrication & Assembly	150699	50%	88%
Aircraft Power plant	470608	50%	100%
Business Administration	520201	50%	67%
Business-General	520101	50%	50%
Child & Family Education	190709	50%	0%
Computer Networking Core	110901	50%	0%
Computer Networking Multi-Platform	110901	50%	100%
Deaf Studies: Interpreter Training	161603	60%	*
Electrical Technology	460302	50%	75%
Fire Technology	430201	50%	100%
Firefighter I Academy	430203	50%	100%
Graphic Design	110803	50%	100%
Professional Bookkeeping	520302	50%	0%
Refrigeration Specialist	150501	50%	0%
Respiratory Care/Therapy	510908	50%	68%
Vocational Nursing	513901	50%	50%
Registered Nursing	513801	50%	*

The college continues to grow programs to benefit the students of the Antelope Valley community, including:

- Beginning September 9, 2014, The Dean of Career Technical Education, the college president, and Aircraft Fabrication (AFAB) and Airframe and Powerplant (AERO) faculty worked together to submit a proposal to the Chancellor's Office for consideration of becoming one the 15 participating community college districts to offer one baccalaureate degree program each to meet local workforce needs as long as it did not duplicate a baccalaureate degree program already offered by the CSU or the UC systems. Participating districts were to submit plans for their program to the Chancellor's Office for review which would then be submitted to the Board of Governors for approval. On October 6, 2014, the AFAB & AERO faculty brought the bachelor's of science degree in Airframe Manufacturing Technology proposal to the October, 6, 2014 Career Technical Education Division meeting (Division meeting minutes 10.6.14). The proposal was then brought to the joint AFAB/AERO advisory meeting with industry partners on November 6, 2014 (AFAB Advisory Meeting minutes 11.6.14). Industry provided overwhelming support and direction for developing the degree.

  The dean and a faculty member brought the degree proposal to the Academic Senate, and on November 6, 2014 the Academic Senate voted to support the submission of the proposal to the Chancellor's Office (Senate Agenda 11.6.14).

  On December 8, 2014, the Board of Trustees supported and approved the submission of the proposal to the Chancellor's Office (Presentation to Board 12.8.14). The Application to Participate in California Community Colleges Baccalaureate Degree Pilot Program was submitted to the Chancellor's Office on December 17, 2014, and the degree in Airframe Manufacturing Technology proposal was accepted and approved by the Chancellor's Office on January 20, 2015. The college submitted its Substantive Change Proposal November 4, 2015 to the ACCJC and received an approval letter on December 10, 2015. The development and implementation plan for this program is provided in the BS in Airframe Manufacturing Technology program Action Plan Tracking. The proposed bachelor's program is slated to begin offering classes in fall 2016. This is in keeping with AVC's mission to provide a quality education in service to students and the community. The AFAB/AERO faculty have been working and meeting with industry partners beginning February 18, 2015 and continuing (Northrup Meeting minutes 4.3.15 and 4.17.15); with AVC faculty outside the discipline; and with other educational institutions to develop the courses needed for the BS Degree in Airframe Manufacturing Technology and the program is set to begin in fall 2016.

- In May 2014 AVC implemented the Community College Pathway to Law School initiative as one of 27 participating California community colleges. AVC's Law Scholars

Program is designed to encourage underrepresented students to follow an academic path into careers in law. Students received academic counseling to acquire a two-year degree and tailored academic plans for transfer, exposure to and information about law schools, opportunities to meet and hear from law students regarding their experience in law school, and to hear from a panels of local attorneys. A law club has started on campus to help students connect and explore potential interests. AVC has a partnership with six prestigious law schools: UC Irvine, UC Davis, Loyola Marymount, USC, University of San Francisco and University of Santa Clara. Orientation for new students was held in the 2015 fall semester and will be held again in 2016 fall semester. AVC held an inaugural Law Scholar Student conference in May 2015 and hosted over 50 students, including faculty and students from two other community colleges. Guest speakers include seven local attorneys and admissions representatives from four of the law schools. Currently there are approximately 65 students in the program. The mission of the Law Scholars program is: "To establish a pipeline of diverse students from high schools, community colleges, four-year institutions, and law schools into law or law-related careers so that the legal profession reflects the diverse population of the State of California."

- AVC's Honors Program is monitored by the Honors Committee, which is composed of multi-disciplinary instructors from across campus and which sets the standards for program involvement, suggests professors for honors course instructors, and recruits students. The Honors Coordinator maintains the program standards with the support of Student Services, the Academic Senate and the Vice President of Academic Affairs. Students are required to maintain a minimum 3.25 G.P.A. and remain continuously enrolled in honors courses in order to remain part of the program and receive the benefits of this program. Successful students are recognized at Honors Convocation every spring and highlighted on the Honors website. There are currently over 450 active, engaged students. In 2013, 36 students completed the honors program and transferred. In 2016, 80 students are expected to complete the program and transfer, which is 18% of the total enrollment in the honors program.

- A reorganization of the Communication Studies / Journalism / Film & TV departments is currently under review. Communication Studies has an AA transfer degree with 154 declared majors. However, there has not been a fully functioning campus newspaper and the journalism courses are staffed part time. The college is exploring the feasibility of offering a combined journalism and media studies program that will give students the opportunity to learn 21st century skills in new media forms of communication of contemporary technologies, including a journalism program and campus newspaper with an electronic/multimedia presence, and expanding film and television production.

AVC has a breadth of courses and programs of study to offer students in the community for transfer as well as professional development and personal enrichment, including CTE and distance education courses. There is a continual process of reflection and improvement facilitated through the curriculum and student learning outcomes process, as well as expansion of existing programs to meet the transfer and employment needs of 21st century learners.

II.A.2. Faculty, including full time, part time, and adjunct faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others are responsible to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

The document that guides the course content, techniques of instruction, and evaluation methods is the Course Outline of Record (COR) (see CurricUNET). Full and part time faculty are required to teach to the COR and are evaluated partially on that basis in their faculty evaluations. The Collective Bargaining Agreement between the District and the Antelope Valley College Federation of Teachers ("the Contract"), section VIII 1.4 states:

> Faculty members are professionally competent to determine course or service objectives, instructional methods, and course materials consistent with the philosophy and mission of the college and to implement the course outline of record. Evaluation will focus primarily on the effectiveness with which instructors achieve the stated objectives of their courses or support services and facilitate student learning. Evaluation also will focus on effectiveness of interaction with students, respect for colleagues and the teaching profession and continued professional growth.

The Contract also directs faculty as to preparing syllabi that match the COR in section Article VIII.2.1.1:

> Each classroom instructor shall prepare a syllabus consistent with the Course Outline of Record to distribute to each student and the supervising educational administrator by the end of the first week of instruction. A current Course Outline of Record for each course is available from the office of the Vice President Academic Affairs.

Additionally, the "How to Create an Effective Syllabus" document helps faculty design their syllabus properly to communicate the course outline of record, SLOs, and relevant policies to students.

The process of developing and improving courses and programs is rigorous, involving full and

part time faculty discussions, research into employment data, community needs, and alignment with other colleges and universities. AVC certifies the learning outcomes for transfer courses are comparable to learning outcomes of its own courses by utilizing the Course Identification Numbering System (C-ID) where applicable. This allows California's higher educational institutions to list a course offered at one campus (e.g., AVC-Anth 101-Physical Anthropology) as equivalent in content to the same course taught at another institution even if numbered and titled differently (e.g., Cypress- Anth 101 Biological Anthropology). The C-ID allows for an ease of transfer and articulation to other institutions throughout California.

Because of the equivalencies of the C-ID system, AP&P recommends and specifically asks if a comparable course is listed in the C-ID system and if the course will be or should be submitted for approval if aligned with the C-ID descriptors. The college relies on the discipline faculty expertise for this process. Most recently this has included courses that are part of the Associate Degree for Transfer (ADT). If a course included in an ADT is not approved by C-ID the college cannot offer the ADT with that course noted. Currently there are 163 courses approved for C-ID (College Catalog, pgs. 58-59).

Disciplines with advisory committees meet regularly with community industry leaders for input on curriculum and improvements. Since the 2010 self study and the 2012 follow up report (Recommendation #2a), there has been much improvement in consistency of the format of meetings and minutes, providing a reliable record of discussions and decisions (Advisory Committee Minutes).

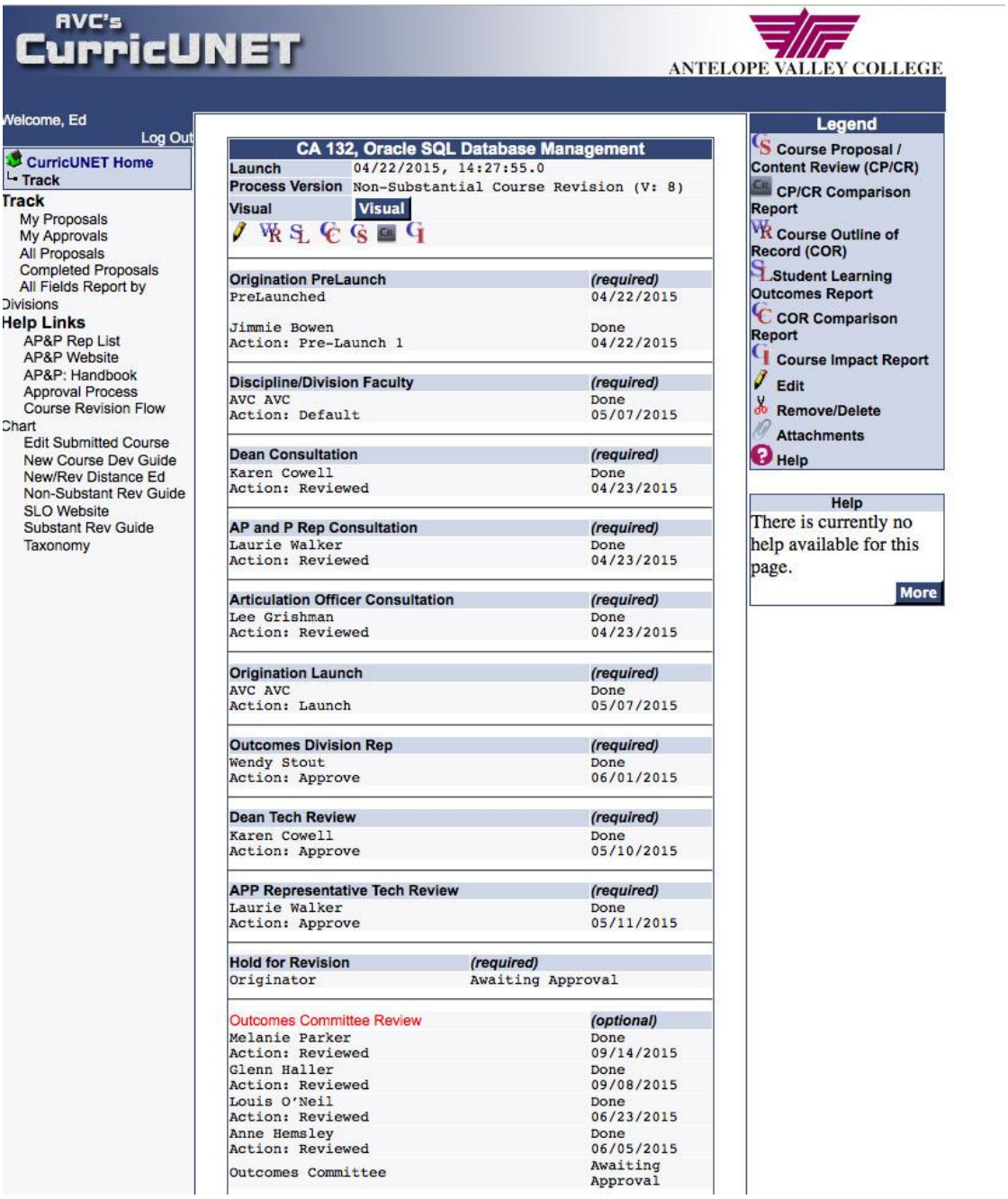
AP&P representation is comprised of 18 voting members with 2 tie breakers (committee co-chairs) and advisory positions, including: faculty, deans, the Articulation Officer, and the Vice President of Academic Affairs and 2 students. The Academic Affairs Specialist and an Academic Affairs Technician provide administrative support for the committee, maintain all curriculum material, and facilitate communication. This broad participation of campus members and comprehensive process ensures that content and methods of instruction meet generally accepted and current academic and professional standards (AP&P Standards and Practices Handbook 2014-2015, p.3). Adjunct faculty are highly encouraged to participate in the curriculum process. In 2014-2015, five adjunct faculty were the course representatives of their respective disciplines who attended the AP&P meetings to answer questions and represent the interests of the faculty and students and the AP&P Committee recently approved the addition of an adjunct faculty voting position (AP&P minutes 10.8.15; Senate minutes 11.5.15).

Process for New Course and/or Program Development

When new courses and/or programs are developed, discipline faculty begins the development process by reviewing the Program and Course Approval Handbook Supplement 5th Edition (2013) published by the Chancellor's Office. They also review the AP&P Standards and Practices Handbook (pgs. 59-60). The ensuing steps are summarized as follows:

- Discipline faculty then consult with colleagues in the discipline/division, including the dean and the AP&P representative, the Articulation Officer and the Library, to ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations (New Course Development Approval Process and Timeline figure pg. 61; pgs. 130-149; New Program Development Approval Process and Timeline figure pg. 132).

- After consultation, faculty submits a draft of course proposal through CurricUNET. Workshops assisted by an AP&P representative and an Academic Affairs Specialist are scheduled throughout the academic year to assist faculty in the curriculum process. The CurricUNET process requires a series of approvals for issues such as matriculation, homework hours, assignments, reading requirements, pre-requisites, etc. CurricUNET is designed to keep a record of the input of multiple parties before a course can be approved and finalized:



- Concurrently, with submission of new courses and/or programs the faculty develop proposed SLOs and PLOs that are submitted to the Outcomes Committee, which must approved them prior to a course or program proposal being placed on an AP&P agenda.

- The AP&P co-chair is notified of the course proposal and assigns a Technical Review Committee member to review the submitted material for completeness, accuracy, and

alignment with college mission. The instructor(s) is notified by email when technical review is complete and will be asked to consider the recommended editorial corrections, if any.

- Any proposed distance education curriculum is submitted through the AP&P course proposal process along with a Distance Education Proposal form which includes a DE expert review.

- The new course is placed on an agenda as a first reading for review by the full AP&P Committee. Two of three division representatives must attend the meeting to support and discuss the course: Instructor/faculty proxy, AP&P Representative or Dean. Once review process is complete, AP&P will take action.

- Once approved by AP&P, the course is sent to the Academic Senate with the AP&P committee's recommendation to adopt. Once approved it is sent to the Board of Trustees with the AP&P and Senate committee's recommendation to adopt. The Board approves the course based on "delegated authority" from the Academic Senate and Chancellor's Office. If required, the course is submitted to the Chancellor's Office for further review and approval. Once all necessary approvals have been granted, the course may be placed in the following College Catalog and scheduled.

Course and Program Revisions

Once developed and approved, courses are reviewed, revised and updated through AP&P every fourth year and become activated in the fifth year. Career Technical Education courses start their review, revision, and update process at the beginning of the second year and become activated at the end of that year. Programs are reviewed, revised and updated in the fifth year with activation in the sixth year. Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) are also reviewed, revised and updated through the Outcomes Committee concurrent with course and program revisions. SLOs and PLOs must be approved by the Outcomes Committee prior to a course or program proposal being placed on an AP&P agenda.

When courses and programs are due for revision, a similar process as outlined above for new courses and programs is followed. Prior to the start of fall semester, faculty are provided a list of courses that require updating in the upcoming academic year. Faculty review the current Course Outline of Record and determine if the course requires a Substantial or a Non-Substantial revision based on Title V standards (AP&P Standards and Practices Handbook 2014-2015: Non-Substantial Course Revision Timeline figure pg. 13; pgs. 11-44; Substantial Course Revision Timeline figure pg. 27; pgs. 25-44; Non-Substantial Program Revision Timeline figure pg.120; pgs. 118-123 Substantial Program Revision Timeline figure pg. 126; pgs.124-129). The workshops scheduled throughout the academic year to assist faculty in the curriculum process are available for this process as well.

Discipline faculty decide if a course is appropriate to be taught online. This is determined by student demand, the curriculum of the course, and the feasibility of online as an appropriate modality. AVC's distance education courses are listed online and some examples are:

- CA 103 – Introduction to Microcomputers has been offered online since 2002. The faculty determined that this was relevant because students are immersed in the technology of computers while learning the operations. There are three sections offered online every semester that fill to capacity and generate a wait list.
- Another course that has been offered successfully since 2006 is English 101. Approximately 7 sections are offered every semester and are filled to capacity.
- More recently in 2011, Spanish 110 – Spanish for Spanish Speakers is offered once per semester. The online format is serving more students than previously being offered only in the classroom.

Based on the AVC Assessment and Reporting Cycle, all faculty assess Student Learning Outcomes (SLOs) each semester and Program Learning Outcomes (PLOs) once a year. Assessment results and action plans are documented systematically in WEAVEonline (user name: AVCuser password: marauder). Action Plans are used as a basis to improve teaching and learning strategies, promote student success and provide a foundation for resource allocation, with the goal of improving student success. Data from assessments and action plans are carried over into program review when particular areas of focus require resources for improvement. Some examples of SLO and PLO assessment and action plans over the last several years are:

- Commercial Music
- Administration of Justice (resulted in faculty hire 2014)
- Aeronautical (resulted in acquisition of 3,000 foot hangar, computer training systems, and a turboprop engine trainer)

The program acquired a 3,000 square foot hangar in December 2014 for additional shop space. In addition, the program has acquired 5 computer based training AIDS for use in teaching students how to work on aircraft electrical systems. Currently, they are waiting the delivery of a turboprop engine trainer which will allow the training of students as to how to run aircraft jet engines.

Program Review, a four year cycle, ensures programs are reviewed and updated annually based on robust discussion and input from discipline faculty and their division dean (Systematic Program Review Procedures 2012). A comprehensive review is conducted in the first year of the cycle, with annual updates reviewed and developed in years 2 through 4 of the cycle. Areas are provided data elements in order to assess performance in various subpopulations and categories. Reports are aligned with budget and planning cycles. All reports are reviewed by members of the Program Review Committee, using a rubric to evaluate the appropriate use of data and to ensure each report meets or exceeds expected standards (i.e., Business, Computer Studies and Economic Development Peer Review Report 2013; Social and Behavioral Sciences Peer Review Report

2014). Annual program reviews must demonstrate alignment with Institutional Learning Outcomes and the college mission, address student achievement data, and provide examples of outcomes-based action plans used as a basis for resource allocation and planning. Comprehensive program reviews must also review document alignment with the college Educational Master Plan, discuss trends in student success and basic skills, provide analysis of outcomes and stakeholder assessment, review applicable degree and certificate programs, licensing exams and transfer rates, and other data specific to the program. Resource needs identified in the report will not be considered until the report meets adequate standards and is approved by the Program Review Committee. A new format for program review was disseminated to the college in fall 2015, therefore all upcoming program reviews will be using the new format which is more streamlined, efficient, and populated with easy to access data.

An example of how the college utilizes program review, curriculum, and outcomes assessment to improve student success can be seen in the Respiratory Care Program, which utilizes program review in conjunction with standardized professional exit examinations (approved by the National Board for Respiratory Care) annually to identify content area deficiencies that do not meet industry standards. Faculty and advisory committee then discuss these content area deficiencies and identify the specific courses where the content is presented. When subject material is identified the COR are reviewed and changes then made to instructional focus that amplify the content areas and performance is re-evaluated. For example, sub-standard student performance was identified with mechanical ventilation (2011-2012 program review, #8, page 34). As a result the COR's lacked specific focus and changes to content and new texts were adopted. In addition, a Perkins grant was sought based on faculty and advisory committee recommendations in conjunction with the nursing faculty to purchase 2 "state-of-the-art" mechanical ventilators. Student performance on (2014-2015) exit examinations and national board testing results in that content area then exceeded national standards.

The Distance Education and Technology Committee (DETC) meets twice a month (agendas and minutes). Its mission is to maximize student success for online learning. It is chaired by a faculty member, and co-chaired by the Vice President of Academic Affairs. Membership consists of faculty from a variety of disciplines, union representatives, and various ITS professionals. The DETC is working on accomplishing its goals that are aligned with the objectives of the Educational Master Plan 2013, objectives 7a, 7b, and 7c (page 47) to improve online instruction and services by the following actions:

- Objective 7a: Increase support for classroom, counseling, student services offices, and *instructional technology*.
- Objective 7b: Develop effective orientation for online and hybrid courses.
- Objective 7c: Provide advanced faculty professional development for instructors of distance education courses.

DETC is in the process of creating a handbook with recommended policies and procedures for distance education classes and a *faculty handbook for distance education to improve practices.

Approval by the Academic Senate and the college by the end of the 2016 academic year is anticipated. The emphasis is on establishing regular and effective contact, following the school's online attendance policy (Academic Policies page 33), student readiness, training for faculty, and end of the semester procedures.

- AP&P requested the DETC to explore the idea of blended classes, which will include both online learning and classroom learning experiences, in addition to web enhanced traditional classes (AP&P minutes 9.10.15, item V). This will alert students registering for classes that the instructor uses the learning management system in their course.

- A Regular Effective Contact Policy was approved by the Academic Senate (Academic Senate Agenda and Minutes 2.19.15, item 7a), to make sure that faculty and student interaction is assured via email, online chat discussions, announcements, field trips, timely feedback on assignments, and other clear channels of communication and verifiable participation, in a time frame that is commensurate with an in class presence for both faculty and students.

- The AVC technical trainer provides monthly training in various methods for faculty who wish to teach online through the Faculty Professional Development programs on campus (i.e., Blackboard Content Management) where robust discussions take place on the various methodologies and best practices. Common methodologies used in DE/CE programs include: PowerPoint slides, closed captioned videos, Skype, podcasts, email, voicemail, in-person activities, asynchronous and synchronous discussions and other activities appropriate to course content. There are also online resources provided on the DETC web page to assist instructors in developing high quality teaching experiences online. Ultimately, methodologies are decided upon by individual faculty that are appropriate to course content. Satisfactory progress is determined through instructor evaluation as in traditional classroom courses. There is an online attendance policy, page 33 of the school catalog.

- The 2014 Student Equity Plan included comparison of success and retention rates in on distance education and non--distance education courses. In order to decrease achievement gaps, the Chancellor's Office has allocated funding for Student Success and Student Equity and the college was successful in securing a Title V Hispanic- Serving -Institution grant to help efforts to increase student success. In fall 2013, the success rate in distance education credit courses was 55% and retention rate was 79%. Students who attended traditional classroom instruction courses were retained at a higher rate (87%) and they were more successful (70% success rate). Even though such difference in success rates between distance and non-distance modality are not uncommon in community colleges

and the DETC is exploring ways to increase success rates in distance education courses, such as online orientation workshops in addition to its current option (Student Online Readiness).

Fall 2013 Credit Courses Enrollment Count, Success and Retention Rates

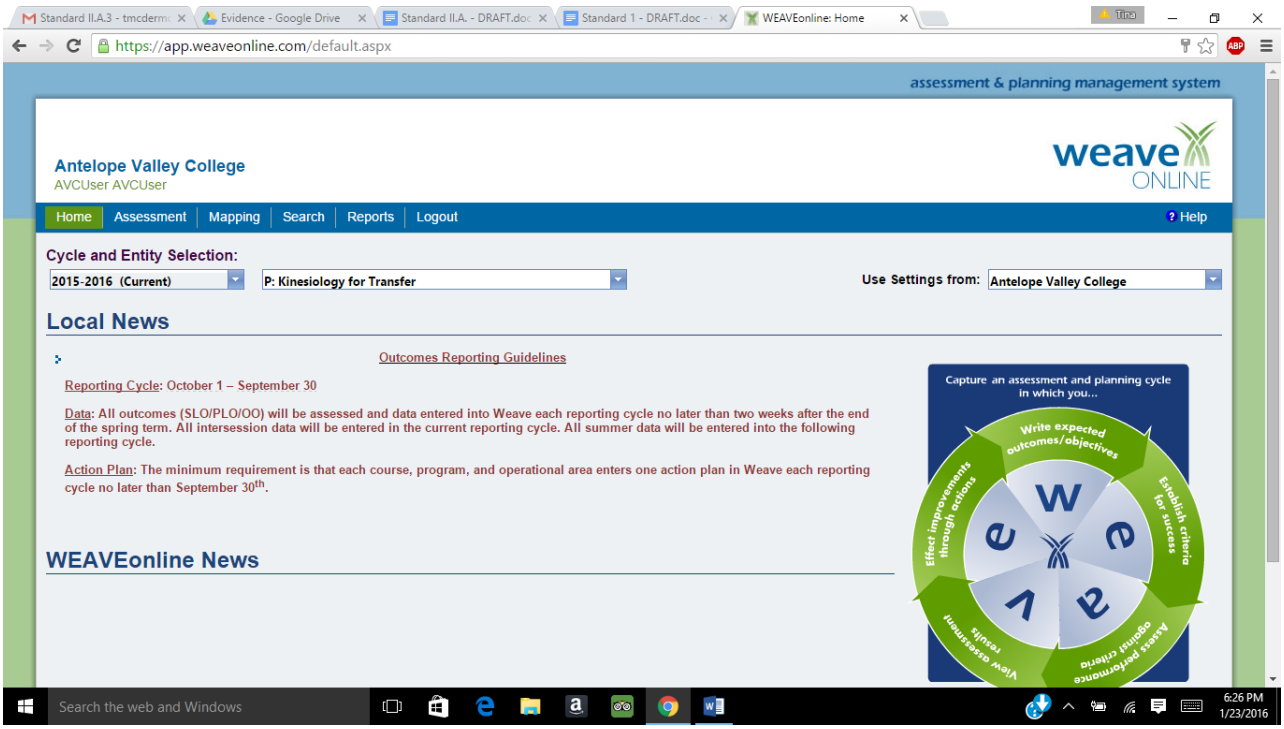
	Enrollment Count	Retention Rate	Success Rate
Delayed Interaction (Internet Based)	2,905	79%	55%
Non Distance Education Methods	37,738	87%	70%
AVC Total	**40,643**	**86%**	**69%**

Source: CCCCO's Data Mart

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificate and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Learning outcomes for courses, programs, certificates, and degrees are described in the Outcomes Committee Handbook, as well as numerous support documents in the Outcomes Committee website to support faculty in the process of designing and interpreting assessments that result in useful data for improving teaching and learning. SLOs and PLOs are established by discipline faculty, based upon approved course objectives and the Institutional Learning Outcomes (ILOs). Where advisory committees exist, faculty consult with community experts and employers as outcomes are developed (e.g., AFAB minutes; Clothing and Textile minutes; Welding minutes). In some areas, such as nursing and technical education, licensing exams or program accreditation standards provide direction in this process. In other areas, such as Child and Family Education and Physics, outcomes reflect ethics and/or standards developed by discipline-related professional organizations.

The Outcomes Committee sets timelines for assessment reporting and action plan development, reviews and approves course and program outcomes, which are visible to users upon logging onto WEAVEonline:



The AP&P Standards and Practices Handbook 2014-2015 (pgs. 11-44) explains the process whereby the SLOs are submitted as part of the course development and revision process and must be approved by the Outcomes Committee prior to AP&P Committee approval. SLOs are recorded on the approved course outline of record posted in CurricUNET (e.g., French 201; FTV 103; Engineering 110).

Faculty follow the guidelines in "How to Create an Effective Syllabus," which includes instructions to incorporate SLOs into the syllabus for students. Additionally the AP&P handbook (pg. 114) contains a section "Communicating Approved Student Learning Outcomes to Students," to give faculty guidance. Deans of each division review syllabi for the division to ensure that course objectives and SLOs are appropriately communicated (CA103 syllabus; Comm 219 syllabus; Chem 110 syllabus). Program Learning Outcomes for all academic programs are available in the college catalog (i.e., Communication Studies; History; and Vocational Nursing).

II.A.4. If the institution offers pre-collegiate curriculum it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Curriculum that is pre-collegiate is identified by course numbering below 100. Noncredit courses are developed under the AP&P Committee's New Course Development guidelines (AP&P

Standards and Practices Handbook 2014-2015, pgs. 59-78; 150-151). Additionally, the Basic Skills Committee reviews nondegree credit and noncredit programs to ensure best practices are utilized across campus to better serve students. Action plans are developed where needed improvement has been identified. The Educational Master Plan 2013 goal 4 (page 45) became the number 1 goal of the Board of Trustees and the college: "The college will increase student success in Basic Skills and ESL courses" (AVC Board Goals and Initiatives 2014-2015).

Pre-collegiate curriculum is offered as follows:

- English Composition and Writing Courses - English 90-100: Innovations include the addition of a 1 unit grammar course; English 97 and 99 portfolio / rubric pass requirement; and 8 week courses designed for cohorts to move more quickly through the basic skills sequence. With 17 full-time and 20 part-time faculty members, the English department is committed to advancing students through basic skills. Two recent full-time tenure track hires illustrate the college's commitment to the Educational Master Plan goal of increasing basic skills student success. An average of 120 basic skills sections are offered each year. Full-time English instructors dedicate themselves to teaching pre-collegiate levels of composition as fully as they do to the collegiate levels.

  The English transfer rate had its most significant increase in a recent cohort. This increase can be directly attributed to more sections of compressed 8-week courses on the schedule, as well as more attention to basic skills issues at departmental retreats and increased efforts to help students to become more aware of their own academic progress, through activities such as metacognitive journal writing and other Habits of Mind techniques. The Academic Development Chair has worked with the English Chair, the Dean of Language Arts, the Vice President of Academic Affairs, and the Basic Skills Committee to continue these efforts and innovations, with particular focus on underperforming groups.

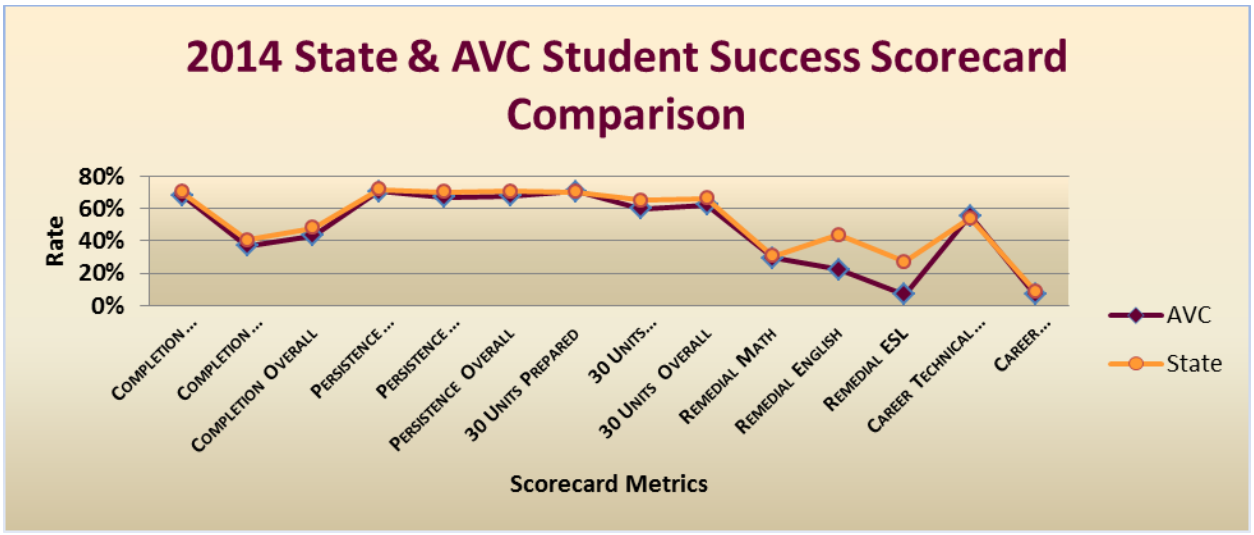
2009 - 2011 cohort	**9.29% transfer rate**	
2011 - 2013 cohort	**21.89% transfer rate**	**Gain: 12.6%**

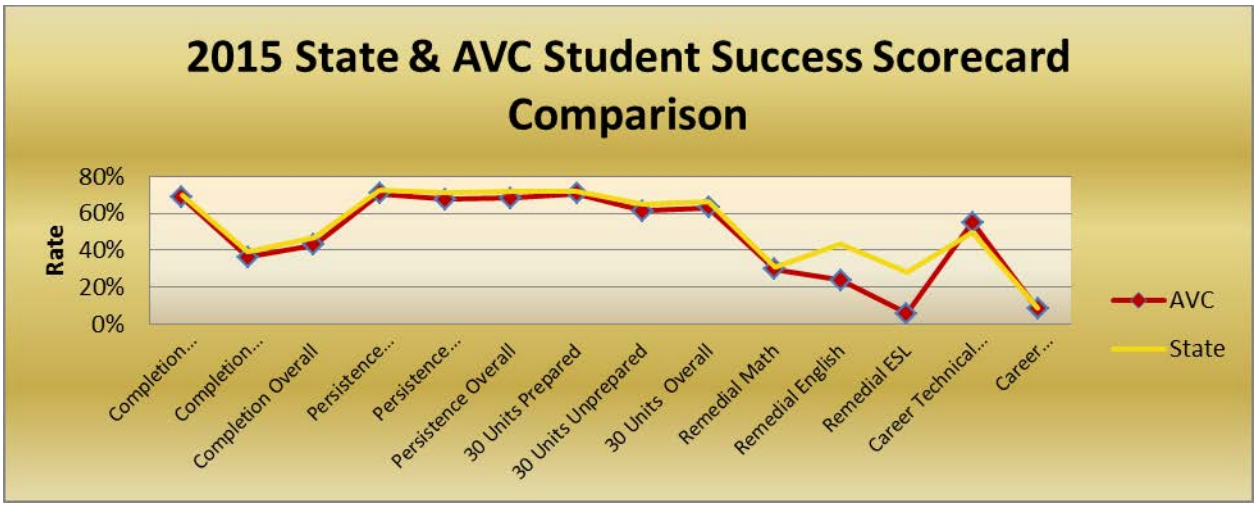
- Reading: There are two pre-collegiate levels of reading offered, and many sections are available to assure student success in basic skills (i.e., 14 sections in Spring 2016). After a long-time tenured faculty member retired, the college, in commitment to the EMP goal of increasing success in basic skills, hired another full time tenure track faculty member, so that there are two to run this program successfully.

- English as a Second Language (ESL): ESL historically offered six levels (four noncredit levels followed by two credit levels) of pre-collegiate coursework focusing on Vocabulary & Pronunciation; Grammar; and Reading & Writing, to culminate in English 101SL. ESL has not performed well in the area of moving a large percentage of students through transfer English (ENGL 101). On April 14, 2014, the AP&P Committee approved two new advanced courses to provide an ESL alternative pathway through English requirements for transfer: ESL 099 and English 101SL (AP&P Minutes 3.24.14; 4.10.14; and 4.24.14) and both have been offered for the first time fall 2015. The goal is to keep ESL students together as a supportive "learning community" cohort and to have them taught by ESL-experienced instructors so that there is increased confidence, continuity, and accountability throughout the ESL series, and thus ultimately greater overall success. Evaluation of this approach began in Spring 2016 and is ongoing.

- Math: Pre-collegiate math courses in Math are Math 65, 70, and 102, and include courses that are designed to increase student success. Math 20 and 21 (Managing Math Anxiety and Individualized Self Study) are learning support classes that help student succeed in Math and Math-related classes; both are taught by the Learning Center Math Learning Specialist. There are 16 full-time and 39 part-time faculty members with an average of 150 basic skills courses each year (including intersession and summer). Math 99, an individualized and self-paced study of the basic skills courses from Arithmetic to Intermediate Algebra in a supervised environment, has had particular success because it allows for increased instructor-student contact; it is self timed and paced; and there is no limit to the number of units students can take, thus it is not unusual to see some students finish two or even all three basic skills courses in a single semester. The same opportunity allows students with math anxiety to set their own pace of study. (Math 99 Results)

Despite its many efforts over the years to move students from basic skills to collegiate levels the 2014 Student Success Scorecard data suggested that students in basic skills were still not progressing at satisfactory levels. The college moved to create an Academic Development Department that oversees and coordinates all areas of Basic Skills, which stemmed from EMP goal #4 and the number one priority of the Board of Trustees ("The college will increase student success in Basic Skills and ESL courses").





In addition, data regarding basic skills placement rates revealed that that the college was not offering enough basic skills courses to meet the demand. This information provided impetus to increase the number of course offerings and also satisfied Basic Skill Initiative task force recommendation 4.1.

Basic Skills Placement Rates

Feb 2014 to Sept 2014		Sept 2014 to Dec 2014		Sept 2014 to Feb 2015	
BS English	58%	BS English	61%	BS English	61%
BS Reading	42%	BS Reading	42%	BS Reading	43%
BS Math	85%	BS Math	85%	BS Math	87%

The college president put forth the idea of putting all basic skills courses (English, Math, Reading, and ESL) under a new Academic Development Department (ADD) with a dedicated faculty chair, presenting the idea as part of an overall campus reorganization to the Board of Trustees on January 13, 2014. A discussion at the Language Arts Division meeting on August 15, 2014 was held, and in the Math and Science Division on October 3, 2014, as well as the Academic Senate on October 2, 2014 (item 8a, page 4). On October 14, 2014, the college president sent a memorandum to the entire campus explaining the new department and the rationale behind it. An English faculty member is currently serving as the chair and the department began its work in spring 2015 (Academic Affairs Organization Chart). AVC's five-year trend data from the 2015 Student Success Scorecard released from the Chancellor's office in April 2016, shows that the college improved across all the metrics for the 2009-10 Cohort tracked for six years when compared with the 2008-09 Cohort and the college will use this and other measures to monitor the success of the ADD and students in Basic Skills courses.

The ADD has instigated curricular changes such as offering more basic skills and ESL sections to meet demand and to increase student success, including noncredit courses**.** Since fall 2015, the lowest levels of ESL courses are being offered as noncredit classes. The new full-time reading faculty hire started in fall 2015, allowing an increase in reading offerings from 23 in Fall 2014 to 27 sections in Fall 2015. Adjunct hires also opened up new sections of Learning Assistance courses. In addition, AVC hired a part time Learning Specialist in Mathematics who works primarily at the Palmdale Center. Reading faculty changed the curriculum twice. In 2014-15, they eliminated Reading 097, merging 095 and 097 levels into one course (Reading 095), hoping to only offer two levels below transfer. However, the success rates suffered from the merger, so for 2016-17, Reading 097 returned and the course was revised to fit the C-ID indicators and a small online hybrid course option is being offered. The ADD re-created Reading 095 much like it had been, but as a noncredit offering, to be offered starting Fall 2016. This was approved by AP&P at the November 12, 2015 meeting.

ESL faculty changed four levels of their program into noncredit offerings starting Fall 2015. There is currently a Level Four Certificate of Completion (according to noncredit SSSP Guidelines) through AP&P. ESL faculty also created two new credit courses: ESL 053 and 050P.

For the first time ever, the ESL program is offering an Intersession course at the Palmdale campus.

In addition, AVC now offers in-class tutoring in a number of Basic Skills courses, starting fall, 2015. Developmental Math now has ten courses with in-class tutors (after previously having only one), and developmental English has eight courses (after previously two). In-class tutors continued during Intersession and Spring 2016. (Academic Development Course Section 2015) The Reading program has been utilizing in-class tutors and directed learning activities for several years in most of their classes. The overall average success rate for Reading was 70.9% from 2010-2015. Success increased from 59.8% in 2010 to 70.4% in 2011. It has continued to increase with some fluctuation to 76.7% in 2015 which is an increase of 24.4%. Reading data exceed the district goal of 68%. Faculty continue to review and act to increase Reading success. The overall average retention rate is 87.3% for the past five years. (2012 DLA Report; 2013 DLA Report; 2014 DLA Report; Reading Success and Retention Table)

In an effort to coordinate more effectively, create improved course sequencing, develop co-requisites, and placement strategies to move students more quickly and effectively through basic skills courses into general education, degree and certificate programs, a Basic Skills Inquiry Group was formed by the faculty chair for faculty in and outside the basic skills disciplines (California Acceleration Project). The group meets once per month. Faculty across campus, both full time and part time, participate in Basic Skills activities such as Forums and Symposiums, the Habits of Mind Workshops, and the Basic Skills and Student Outcomes Transformation Program Application Workshops. These events have stimulated the faculty members to implement several recommended effective strategies. For example, mathematics faculty met on March 4, 2016 to discuss the implementation of multiple measures using the Cal-PASSPlus system and English faculty are considering developing a co-requisite model for English acceleration similar to the San Diego Mesa College and Citrus College models. These strategies utilize evidence based practices from other institutions, and the AD Chair/BSC is working closely with Institutional Research and Effectiveness to develop performance-based criteria in addition to the consistent use of retention and success data from CCCCO Datamart.

Another area that the Academic Development Department is overseeing is the Success Center. With Title V funding from a U.S. Department of Education grant awarded in 2011, a new Student Success Center within the Learning Center was built to further support 2013 Educational Master Plan goal #1 to "provide students with an environment which supports learning and facilitates student success." Based on a priority in the Basic Skills Initiative Action Plan, in 2014 construction of the Success Center was complete and an open house was held for the entire campus (Success Center Open House flyer). It is a physical space on campus where students and teachers can interact in an attractive setting in the presence of diverse and stimulating resources. Student learning assistants maintain the decorum while assisting and mentoring students. The Success Center contains working spaces for individual studying and resources for cross-cultural instruction from a variety of print and electronic sources that represent ethnically diverse authors

and perspectives, and there are two large flat screens to show films for special events. Usage data collected from the Success Center shows that students and faculty from disciplines across campus are utilizing the space for both instructional and noninstructional purposes. From fall 2014 through summer 2015, "Open Lab Usage Reports" indicate 13,276 hours of visits with Reading, Kinesiology, Math, Biology, Chemistry and English frequenting the facility the most. As reported in the 2014 Annual Performance Report to the U.S. Department of Education (pages 10-11), the Success Center is a success:

Activity Objective(s)	Evidence of Completion
5.1 100% of Success Center and gateway faculty and staff will be trained in best practice instructional methods to improve learning of culturally diverse, underprepared students, including technology-integrated pedagogy and methods.	As of September 2014 the AVC Success Center is completed and fully operational.
5.2. 100% of basic skills/ESL curriculum redesigned to ensure sequential entry/exit skills alignment between courses and with next level gateway courses.	All basic skills courses at AVC have been redesigned to include active learning, technology support, in class tutoring, and directed learning activities.
5.3. At least 75% of involved faculty and counselors will be satisfied or highly satisfied with the fifth phase of Success Center development.	100% of faculty in Basic Skills are satisfied and committed to continue the current implementation.
5.4. Student engagement indicators for all basic skills/ESL students are increased by 30% over 2008-2009 baseline as measured by CCSSE results.	The student success score card shows that student success and retention rates have increased by 34% and 42% respectively.
5.5. Percentage rate of basic skills/ESL students earning at least 30 units will be at least 10% higher; 20% higher for Success Center participants.	The college was able to decrease the number of units completed in basic skills from 24 to 18 due to improved placement interventions and due the scheduling of accelerated courses. This is a better metric to measure the success of the program.
5.6. Fall-to-Fall retention rate of basic skills/ESL students will be at least 10% higher; 20% higher for Success Center participants.	Student success center participants, persisted form fall to fall by a rate of 35% above the nonparticipant cohort.
5.7. Annual successful course completion rate for ESL/basic skills courses will be at least 10% higher; 20% higher for Success Center participants.	Student success center participants, succeeded by a rate of 20% higher than the nonparticipant cohort.
5.8. Improvement rates for ESL/basic skills courses will be at least 10% higher; 20% higher for Success Center participants.	The student success score card shows that student success and retention rates have increased by 34% and 42% respectively.

II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER12)

Pursuant to the AP&P Standards and Practices Handbook (pgs. 115-149), degrees and programs are developed through a comprehensive multi-step process with faculty, deans, AP&P representatives, the Outcomes Committee, the Articulation Officer, the Library, and Vice President of Academic Affairs available to guide and support the process. Guidelines from Education Code, Title V Regulations, Matriculation Regulations, the Chancellor's Office, and the Academic Senate for California Community Colleges are followed. The Articulation Officer ensures that course textbooks and objectives meet the requirements of articulation agreements. The Library ensures that these materials are available for students to access. Each course and program is subject to review and approval by discipline faculty and other members of the committee, in order to establish appropriate length, breadth, rigor, course sequencing and time to completion. AP&P approval of official course outlines of record, including learning outcomes approved by the Outcomes Committee, establish an appropriate foundation for synthesis of learning (see Curricunet, search courses, e.g. Astronomy 101 COR; Astronomy 101 SLO).

AVC certifies the learning outcomes for transfer courses are comparable to learning outcomes of its own courses by utilizing the Course Identification Numbering System (C-ID) where applicable, which allows California's higher educational institutions to list a course offered at one campus (e.g., AVC-Anth 101-Physical Anthropology) as equivalent in content to the same course taught at another institution even if it is numbered and titled differently (e.g., Cypress-Anth 101 Biological Anthropology). The Course Identification Numbering System (C-ID) allows for an ease of transfer and articulation to other institutions throughout California.

Because of the equivalencies of the C-ID system, AP&P recommends and specifically asks if a comparable course is listed in the C-ID system and if the course will be or should be submitted for approval if aligned with the C-ID descriptors. The college relies on the discipline faculty expertise for this process. Most recently this has included courses that are part of the ADT degrees. If a course included in an ADT is not approved by C-ID the college cannot offer the ADT with that course noted. Currently there are 163 courses approved for C-ID (College Catalog, pgs. 58-59).

Twenty-two Associate Degree for Transfer (ADT) programs (16 Associate in Arts-T and 6 Associate in Science-T degrees) have been developed and approved under the supervision of AP&P and the Outcomes Committee since the last self study. The California State University approved ADT degrees as of July 2015 are:

Administration of Justice AS-T	Kinesiology AA-T
Anthropology AA-T	Mathematics AS-T
Art History AA-T	Music AA-T
Business Administration AS-T	Philosophy AA-T
Communications AA-T	Physics AS-T
Early Childhood Education AS-T	Political Science AA-T
Economics AA-T	Psychology AA-T
English AA-T	Sociology AA-T
Geography AA-T	Spanish AA-T
Geology AS-T	Studio Arts AA-T
History AA-T	Theater Arts AA-T

As a result of intensive research, faculty and administrative collaboration, programs at AVC demonstrate that appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning are criteria for every program. Some examples are:

- AS-T Biology Program Narrative
- AA-T Anthropology Program Narrative
- AA-T Communication Studies Program Narrative

AVC has numerous articulation agreements with the campuses of the California State University and University of California (ASSIST Coordination Site) managed by the college's articulation officer. There are also an additional 33 formal articulation agreements with private and out-of-state colleges and universities (e.g., FIDM, Azusa Pacific, Chamberlain College of Nursing). These agreements facilitate the successful transfer of AVC students to baccalaureate level colleges and universities.

The Aircraft Fabrication and Assembly Baccalaureate Program (AFAB) was recently developed by faculty in the Technical Education division (AFAB Advisory Minutes 11.6.14). The degree was approved by the AVC Board of Trustees in December 2014 (presentation to Board of Trustees 12.8.14). On March 16, 2015, the Board of Governors of California Community Colleges approved the development of this degree as a Bachelor of Science degree in Airframe Manufacturing Technology (AFAB press release 1.20.15). To date, the faculty have completed the new program along with new upper-division courses as per the guidelines provided by ASCCC (Bachelor's Degree Breakout Session 2, Curriculum Institute 2015). The degree and the associated new courses were approved locally (AP&P minutes 10.22.15; Senate minutes 11.5.15; Board minutes 11.9.15 Item 14.16) and approved by the Chancellor's Office on January 20,

2015. Some specific courses are still awaiting final approval, however, the sequencing of courses has been decided upon and approved (AFAB program narrative).

Spring 2016, the program offered English 115: Introduction to Technical Communication (English 115 COR approved 9.24.15). This class is specifically designed for students in the technical fields, including the AFAB bachelor's program. These fields require advanced composition course prepares students to write in technical and professional fields with a prerequisite of completion of English 101 or English 101SL. The course was offered for the first time in spring 2016 and will consequently be offered once per year. The decision to require 115 for entrance into the AMT program was made in order to provide students with training to become management level job candidates in the field, which requires an ability to communicate effectively about technical projects to a range of audiences. English 315 is designed to hone students' skills in working on large multi-stage team projects, which is reflective of the work environments of most technical fields (English 315 COR approved 10.22.15).

English faculty consulted with several University faculty to develop the rigor necessary for both courses. The decision was based on industry input and support, as well as research into other similar aviation programs in general, which found that most university programs required a technical writing course or a similar version of it (AFAB Advisory Minutes and 11.6.14).

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER9)

Courses are scheduled at a variety of times, in different locations, and utilize a variety of schedules in order to allow students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. While the majority of classes are scheduled according to traditional 16 week fall and spring semester schedules, there are opportunities to enroll in short term courses each semester. An accelerated winter intersession is scheduled between fall and spring semesters. A maximum of six units may be taken during the intersession. An accelerated summer session, with a maximum course load of nine units, is also available. Hybrid and online courses offer alternatives to face-to-face courses in many disciplines. Students are able to complete general education courses at both Lancaster and Palmdale Center campuses. In addition, discipline specific courses are offered at five other locations including Fox Field, Rosamond High School Site, and the L.A. County Fire Department North County Training Center, Lancaster. Courses are scheduled six days a week, Monday through Saturday, with hours from early morning through evening available. Additionally, a two year course schedule was recently developed to facilitate program planning and completion.

Each Department Chair works closely with the Dean and faculty from each department to develop a schedule of classes that meets the needs and goals of the student. Previous enrollment

data is utilized to do so, including analysis of course offering requirements for AVC transfer degrees, scheduling time pattern analysis, waitlists data, and section enrollment data from previous semesters. In addition, the Department Chairs and Deans developed a Two Year Schedule to allow better planning for students. (ADTs Course Requirements Analysis 2016; Lancaster FA 14 Patterns 2015; Spring 2015 Waitlist Count; Section Enrollment Data Spring 2016)

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Students at AVC have highly diverse backgrounds, abilities, cultural identities, and needs. In order to effectively reach and teach its diverse population of students, the following are some of the innovative and effective delivery modes and teaching strategies utilized by AVC's faculty and learning support services:

Online courses

Currently, students may conduct a readiness evaluation through the Student Online Readiness Tool (SORT). Additionally, AVC is currently one of eight pilot schools participating in the OEI QUEST Online Student Readiness project, which provides a self-assessment of student learning preferences.

Alternative Locations

The college has outgrown its Palmdale Center and is relocating to a bigger facility to service more students in the area. On November 4, 2015, the college submitted its Substantive Change Proposal to the ACCJC, and on December 10, 2015, received the letter of approval. The Palmdale Center Staffing Plan ensures that there will be sufficient full time administrative and faculty staff, and that those areas connect tightly to the goals of the Educational Master Plan (EMP). Located in the City of Palmdale at 1529 East Palmdale Boulevard, the Palmdale Center is accessible by automobile and public transportation and will serve 6,000 - 7,000 students. The new state-of-the art building has been designed, is scheduled to open for instruction in spring 2017. The 50,700 square foot facility has been designed to accommodate the education needs of the Palmdale service area for the next 20 years.

The science, technology, engineering and mathematics (STEM) courses offered in Palmdale in order to provide comprehensive educational opportunities to the greater Antelope Valley will continue to grow at the new location. AVC secured two U.S. Dept. of Education Title V Hispanic-Serving-Institution (HSI) STEM grants in 2011. One grant ($4.35 mil for 5 years) established a STEM "Center of Excellence" at AVC's Palmdale Center, as noted in the 2013 Midterm Report. Activities encourage students to pursue college (STEM conference for Girls, Summer Science Academy for 7th and 8th graders) and to prepare for college (STEM Summer

Bridge Program for math). Equipment and supplies purchased through the grant made it possible for AVC to offer lab classes for astronomy, geography, physical science and chemistry at the Palmdale Center. STEM lecture classes at the Palmdale Center have benefited from technologies that provide a more interactive classroom experience to engage learners. Building on this progress, the college is relocating the entire Palmdale Center to a larger facility, which will have wet labs for science. Offerings will continue to increase until students will be able to complete many of the STEM-related AA/AS degrees offered by AVC without having to take any courses at the Lancaster campus.

A five-year $6 million grant in collaboration with California State University, Long Beach (CSULB) and Cerro Coso Community College (CCCC) in Ridgecrest, is increasing the number of students who pursue an engineering degree and return to the Antelope Valley to work in this field. Enrollment data from AVC show a corresponding increase from 135 declared engineering majors in 2011 to 435 in 2015. Course offerings in physics, chemistry, mathematics and engineering have doubled. Two full-time faculty positions were established with grant money and will be funded by the district starting in 2016. To ensure sustainability of the pipeline, AVC encouraged the implementation of Project Lead the Way engineering curriculum at five local high schools. Courses in these programs are articulated with AVC.

There is a seamless pathway for students at AVC and CCCC to transfer to CSULB, yet complete the remaining requirements to obtain a Bachelor of Science degree at fully-equipped facilities in Lancaster, rather than Long Beach. AVC and CSULB faculty worked closely to articulate and align learning objectives between lower division courses in math, physics, and engineering (offered at AVC) and upper division engineering courses offered at CSULB. AVC faculty have incorporated active learning pedagogies supported by national research methods that have been proven to increase student success and retention. Laboratory lessons have been redesigned to include problem-based learning, and undergraduate research activities. With funding secured by a $6 million federal grant all physics, chemistry, and engineering labs have been upgraded to incorporate cutting edge technology instruments similar to the ones found in the industry. All lecture and laboratory facilities at AVC and CSULB have been upgraded with interactive learning audiovisual equipment. (STEMposium Presentation 2015)

The CSULB engineering degree program has become an ABET (Accreditation Board for Engineering and Technology) and WASC (Accreditation Board for Engineering and Technology) accredited program awarding degrees in electrical and mechanical engineering. Students in the CSULB cohort have 97% retention and graduation rates. Graduates enjoy a 100% employment rate.

Program Strategies

ESL historically offered six levels (four noncredit levels followed by two credit levels) of pre-collegiate coursework. In general, these 15 courses are divided into three focused language skill areas: Vocabulary & Pronunciation; Grammar; and Reading & Writing. All are preparation for

the culminating transferable collegiate course, ENGL 101SL.

ESL has not performed well in the area of moving a large percentage of students through transfer English (ENGL 101). The Student Success Scorecard for ESL has been only between 5.8% and 6.8% over the past several years, placing AVC's ESL Scorecard approximately in the 10th percentile statewide.

The AP&P Committee approved two new advanced courses to provide an ESL alternative pathway through English requirements for transfer: ESL 099 and English 101SL (AP&P Minutes 3.24.14; 4.10.14; and 4.24.14) and both have been offered for the first time fall 2015. The goal is to keep ESL students together as a supportive "learning community" cohort and to have them taught by ESL-experienced instructors so that there is increased confidence, continuity, and accountability throughout the ESL series, and thus ultimately greater overall success. Evaluation of this approach began in Spring 2016 and is ongoing.

In December 2014, the Student Equity Committee submitted a 5-year Student Equity Plan approved by the Board of Trustees and updated in December 2015, for programs targeted to improve the success, retention, and completion for the most underperforming populations. One program developed in response to the plan is the Triumph Scholars Program, which began in Fall 2015. It links Basic Skills English 099 and Human Development 101 taught in a cohort with an African American focus. For this program all textbooks were purchased and loaned to students to ensure equitable access for all students.

Teaching Strategies for Traditional and Online Courses:

There are numerous instances of innovative teaching strategies used by individual faculty in the teaching of their discipline to engage students more deeply and connect with them through cultural knowledge, science and technology, popular culture, and activities that challenge their critical thinking skills in ways that students find relevant to their lived experiences. Some examples are:

- English 097 and 099: Utilizing social media and artistic genres like spoken word poetry and hip hop, courses combine culturally relevant content with academic approaches to strengthen research skills, critical thinking, and boost the students' sense of cultural capital.

- English 097 and 099: Using the texts of African American and Latino authors, such as Walter Mosley's "Always Outnumbered, Always Outgunned" and the film version starring Laurence Fishburne, and Sandra Cisneros' "Woman Hollering Creek" (particularly inspiring to Latina students). Science fiction texts with a strong female protagonists such as "The Hunger Games" also resonate powerfully with students.

- Online English courses: To build cultural literacy and rhetorical reading skills, off-campus field trips such as: architecture and history tour of L.A.'s Union Station and the Japanese-American Museum; a behind-the-scenes tour of the Natural History Museum in Exposition Park; attending public lectures at the Huntington Library; attending film festivals; live Shakespeare plays; and a scavenger hunt at the Getty Center.

- Communication 219: To acclimate students to diverse environments outside the Antelope Valley, field trips are taken annually to downtown Los Angeles to explore cultural representations that are both familiar and unfamiliar to students, challenging their assumptions of other cultures, and for many students, confronting their fears of traveling and communicating with strangers in foreign spaces.

- Biology 120: Converted the lab into inquiry based and incorporated phylogenetics (Evolutionary Tree Thinking) to give students the opportunity for experiential hands-on learning instead of paperwork and memorization. Faculty also conducted two research projects with a select students investigating various aspects of scorpion olfactory behavior, the results of which were presented at presentation and a poster exhibit at the Southern California Academy of Sciences 2015 Annual conference.

- Math: Offering online office hours for math is a successful way to confer with students and give them extra guidance in math problems in an engaging and convenient format. After using CCC Confer with some success, this faculty member now uses Skype. Math solutions can be written out while the student is watching and listening using a pen enabled tablet computer. Students connected on Skype will be able to ask questions, see what the problem is in writing, and hear the explanations of multiple steps for math solutions, all without leaving their home.

- Spanish: Use of the Success Center to support students' learning for both online and face-to-face classes. The professor meets with students regularly to help them individually or through small groups in a very relaxing environment, including giving extra workshops, which has increased the success and retention. Additionally, students are taken on field trips to the Bilingual Foundation of the Arts theatre to see Spanish classical plays such as Don Quijote de la Mancha, dramas by García Lorca, among others.

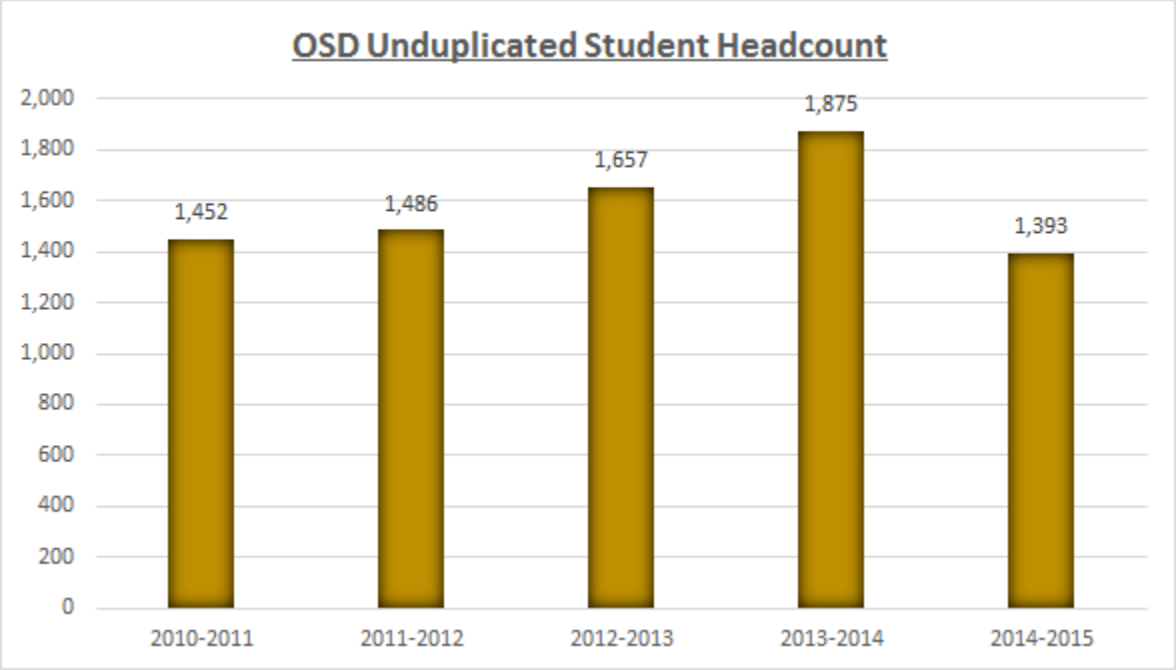
- Health 101: The professor is using Learnsmart technology that is a part of e-textbook, which gives both the student and instructor feedback on what they understand from the class reading. In order to move from section to section in the reading the student must answer short quizzes based on what the instructor assigns for the readings. If they miss questions learnsmart goes back to the areas that were not answered properly by the

student. By using this technology the instructor has feedback on where the students are with readings and also provides a form of regular participation in the course.

Two important learning support services that work with AVC's diverse population of learners are the Learning Center and the Office of Students with Disabilities.

- The Learning Center's mission is to provide "a one-stop facility designed to provide easy access to multiple academic support services for students and faculty." The Center supports classroom instruction for associate and the baccalaureate degree at the Lancaster and Palmdale campuses, as well as online, with a variety of services to promote student success in college and lifelong learning (The Learning Center at a Glance; Learning Center Video; Learning Center Newsletter). To assist students with different learning styles, a Learning Styles Inventory is taken by student at the Learning Center for the purpose of discovering a dominant mode for learning information and recommend strategies to help students play to their strengths. The inventory is used systematically in the following Learning Center activities: tutoring and supplemental instruction sessions, student individual and group meetings with faculty learning specialists, workshops, and in-class presentations.

- The Office for Students with Disabilities (OSD) serves and supports a large number of students with disabilities who attend the Lancaster and Palmdale Center campuses with a wide variety of needs and concerns. It provides essential classroom accommodations and educational planning services for AVC students who have disabilities.



The number of students served at Palmdale:

Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
153	148	102	106	128	81

The last five years show a steady increase in the number of students served by OSD, until the 2014-2015 academic year. Over the years OSD staff have utilized several mechanisms to gather, assess, evaluate and make changes based on both OSD staff and student feedback. OSD uses the CCSSE, ASO Student Advocacy Survey, OSD student satisfaction surveys, weekly OSD staff meetings, OSD advisory committee and data from the Office of Institutional Research to review and analyze program effectiveness. Several new hires were made to meet the challenge of keeping up with the high number of students requiring service in OSD: one additional full-time faculty Disability Services Specialist to provide students with comprehensive disability and academic counseling services; an additional Adjunct Faculty Disability Services Specialist; and SSSP Funds supported a Counselor/Ed Advisor to complete comprehensive educational plans. Some operational changes include: OSD Ed Advisor now offers same day assistance, four days a week, to support comprehensive educational plans, course advisement, updating files, and following up with students; and as of Spring 2015, additional academic support was provided by the Learning Disabilities Technician for course advisement and updating student files.

II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Where appropriate, processes for department-wide or program examinations are reviewed continually to assure they are valid, reliable, and unbiased. Some examples are:

Respiratory Care Program

The Respiratory Care program uses exam provided by The Applied Measurements Professionals Inc ., which is a nationally accredited testing center by the National Board for Respiratory Care. All accredited schools by the Commission on Accreditation for Respiratory Care are mandated to provide exit examinations that replicate national board testing. There are two exam components: a multiple choice exam and a written clinical simulation exam. The exam includes 22 case studies that range from birth to death and provide scenarios that require students to make choices regarding their care. The students are awarded points based on their choices. Group data is gathered and then compared to national results. The students are given a copy of their test results identifying weakness that can be used to study for the national boards and state license exams.

These tests are administered annually paid for by student lab fees (RCP 204) in the last semester of the program. The department has utilized the test results to adjust its curriculum, resulting in a significant increase in national and state licensure pass rates (Respiratory Care Examination Scores).

Graduation Year	Graduates Tested	Total Passing
2015	10	90%
2014	10	100%
2013	10	80%
2012	14	92.9%
2011	14	85.7%

Nursing Program

At the end of each nursing course the students take a proctored computerized normed end-of-course exam from Kaplan, an external source. These exams are nationally normed and statistically analyzed to ensure that they are valid and reliable testing instruments. Total percent correct and percentile rank for each exam provides an accurate indication of performance. The faculty and students both get reports. The faculty report compares cohort performance across specific performance measures and denotes time spent on remediation (HS Curriculum Meeting 10.27.14). The student report tracks answer changes, time used, and includes percentile rank compared to national norm group and total percent correct. For each nursing course the faculty members have set a benchmark and a certain number of points to the exam. If the student scores at or above the benchmark they receive 100% of the points. If the students scores below the benchmark the student must remediate each question 1.2 minutes in order to receive 80% of the points. If the student is required to remediate and does not, the student will receive no points. The rationale for this is that if the student does not score at or above the benchmark they are missing information from prior learning and need to remediate in order to be successful in future courses.

The faculty members create a test blueprint of their exams so that the nursing exam will match the test plan for the National Council Licensure Examination (NCLEX Blueprint Breakdown; NCLEX blueprint template). The exams reflect four major Client Needs categories with integrated concepts. The number of questions on the exams match the percentage of items from each category/subcategory.

The program also uses ParScore software. It gives the reliability coefficient (KR20), correct group responses for the total, and upper and lower 27%. In addition it gives the median, mean, highest and lowest score.

English

At the end of both 8 and 16-week instructional terms, the English Department collects composition portfolios from its English 097 and English 099 courses. These folders each contain one in-class impromptu essay and 3 typed essays that have been carefully and substantially revised by students to meet the criteria of the departmental portfolio rubric, providing a mechanism for direct assessment of prior learning. To reduce bias and enhance reliability, each portfolio is read and scored by the instructor of record and at least one additional faculty member who does not see the alpha scores. Faculty readers are departmentally normed with sample student essays to ensure common expectations and standards; however, in the event that the first two faculty scores do not match, a third faculty reader, acting as an objective tie-breaker, scores the portfolio to establish whether the material is passing.

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock to credit hour conversions. (ER10)

Units of credit awarded are consistent with the Program and Course Approval Handbook Supplement 5th Edition (2013) published by the Chancellor's Office, and institutional policies that reflect generally accepted norms or equivalencies in higher education (AP&P Standards and Practices Handbook 2014-2015, Appendix A, pgs.150-151).

SLOs are written based upon the course objectives that faculty deem salient to improvement of teaching methods and student learning. PLOs are written based upon the course objectives and SLOs. SLO assessments are usually embedded as part of the graded assignments and exams; thus, course credit and resulting degrees and certificates are tightly connected to learning outcomes. For example, SLO #2 for Comm 101 addresses students' ability to express themselves well verbally and nonverbally in a presentation. The assessment is the informative speech assignment for the course. Digital Media 103, SLO #2 looks at the quality of design solutions via

the final project assignment. Recreation 102, SLO #1 assesses students' ability to use effective group and leadership theories by assessing their individual and team recreational projects. Marketing 112, SLO #2 wants students to differentiate aspects of brand promotion related to advertising by assessing students' advertising plan creation assignment. All of these assessments are actual assignments in the course that relate directly to the SLO they assess.

AVC does not differentiate between online courses and traditional courses with regard to awarding academic credit. All classes are subject to the Course Outline of Record and are consistent with the Program and Course Approval Handbook Supplement 5th Edition. All courses and SLOs, without regard to modality, must be reviewed every five years; the review process includes a distance education compliance component.

II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transfer courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER10)

Transfer-of-credit policies are made available to AVC students upon entry to the college through the Student Success and Support Program, which includes new student orientation, counseling appointments, and the development of a student education plan for their major and intended transfer institutions. These policies are reviewed and updated regularly to assure currency and conformity with State guidelines and mandates. The institution verifies that students transferring to a campus of the California Community Colleges (CCC), the California State University (CSU) or University of California (UC), meet or partially meet the General Education requirements for that respective system (AVC Catalog pgs. 55-59). AVC has multiple articulation agreements with all campuses of the CSU and UC, with the exception of the California Maritime Academy. (AVC Catalog pages 55-59)

AVC courses are listed on "ASSIST" (Articulation System Stimulating Interinstitutional Student Transfer), an online statewide articulation database that can be used by students, faculty, and staff to verify transferability of course offerings to public institutions in California. New courses approved by the AP&P are also entered into a statewide system called "OSCAR" (Online Services for Curriculum and Articulation Review) for consideration by the University of California, the California State University, and for certain other programs required by the state university, namely "American Institutions."

AVC certifies the learning outcomes for transfer courses are comparable to learning outcomes of its own courses by utilizing the Course Identification Numbering System (C-ID) where applicable, which allows CSU's and CCC's to list a course offered at one of their respective

campuses (e.g., AVC - Anth 101 = C-ID Physical Anthropology 110) as equivalent in content to the same course taught at AVC or another institution even if it is numbered and titled differently (e.g., Cypress - Anth 101 Biological Anthropology = C-ID Physical Anthropology 110). The Course Identification Numbering System allows for an ease of transfer and articulation to other CSU's and CCC's throughout California.

Because the C-ID system mandates course equivalencies, AP&P requires that a comparable course be aligned with the C-ID descriptor; submitted to and approved by the C-ID system for official listing. The college relies on the discipline faculty's expertise for this process. Most recently this has included courses that are part of the ADT degrees. If a course included in an ADT is not approved by C-ID the college generally cannot offer the ADT with that course noted, however this is at the discretion of the CCC Chancellor's Office. Currently there are 163 courses approved for C-ID (College Catalog, pgs. 58-59).

The institution accepts credits from regionally accredited colleges and universities, transfer credits from non-regionally accredited institutions (Guidelines for Accepting Transfer Credits), accepts nontraditional and test credit from military programs and experience, law enforcement training, registered nursing advanced placement, the CSU English Equivalency Exam, corporate training programs, courses from foreign colleges or universities (when evaluated by an approved evaluation service and verified by an accompanying course syllabus), Advanced Placement Exams (AP), International Baccalaureate Exams (IB) and College-Level Examination Program (CLEP). Students may also challenge selected courses through the approved credit by examination process. (AVC Catalog, pgs. 30-31, 45-46).

AVC develops articulation agreements in accordance with BP 4050 (Articulation) and AP 4050 (Articulation) by assessing transfer patterns to other institutions via the CCCCO Data Mart (for general transfer information), institutional self-reporting of AVC transfers to private institutions regionally, through requests from AVC's academic divisions, and by invitations to articulate from other institutions who have an interest in AVC students. The articulation process is initiated through the Articulation Officer. Curricula and program information is exchanged and examined. A determination of equivalency made by appropriate discipline faculty members. The articulation and transfer program documentation is then verified by the division dean and forwarded to the Articulation Officer. Once this process is completed the Articulation Officer forwards this documentation to and consults with the Articulation office of the institution of interest until an agreement is reached and finalized by all parties. The agreement is then signed by the Articulation Officer and the appropriate authority from the institution of interest. The new agreement is then announced and promulgated to all appropriate personnel at AVC who make it available to students. Articulation agreements are in place with several private institutions, e.g., FIDM, Azusa Pacific, Chamberlain College of Nursing.

AVC does not differentiate between online courses and traditional courses with regard to course articulation. All classes are subject to the Course Outline of Record and are consistent with the

Program and Course Approval Handbook Supplement 5th Edition. All courses, without regard to modality, must be reviewed every five years; the review process includes a distance education compliance component.

II.A.11. The institution includes in all of its programs, student learning outcomes appropriate to the program level, in communication competency, analytic inquiry skills, ethical reasoning, the ability to engage in diverse perspectives, and other program-specific learning outcomes.

Program learning outcomes are developed by faculty who review one or more of the following:

1. Statement of Program Goals and Objectives
2. Student learning outcomes
3. Course objectives in the course outlines of record

Some examples are:

Communication Competency

Communication Studies PLO #1: "Students will present themselves verbally and nonverbally to an audience in a professional and thoughtful manner."

Marketing PLO #2: "Understand consumer behavior and the role of advertising in the marketing and promotional mix, develop the ability to evaluate advertising and promotional concepts and programs, and employ these skills in the development of targeted marketing strategies and communications"

Music PLO #1: "Students will perform as soloist and in ensemble with the technical skills that produce artistic expression."

Analytic Inquiry Skills

Biological Sciences PLO #1: "Demonstrate a practical working knowledge of the Scientific Method, and the ability to collect, evaluate, and analyze scientific data."

Mathematics PLO #2: "Solve mathematical problems, both computational and proof, independently."

Engineering PLO #3: "Analyze internal structural loading and predict behavior of materials in 2-D and 3-D structures with mathematical calculations, collected data, and graphical information."

Ethical Reasoning

Business Administration PLO #1: "Understand and apply ethics to effectively operate as a business manager within the global business environment."

Child and Family Studies - School Aged Children PLO #5: "Students will evaluate and

incorporate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the early childhood profession."

Respiratory Care PLO #5: "Practice as an advanced respiratory care practitioner within the legal, ethical, professional and regulatory standards of respiratory care practice."

Ability to Engage in Diverse Perspectives

Kinesiology PLO #3: "Recognize and apply an understanding of the diversity of backgrounds, body types and physical needs relative to Kinesiology."

Deaf Studies - Interpreter Training PLO #1: "Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness and the role of diversity in the modern Deaf community."

English AAT PLO #2: "Students in program courses will demonstrate the ability to access, read, interpret, analyze, and evaluate textual materials across traditions, genres, and media, with critical attention to both diversity and complexity."

Other specific program learning outcomes

Nursing Science / Registered Nursing PLO #2: "Uses the nursing process to safely care for patients; reports and documents appropriate patient information in a timely manner."

Aircraft Fabrication and Assembly PLO #3: "Use, read, and interpret industry standard blueprints to construct aircraft components."

Administration of Justice PLO # 3: "Identify and apply the individual components of the criminal justice system to a newly arrested offender."

The AVC catalog gives students information on recommended program plans including sequencing of courses, which allow students to be educated in their chosen discipline in a broad and enriching manner. (See "recommended plan of study" for Communication Studies AAT; Administration of Justice; and Theater Arts.)

Assessment results for PLOs are documented in WEAVEonline (ID: AVCuser Password: marauder) under the category of P: Program Name, i.e., P: Administration of Justice.

Assessment of PLOs has been the subject of discussion by the Outcomes Committee and faculty for several years. Initially, based on conferences and information received from various sources, some programs implemented portfolio reviews or exit assessments towards the end of a student's completion. The committee is working to improve the consistency of assessment methods.

For example, program needs changed and better understanding of the process improved over time. The Communication Studies program started their AA-T in 2011 and had 2 majors, with whom they hoped to conduct exit interviews, however, only 1 showed up. As the program grew, currently to 154 students with declared majors, and seeing that it was very difficult to get students to come to a non-required activity and to logistically manage exit interviews, they realized the assessment method was unsustainable and switched to the "mapping method" whereby relevant SLO results throughout the program are aggregated to compute success in the PLO. This has worked well to give faculty a sense of their success throughout the program in the areas that the PLO addresses. For example, PLO #2, assessing students' verbal and nonverbal communication in a presentation is related to SLOs in several courses such as Public Speaking, Process of Communication, Storytelling, and Argumentation. All of these courses have an SLO that assess communication skills during a presentation. These results are aggregated and become the PLO assessment result. That result is analyzed and action plans are developed accordingly. English has developed the same method mapping using its SLOs mapped to PLOs for an aggregated assessment. This method has been taught at large to faculty by an English and Communication Studies professor, as well as incorporated into an SLO training video that was shown at fall 2015 Welcome Back Day (an intentionally amateur and humorous video that was met with great laughter and success), and many other programs are now using it. (PLO Mapping - Spring Welcome Back Day 2013; PLO Video starting at 9:48).

AVC's Institutional Learning Outcomes (ILOs) were written several years ago and were assessed multiple times to provide data for decision making. They were:

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

A three year comparison of student perception in regards to the assessing the Institutional Learning Outcomes (ILO) was performed from fall 2010 to fall 2012. An assessment questionnaire asked students to rate their level of learning on a five-point scale (Not improved=

1, improved significantly=5) in regards to ILO factors, which were represented by three to four questions per outcome. The findings indicate a static level of improvement with slight increases from 2011 to 2012 for ILO 1, 2, 4, and 5, but were slightly lower than to 2010 results except for ILO 5 and 6.

However, the college recognized a need to develop ILOs that would be more measurable, and more tightly connected to SLOs and PLOs, to assess them more accurately, and to have them reflect the new college mission revised in 2014. An ILO revision task force was formed at the Outcomes Committee (Outcomes Committee Agenda 11.10.14). In January 2015, that task force was charged by the Strategic Planning and Budget Council and the Outcomes Committee with development of new ILOs and best practices for measurement. From spring to fall 2015, the task force reviewed SLOs and PLOs across disciplines, other colleges' ILOs, and the 5 Learning Categories of the Degree Qualifications Profile. As a result, there are four ILOs that will assess: communication; creative, critical, and analytical thinking; community / global diversity; and career and specialized knowledge. The new ILOs with accompanying measures (AVC Institutional Learning Outcomes) were drafted and taken for input to the Outcomes Committee, Academic Senate on May 21, 2015 (item 9c), SPC and Joint SPC-BC, Executive Council on July 20, 2015, and finally to the Board of Trustees for approval at its September 14, 2015 meeting (Board agenda 9.14.15).

The ILOs approved in 2015 address the four competencies as follows:

- Communication
- Creative, critical, and analytical thinking
- Community / Global diversity
- Career and Specialized Knowledge

Implementing assessment and evaluation of the new ILOs is discussed in detail in the Quality Focus Essay submitted in conjunction with the Accreditation Self Study, and will be a college-wide project. A subcommittee was formed by the Outcomes Committee on October 26, 2015 to further develop the measures for the ILOs and a plan for their collegewide implementation. Because of the improvements to the ILOs, the data gathered from their assessments should provide faculty and others providing instructional support with richer information with which to gauge the accomplishment of the college mission, as well as to identify priorities for further improvement of student learning.

AVC has made significant strides in its PLO process and the ability to assess them in a way that is both accurate and efficient, leading to rich data for faculty to consider when evaluating the strengths and weaknesses of their programs. The revised ILOs further fine tune the skills and qualities that the college endeavors for its students in their overarching growth and development in the academic and professional arenas. Assessment measures of the new ILOs are the subject of

the Quality Focus Essay submitted with this Self Study, and the college looks forward to the rich data that will be provided.

II. A. 12. The institution requires of all its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practices, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER12)

The AVC catalog states the general education requirements for all of its degree programs (AVC 2014-2015 Catalog pgs. 49- 52). The AP&P Committee relies on faculty expertise and existing regulations in determining the appropriateness of each general education course. AP&P measures the accuracy of each general education requirement based on the established guidelines from the Education Code and Title V Regulations (Chancellor's Office, Program and Course Approval Handbook Supplement 5th edition, 2013), the California State University (CSU) or University of California (UC) systems General Education requirements for transfer, the Course Identification Numbering System (C-ID) descriptors, and www.assist.org in the review of competencies and student learning outcomes (AP&P Standards and Practices Handbook, pgs. 59-78; 150-151).

Several general education course are offered online such as ENG 101, POL 101, and BUS 101 to increase access opportunities for students in AVC's service area. Once again, distance education courses are not differentiated from traditional courses, therefore no special consideration is given to offering general education courses online other than the AP&P approval process, which addresses online course design elements, collegiate standards, and levels of rigor.

The college catalog contains a Program Plan of Study for each program that communicates all general education requirements, and a recommended sequence, for example:

- Respiratory Care (program learning outcomes, page 344; program plan, page 345)
- Political Science (program learning outcomes, page 313; program plan of study, page 314)
- Geosciences (program learning outcomes, page 226; program plan of study, page 227)
- Aeronautical and Aviation Technology (program learning outcomes, page 69; program plan of study, page 70)

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

The online catalog provides a list of all programs, requirements, and course descriptions. All instructional programs, including distance education, new and revised courses, degrees, certificates of achievement, and certificates of proficiency offered at Antelope Valley College. The catalog also supplies students with information on Intersegmental General Education Transfer Curriculum and California State University Transfer courses, as well as AVC elective courses (Catalog: Transfer Information). All courses and programs are reviewed and approved by the Academic Policies and Procedures Committee (AP&P), a standing committee of the Academic Senate.

In keeping with the college mission to provide a "comprehensive education to a diverse population of learners", Antelope Valley College offers 73 degrees and 59 certificates:

- 27 associate of arts degrees
- 16 associate of arts transfer degrees
- 46 associate in science degrees
- 6 associate in science transfer degrees; and
- 59 certificates of achievement,
- 2 locally approved certificates of proficiency in 51 fields of study (AVC at a Glance).

By working collaboratively with department faculty, the AP&P, and the Outcomes Committee, the college ensures that degree programs provide students with the breadth and depth of knowledge of the discipline studied to enable them to transfer to university or enter the job market with a high level of skills and competencies. These are documented in the course outlines of record, student learning outcomes, and program learning outcomes documented in Curricunet and WEAVEonline, respectively. Some examples are as follows:

Anthropology: Program Description, Degree Requirements, Course Descriptions

Sample course outlines of record (COR) and SLOs:

Anthropology 101 - Introduction to Anthropology COR and SLOs

Anthropology 103 - Introduction to Prehistory COR and SLOs

Anthropology 112 - North Native Americans COR and SLOs

Program Learning Outcomes:

1. Demonstrate understanding of the processes of science, the scientific method, and the

relationship between scientific research and established knowledge.

2. Clearly express self when writing or speaking about anthropology demonstrating knowledge of basic anthropological terminology and understanding major anthropological concepts.

3. Evaluate anthropological data, draw reasonable conclusions, recognize ethical implications of these conclusions and apply these conclusions to personal, community and scientific problems.

4. Recognize and appreciate what it means to be human and how ethnographic, archaeological, and biological knowledge contribute to that understanding.

5. Utilize appropriate fieldwork techniques for anthropology.

Deaf Studies: Program Description, Degree Requirements, Course Descriptions

Sample CORs and SLOs:

DFST 101 - American Sign Language 1 COR and SLOs

DFST 105 - Introduction to American Deaf Culture COR and SLOs

DFST 201 - American Sign Language 3 COR and SLOs

Program Learning Outcomes (American Sign Language):

1. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness and the role of diversity in the modern Deaf community.
2. Identify career opportunities available to persons that sign.
3. Qualify to enter into AVC's DFST - Interpreter Training Program.

Program Learning Outcomes (Interpreter Training):

1. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness and the role of diversity in the modern Deaf community.

2. Identify career opportunities available to persons that sign and/or interpret. 3. Demonstrate interpreting skills that lead a graduate into the profession of Sign Language Interpreting.

II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

The following show 5-year trends of external exam passing rates for programs that require preparation for professional licensure and certification:

Registered Nursing

Associate Degree Nursing - NCLEX RN Pass Rates:					
2009-2010	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
94.57%	85.71%	90.48%	91.96%	81%	82.83%

The benchmark set by the California Board of Registered Nursing (BRN) is that schools should achieve at least a 75% annual pass rate of first-time takers on the NCLEX® for the last two years. The Antelope Valley College (AVC) Associate Degree Nursing (ADN) program's benchmark is 85%. AVC's program pass rate is consistently above the set benchmark of 85% except for the last two reporting periods. The passing standard for the NCLEX® increased dramatically in April 2013. Programs nationwide saw decreases in passing rates. The national average for 2013-2014 was 82% and for programs in AVC jurisdiction was 79%. AVC program saw a substantial decrease in its passing rate yet it remained above the BRN benchmark. NCLEX® results were discussed at program evaluation and planning and ADN faculty meetings. Consensus is that the change in standards resulted in a change in the programs passing rates. Faculty will continue to use available resources such as Kaplan and Prep U. Faculty will continue to implement and analyze test writing strategies, teaching strategies, and use of the NCLEX® test plan.

Vocational Nursing

The following is a list of AVC graduate NCLEX-PN pass rates compared to the state and national averages compiled by the National Council of State Boards of Nursing.

Vocational Nursing			
Year	**AVC Pass Rate**	**State Average (Fiscal Year)**	**National Average**
2011	75%	74.29%	75.12%

2012	64%	72.3%	73.79%
2013	82%	72%	73.71%
2014	62%	74.29%	69.79%

The combined average of AVC graduates and the state average is 70.75 to 73.3. (Please note that the state average is per fiscal year. Therefore, not an exact comparison). The national average is 70.75 to 73.1. Both are well within an acceptable range.

Radiology

Radiology - National Registry Exam Pass Rates					
2010	**2011**	**2012**	**2013**	**2014**	**2015**
100% (7/7)	n/a	100% (8/8)	n/a	100% (9/9)	100% (10/10)

The AVC radiology technology program measures its success by meeting the Joint Review Committee on Education in Radiological Technology Standards for program effectiveness. (www.jrcert.org).

Following successful completion of the program, graduates may apply to the American Registry of Radiologic Technologists (ARRT) certification examination. Of those pursuing employment, eligible graduates that are gainfully employed within six months after graduation:

Year Graduated	**Job Placement**
2010	100% (5/5)
2011	n/a

2012	100% (8/8)
2013	n/a
2014	100% (8/8)

Respiratory Care

Respiratory Care					
2010	**2011**	**2012**	**2013**	**2014**	**2015**
100%	85.7%	92.9%	80%	100%	90%

The Respiratory Care Program through its advisory meetings and its community members of employment institutions identify local employment opportunities for graduates. In addition through networking at national conferences, opportunities are identified across the state and nation. The current 3 year average for job placement is 68% and the state average is 55%. The graduating class of 2015 employment is 80%.

Competency standards are regulated through the national organization, American Association for Respiratory Care (AARC) and the Commission on Accreditation for Respiratory Care (CoARC). These standards are measured through student learning objectives in their applicable courses. For example, patient assessment is taught in RCP 102 and SLO's are measured within that course based on AARC guidelines and CoARC standards. This content is measured when the students take standardized exam questions built into their respective course finals and standardized performance competencies.

Emergency Medical Technology

Emergency Medical Technology					
2010	**2011**	**2012**	**2013**	**2014**	**2015**
78%	78%	67%	81%	89%	67%

The EMT course utilizes program review in conjunction with standardized professional exit examinations (approved by the National Registry of Emergency Medical Technicians) each semester to identify content area deficiencies that do not meet industry standards. All examinations test cognitive and psychomotor skills.

II.A.15. When programs are eliminated or program requirements change, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Programs at Antelope Valley College are discontinued through the process delineated in Administrative Procedures 4021, which includes the participation of constituents from the discipline, the Academic Senate, the AP&P committee, the department dean, vice president and president. The decision to discontinue a program is data driven and requires final approval is by the Board of Trustees. Students who are currently in the program when a discontinuance is completed have catalog rights and the college provides the opportunity to complete the program in a timely manner.

Course requirement changes or discontinuance is initiated at the faculty level and documented in Curricunet. If the course change or discontinuance will have a negative impact on current students, alternative options are discussed in AP&P and communicated to counselors by the Counseling Chair, who serves as a member of AP&P. Additional student support is provided by faculty in the discipline.

AVC has not discontinued a full program in the recent past. However, several courses or prerequisite standards have been discontinued or changed and processes have been provided for students to complete their educational goals. In 2013, the Nursing program made adjustments to the prerequisite requirements for entrance into the program in order to meet the Model Curriculum (ADN Curriculum Minutes 3.25.13; Curriculum Meeting Minutes 4.22.13; Model Curriculum 1 and 2), a product of the Intersegmental Segmental Faculty Workgroup which was composed of CSU and CCC faculty. The information about changes to the program was disseminated at a dean's meeting so that deans would know which classes need to be increased on the schedule to meet student demand (MATH 115, COMM 101, PSY 236). The information was also provided on the college website and in the college catalog for one year, and the dean held information sessions for students. All students that the program faculty knew might be affected were sent a personalized letter about the changes one year prior to implementation. The letter included information about what the students who did not meet the new program prerequisites needed to do to meet with the prerequisites. Students who had individual concerns met with the dean to discuss their situations. The dean also met with the counseling faculty and discussed the changes about 15 months prior to their implementation.

In addition, the Biology Department made the decision to combine the lecture and lab classes for

BIOL 101. Students who had failed only one portion and needed to retake it would be unable to since they had already passed the second portion and could not retake it. To meet the needs of these students, a BIO 101LX and BIO 101X were offered for a limited amount of time, allowing them to retake the lab or lecture portion and earn a passing grade.

In fall 2014, Math 125 was obsoleted because two new courses, Math 124 and Math 148, were developed. This change impacted most of the business, accounting, office technology, management, marketing and computer degrees and certificates. Unfortunately, to date not all degrees and certificates have gone through the update to exclude MATH 125 so it remains in the catalog because it is tied to the above degrees and certificates, but is not being offered. Currently, the degrees and certificates that this obsoletion has impacted are in the process of program revision and submission to CurricUNET and AP&P for full review. It is expected that all courses and programs impacted by this course obsoletion will be revised by the end of the spring 2016 term and published in the 2016-2017 catalog.

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

The AP&P committee assures that the quality and currency of all programs at all levels is regularly evaluated. Prior to the start of fall semester, faculty are provided a list of programs and/or courses that require updating in the upcoming academic year by their AP&P Division Representative (i.e., email from AP&P 2015).

The process for approving new programs and courses, or revising them, is a rigorous one involving faculty and administrators, in every step of the process. Instructions and guidelines for faculty are available on the website, and AP&P division representatives provide knowledgeable assistance. AP&P also hosts curriculum workshops where drop in assistance is available to work on Curricunet. Programs are reviewed, revised and updated through AP&P every fifth year and become activated in the sixth year (AP&P Handbook, pages 118-152). All courses are reviewed, revised and updated through AP&P every fourth year and become activated in the fifth year (AP&P Handbook, pages 11-106). Career Technical Education courses start their review, revision, and update process at the beginning of the second year and become activated at the end of that year.

Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) are also reviewed, revised and updated through the Outcomes Committee, which is required whenever a course or program go through the updating process. The process of data evaluation and action planning gives all faculty the opportunity to reflect on the strengths and weaknesses of teaching methodologies, the quality of assignments and exams, and create ideas for improvements, all of which are documented in WEAVEonline.

With curriculum, student learning and program learning outcomes in place, and a close watch on learning outcomes and action plans, comprehensive 4-year and annual program reviews allow faculty to examine data provided by the DIERP (see also links directly embedded in Comprehensive and Annual Update templates).

Some notable examples of improved teaching as a result of these processes are:

- As a result of data analysis at the program review level, changes are made pursuant scheduling, equipment, curriculum, and other aspects of teaching in the Respiratory Care program. Program reviews and national board examinations indicated the need for Patient Data Evaluation, Equipment Manipulation, Infection Control, and Quality Control, and Initiation and Modification of Therapeutic Procedures. Subsequent changes include the purchase of up-to-date mechanical ventilators and curriculum adjustments in courses that

include the specific deficiencies. Funding has been acquired from Perkins grant funding to improve technology and advance professional development. Action plans reflect the need to meet the maintenance of classroom/lab durables and supplies through Proposition 20 funding. Improvement in learning outcomes are observed based on national exam results which showed an increase in total program pass rate from 85.7% to 92.9% and first time pass rate of 50% to 78.6% (cohort 2011 to 2012).

- The 2013-2014 Health Sciences comprehensive program review report states that PLO #3 for nursing science measures the ability of students to achieve a predicted probability of passing the licensure exam (NCLEX). Data indicates this PLO was not met during the spring 2010 through spring 2012 period. During the fall 2012 term, PLO #3 was partially met and it was met spring 2013. Between fall of 2011 and spring of 2013 changes were made in the nursing science curriculum. Clinic time was increased in the transition course with the addition of one clinic day (7 hours), 5:1 instructor/student ratio was implemented for transitional students, use of electronic resources to improve study skills and test taking were implemented, simulation was incorporated into all courses, and the Health Sciences building opened with three simulation labs.
  The achievement target is that 90% of all students assessed meet the PLO. Data from license examination reporting shows that AVC's pass rate for the past five years in Radiologic Technology is 100%; the pass rate for Vocational Nursing is 68%; and for Registered Nursing it is 89%.

- SLO data indicated that many students in Biology 120 were not able to identify proper developmental stages and recognize various structures . This resulted in students failing to meet the criteria to pass SLO 2. The 2014-2015 action plan to address this involved acquiring new materials including updated microscopes. The order has been placed and it is expected that this will result in more students meeting SLO 2. Also, in spring 2013 the SLO 3 (For Biology 120), which partially dealt with population biology calculations, did not meet its target. An action plan was developed that included applying a more quantitative and problem based approach (with plenty of homework). This resulted in the target being met for 2013-2014 cycle.
- The AFAB program reported in the 2013-14 Tech Ed program review: One major result from reviewing the assessment data showed that students were not becoming as proficient in the lab courses; this was due because the shop air compressor was nonoperational for periods of time during the semester. Students were not being allowed sufficient time in the lab to develop their hands on skills. Once the air compressor was replaced the student proficiency rates (SLOs) increased.

Corporate and Community Services (CCS) offers a wide range of educational seminars and professional development programs. These programs provide educational and personal services to the community, and professional development seminars to the businesses through partnerships

with local industry, and the community. In addition to on campus personal development offerings, CCS offers numerous online courses and certificates in accounting, business, teaching, to name a few. When a new course is proposed, instructors fill out a new course proposal. The program also offers on-site corporate training by an experienced business professor. Students fill out the course survey for evaluation purposes (Student Survey).

In July 2015 AVC applied for and received a grant from the California Community Colleges Chancellor's office for a Pilot Program for the development of Inmate Education at the Lancaster HUB Prison (Inmate Education Grant Application; Grant Agreement July 23, 2015). The program was approved by the Board of Trustees on August 10, 2015. The grant is managed by the dean who oversees Corporate and Community Services (Quarterly Activity Report). It will transition to a regular academic program under Business Education after the initial 18-month period. The grant allows the creation of two classrooms at the Prison and teaching of credit bearing classes for the associates degree in Business. Classrooms are presently (March 2016) being built at the Prison on Yards A and Yard B and instruction will begin as soon at the classrooms are ready. AVC has worked with the Chancellor's Office, the California Department of Corrections and Rehabilitation, and the local Prison to offer the AS degree in Business to the inmate population. This pilot program commenced in July of 2015 and will transition to a regular off-site location in 18 months.

SLOs, PLOs, and program reviews represent a continual process of evaluation, reflection, and improvements at AVC. These processes facilitate a rich dialog amongst faculty and administrators with the common goal of maintaining high quality and standards for academic programs, updating equipment to enhance student learning, and encouraging innovative ideas to serve the community's diverse student population, including the most disadvantaged among them.

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Changes and Plans Arising out of the Self Evaluation Process
See #6, Standard IV.A.5 Human Resources

Standard II.B: Library and Support Services

II.B.1. The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

AVC provides numerous forms of support for student learning and achievement through its Library, Learning Center, computer labs, instructional media center, and other services. There is ongoing growth in terms of offerings and updates to technologies, along with workshops and support services to give students adequate opportunities to learn and use these services.

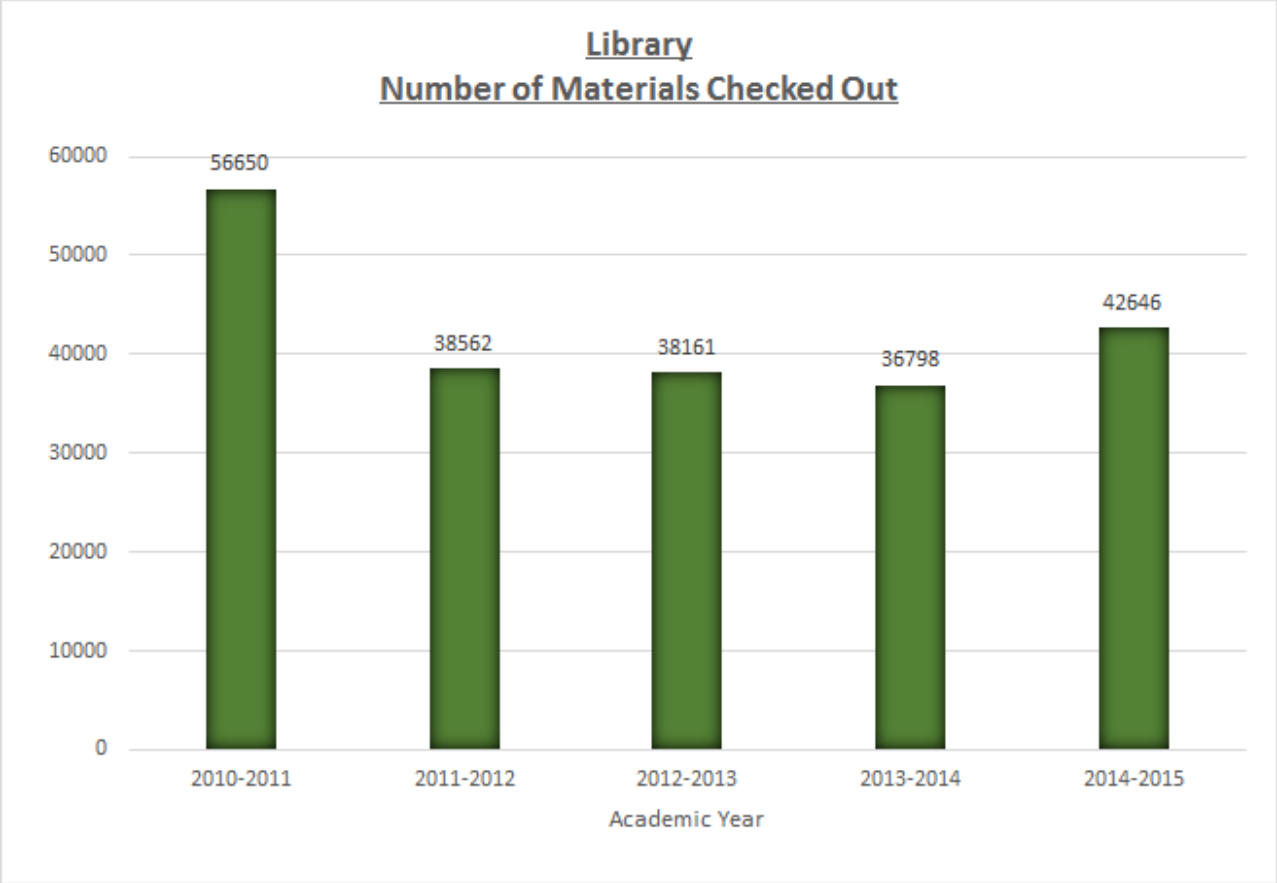
Library

The AVC Library operates the majority of its functions in the center of the Lancaster campus with a small library center located at the Palmdale Center. It is staffed by both full and part-time faculty as well as library staff. The Palmdale Center offers on site reference services by a faculty librarian including in-class research methods workshops as requested by instructors. Additionally, the library provides access to reference and reserve titles. All reference assistance is provided by library faculty. The AVC Library's materials collection includes print and e-book collections, as well as a reserve textbook collection, a limited number of volumes of bound periodicals, and current print periodical subscriptions.

- The library's reference collection contains approximately 6,480 books. The average age of books in the reference collection is 26.27 years old. The most common age of the reference books (the mode) is 19 years old (Library Reference Collection Table).
- The circulating book collection contains approximately 43,220 books. The mean age of books in the circulating collection is 31.7 years old. The most common age of the circulating books (the mode) was 18 years old (Library Circulating Book Collection Table).
- An analysis conducted in Spring 2015, using data from the 2012 National Center for Education Statistics Library Statistics Program and a comparison group of similarly sized colleges, found that the approximately 51,421 print materials in the collection is 54% of the Title V minimum number of print materials for a community college library (§58724) based on FTES (Library Print Materials Comparison Chart).

In an effort to maintain the currency of its book collection, goal #3 of the Library's 2014-2015 program review makes a request for increased funding to improve the collection. Throughout the past 5 years, the library has seen a decline in total amount of circulating, print materials (reserve and book collections). Library faculty and staff attribute this downward trend to lower FTES, the budget crisis of 2010-2011, fluctuating and reduced operational hours, aging collection, and drop in overall gate-count totals of individuals visiting the library and using its resources.

The support staff of the Library keeps data on the number of materials that are checked out.



In the 2015-2016 academic year, a significant one-time infusion of $150,000 in funding was provided to the library through a combination of Perkins grant funding, Prop 20, and Student Equity. The library updated the current reference and book collection, specifically in the areas of nursing and allied health, career technical education, other titles supporting Student Equity goals, and discipline specific selections as guided by the AVC Library Collection Development Policy.

Since 2009, the Library has significantly increased its eBook collection (currently around 200,000). EBooks are purchased by librarians based on their value to students and staff through two mechanisms: they are selected individually like print books or purchased as a subscription to the community college collection through a vendor.

The AVC Library also offers the campus community access to a wide scope of electronic resources. E-books and online periodical databases offer remote access to all AVC students on or off campus. E-mail reference, online book renewal services, and interlibrary loan services are also available.

- In 2013, the Library replaced EBSCOhost with EBSCO Discovery Service (EDS) because it provides a less cumbersome search experience using sophisticated searching algorithms and automatically accesses multiple databases at once. EDS gives students and faculty 24/7 on and off campus access to approximately 258,200 eBooks and 38,368 periodicals. This collection of materials can be accessed on computers as well as downloaded to portable devices. During the 2014-2015 academic year, EDS was accessed over 280,000 times.
- The library provides Library Tutorials on research, the library catalog, and how to read journal articles. Each has a quiz at the end that can be shared with the professor if instructed to do so. Between 2010 and 2014 over 36,000 tutorials were taken and used by faculty in over 100 course sections in 30 different disciplines. The research tutorial is the most heavily used of the three. (Library Tutorial Analysis 2011-2014)
- Lib Guides provides research and sources specific to certain fields such as literary criticism, radiology, African American history, and other subjects. They provide students starting points in conducting background and in-depth research.

In addition to collections and online resources, AVC Library faculty provide numerous workshops and classes in Lancaster and Palmdale:

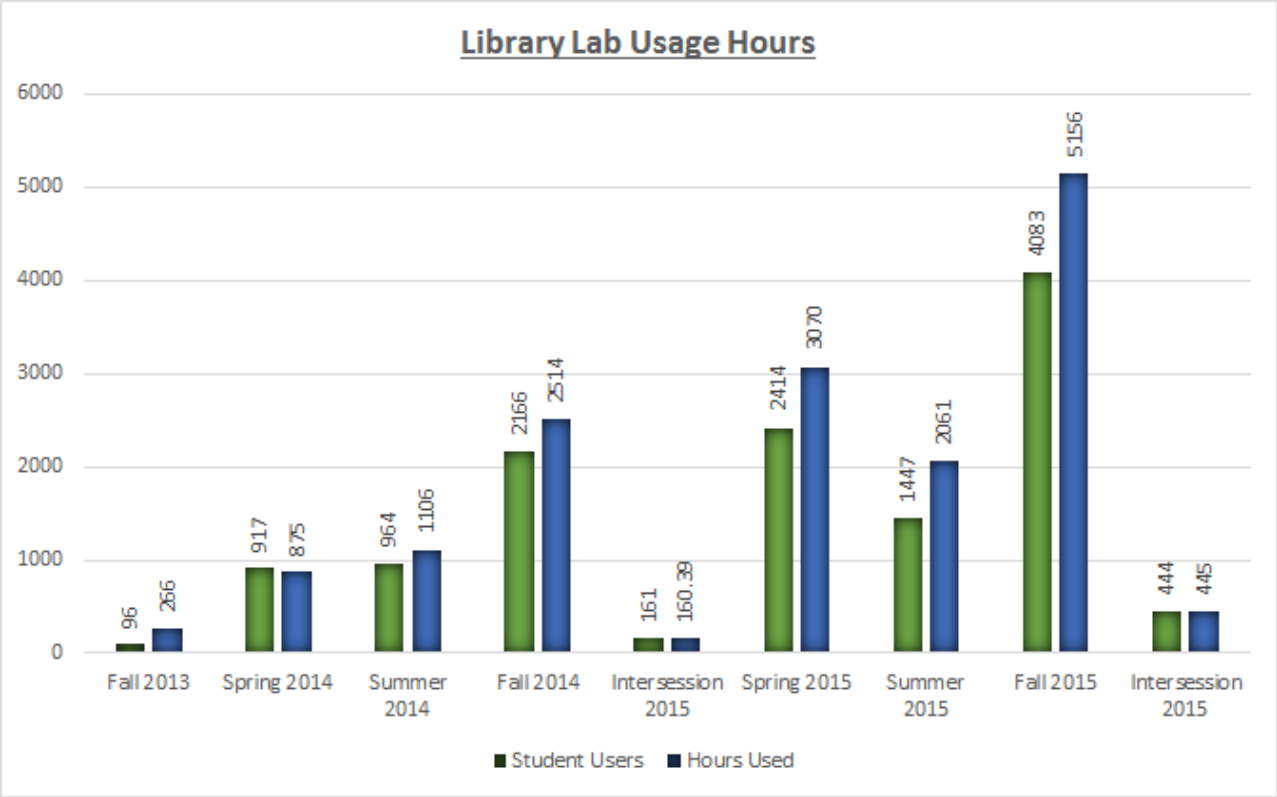
- 40-90 minutes training sessions are given at the request of faculty either in their classroom or in the Library's smart classroom. Between 2010 and 2014, the Library has delivered over 206 workshops to 5,159 students.
- The AVC Library offers three credit bearing courses taught by 3 full-time and 1 adjunct instructors: LIB 101-Intro to Academic Libraries (2 Credits), LIB 107-Information Literacy (3 Credits), and LIB 110-Intro to Internet Research. LIB 101 is only offered on campus and LIB 110 is only offered online. LIB 107 is offered in both formats. A fourth course, LIB 105-Intro to Libraries & Information, is no longer offered because it was redundant curriculum and duplicated content found in 101 and 107.

The Library has 14 research computers located in the Reference Area. These computers provide

access to the library catalog, EDS, and the internet, as well as readers for MS Word, Excel and PowerPoint and are available during the Library's open hours except for 15 minutes before closing.

The Library also has 22 computers available in L-118, the Library's classroom and lab, which is used as an open computer lab. These computers can access everything the research computers can and also have full versions of MS Word, Excel and PowerPoint. There is also a laboratory technician available to assist students during the hours the lab is open. It is only used for this purpose when not being used for Library Science courses; availability will vary from semester to semester.

The table below provides the number of uses and hours of usage of this lab by students.



As shown above, use and access to the library lab has increased dramatically due to increased lab hours and student demand.

Learning Center

Learning Center's mission is to provide "a one-stop facility designed to provide easy access to multiple academic support services for students and faculty." The Center supports classroom

instruction for associate and the baccalaureate degree at the Lancaster campus and Palmdale center, as well as online, with a variety of services to promote student success in college and lifelong learning (The Learning Center at a Glance; Learning Center Video; Learning Center Newsletter). The Learning Center's primary service is student oriented peer tutoring for which tutors are supervised and trained by faculty and staff.

The Learning Center (LC) also provides students enrolled in Math, English, Reading and ESL basic skills courses with tutoring and Supplemental Instruction (SI), workshops (both onsite and in-class), and individual conferences to improve in, wich helps students improve content area knowledge and increase metacognitive behaviors. Faculty learning specialists are located in Lancaster and Palmdale (Learning Center Workshops). LC staff includes 2 full-time faculty learning specialists (math, SI, and writing); 4 full time classified tutorial specialists (math, General Tutoring & SI, reading, writing); and 4 part time faculty (academic skills, reading, writing). Student desk assistants also provide services for students coming to the Learning Center such as assisting with computer help and making referrals.

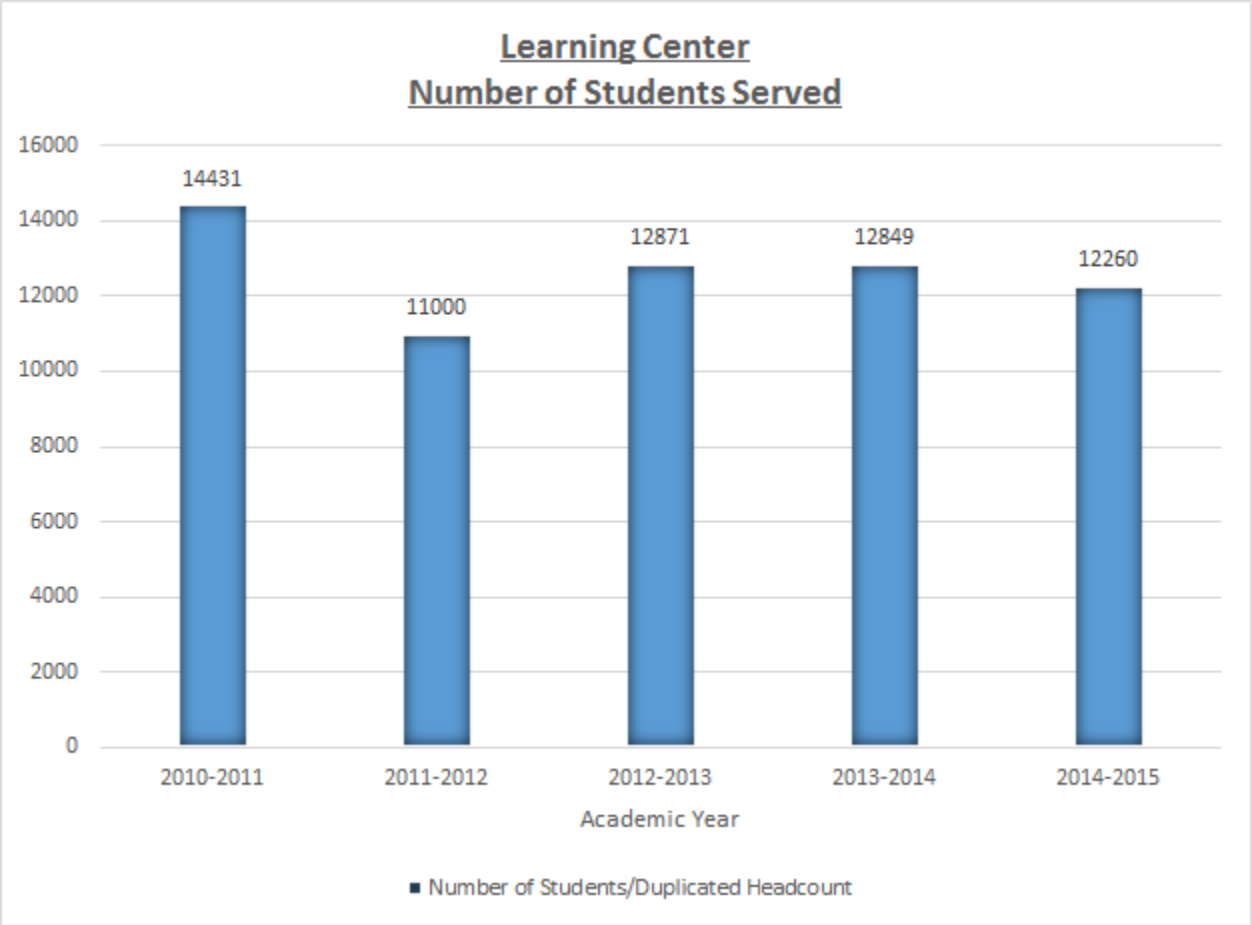
To ensure sufficiency of services, Learning Center faculty learning specialists and classified tutorial specialists follow CCC Supplemental Learning Assistance and Tutoring Regulations and Guidelines (Title V) and consider or have adopted instructional practices that are aligned with recommendations from the following sources:

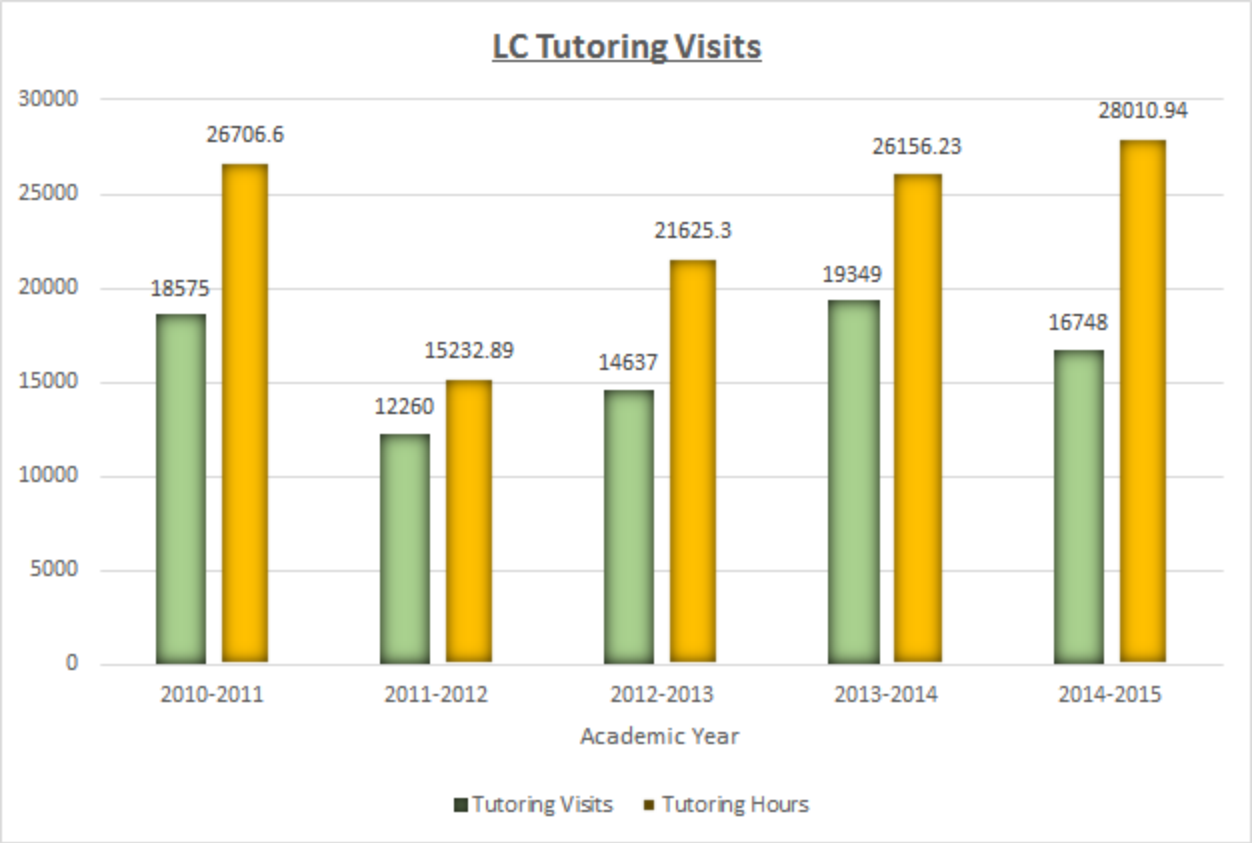
- Association of Colleges for Tutoring and Learning Assistance (ACTLA)
- College Reading and Learning Association (CRLA)
- Council for the Advancement of Standards in Higher Education (CAS)
- Council of Learning Assistance and Developmental Education Association (CLADEA)
- National Association of Developmental Education (NADE)
- So Cal Writing Centers Association

To ensure quality and currency the Learning Center Tutoring program is certified by the College Reading and Learning Association (LC CRLA Certificate) for three levels (Regular, Advanced, Master). Tutors must complete ten hours of CRLA recommended training before actually tutoring. Ongoing training sessions throughout the school year in each center within the Learning Center and training conferences for all tutors serve to keep staff and tutors current on tutorial theory and practice. Annual Learning Center tutor conferences are held once per year if funding is available. Writing Center tutors have benefited from professional conferences of the SoCal Writing Centers Association yearly since 2014 (LC Newsletter). The Learning Center has attained the Supplemental Instruction Supervisor certification from University of Missouri, Kansas City for 3 specialists, ensuring assistance to instructors for meeting the immediate needs of students in high-risk courses (e.g. Chemistry, Anatomy, Biology, etc.) LC faculty and staff also attend AVID training sessions.

The Learning Center services on average 12,289 students per academic year, including the Palmdale Center. Over 100 peer tutors work in the various centers within the Learning Center at

the Lancaster campus, including Math, Reading, Writing, General Tutoring, and Supplemental Instruction (SI). The Palmdale Learning Resource Center (LRC) functions on a smaller scale and provides 5-8 tutors for Math, Reading, and Writing. To further support student learning, the Learning Center offers numerous services, among them seven Learning Assistance credit courses listed in the college catalog and two related courses offered by the Math Department and two noncredit courses (LAC 900 and LAC 901).





To support students, the Learning Center has expanded its online resources with the following:

- Online Learning Center Web page resources with dedicated space for each center within the Learning Center. Instructional media, materials, and handouts on site and online are accessible via a fully-contained Website with links to interactive exercises (e.g. Math Center; Writing Center).
- Through funding from the Title V HSI Grant 2011 (Annual Report, see page 2), students primarily enrolled in Basic Skills English classes have access to online tutoring via Smarthinking via MyAVC which affords students at any location or time, on or off campus, to communicate with highly qualified tutors to review their writing and proofreading. As of 2014, 3,500 students and over 5,500 contact hours were recorded using Smarthinking.
- Net Tutor online tutoring is a resource for faculty currently teaching online classes to activate in their Blackboard shells for student use. Access to tutors is 24/7 for live tutoring and asynchronous tutoring. Learning Center faculty and staff have attended webinars and conference sessions about Net Tutor and are preparing promotional materials and presenting information about the resource campus wide at basic skills forums and professional development events.

- All AVC students have access to Learning Express Library (LEL). Which can be utilized by students for skills improvement and occupational practice exams.

- Reading Plus is an online software, which in collaboration with the Reading instructors, program was selected to be used in the Reading classes and to be made available to all AVC students. It can be utilized for increasing reading comprehension across the curriculum.

The Learning Center facilitates direct support for faculty and students in the classroom with the following programs:

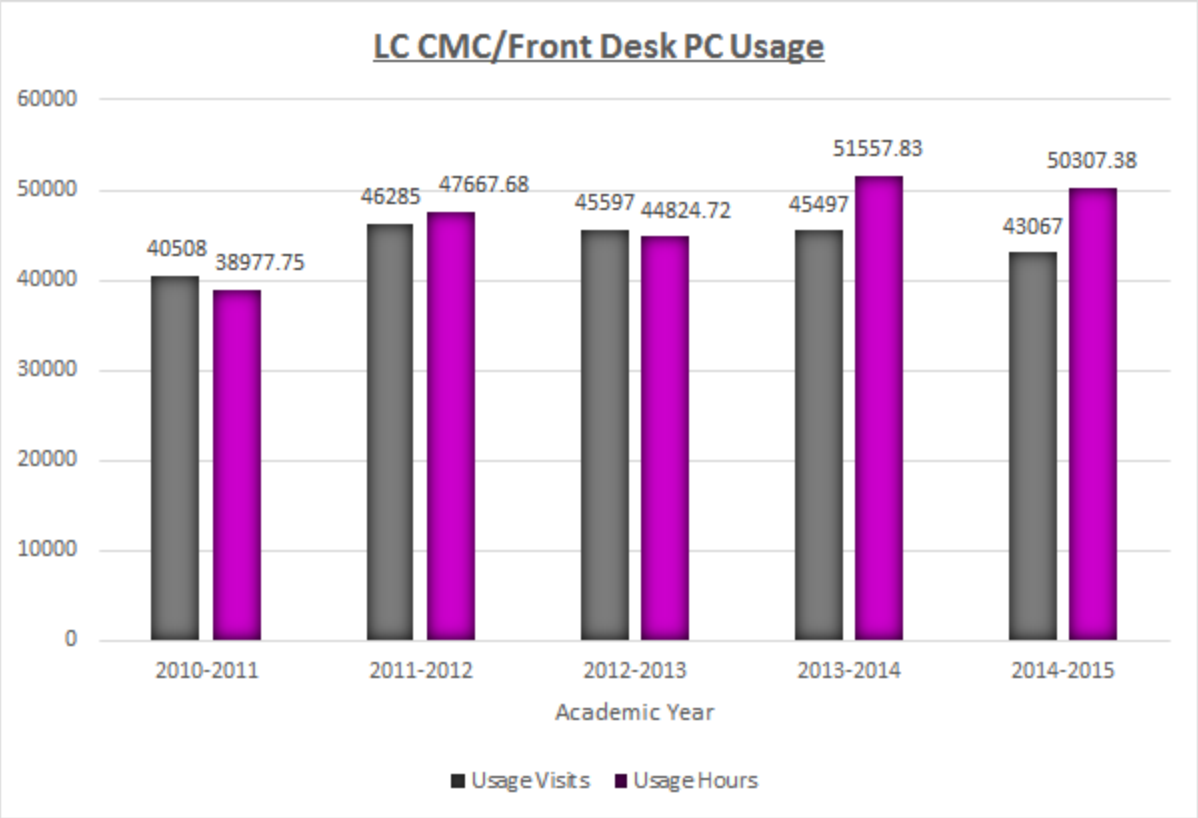
- In-class tutors are provided for Basic Skills Reading 095, 097 , 099, English 095, 097, 099 and Math 065, 070 and 102 classes. During the Spring 2016 term, eight (8) reading, seven (7) English, and eight (8) math teachers are utilizing in-class tutors.

- Individual Learning Improvement Plans (ILIPs) are taught by faculty learning specialists. Upon referrral (LC Referral Form) students meet with faculty learning specialists for individual conferences for remediation for academic skills, math, reading, and writing .

- Directed Learning Activities (DLAs) are specific assignments given by instructors that students must complete with tutors at the Learning Center. DLA collaboration with the Reading instructors has lead to a steady increase in the number of DLAs utilized, starting with 808 in spring 2013 to 2752 in fall 2015. Success and retention rates have improved significantly with an increase from 59.8% in 2010 to 70.4% in 2011. It has continued to increase with some fluctuation to 76.7% in 2015 which is an increase of 24.4%. Reading data exceed the district goal of 68%. The overall average retention rate is 87.3% for the past five years (Reading Success and Retention Rates).

- Beginning Fall 2014 Learning Center tutorial specialists began offering 411 sessions to all students, including SOAR High School students. These session are meant to provide information in addition to the faculty workshops to help students acquire life and overall skills that support their learning process. Some of the topics offered include Establishing Priorities, AVC Google Services, How to format a paper.

The Learning Center also provides 88 computers at the Lancaster campus in an open lab forum. Some of the computers are designated for math, reading, writing, and ESL; students needing help in these areas have precedence over general use for these computers. Computers at the Palmdale Center are available to all students not just for Learning Center usage.



Student Success Center

With funds from the Basic Skills Initiative (2014 Annual Report, see page 4), a new Student Success Center within the Learning Center was built to provide students with a relaxed environment to support studying and learning. Based on a priority in the Basic Skills Initiative Action Plan, in 2014-15, construction of the Success Center was completed. Students and teachers can interact using state of the art technology, diverse resources, and friendly peer assistance from student learning assistants, in a contemporary cafe type of environment. Usage data collected from the Success Center shows that students and faculty from disciplines across campus are utilizing the space for both instructional and non-instructional purposes. From fall 2014 through summer 2015, "Open Lab Usage Reports" indicate 13,276 hours of visits with Reading, Kinesiology, Math, Biology, Chemistry and English frequenting the facility the most. The Success Center is being institutionalized to maintain funding for overhead.

The Success Center has two classrooms that can be opened up into one, depending on the event. Media and computer equipment includes:

- 2-80" Flat Screen 3D TVs
- 2-blu-Ray Players
- 2-white noise sound machines
- 2-Surround Sound speakers

- 8-3D glasses
- 19-desktop computers
- 40- laptops

Inventory supports the learning goals of the instructors who have personally stocked the collection with the intent that students from their courses will use the materials in the Success Center for assignments.

- 97-DVDs
- 26-Class sets of textbooks
- 860-Collection of books
- 190-Periodicals

Instructional Multimedia Center

The Instructional Multimedia Center (IMC) provides a variety of services for faculty and students in support of the college's educational mission, including; a repository of media, classroom audio-visual support, conversion of media, podcasting, and closed captioning support.

IMC maintains a repository of over 4,000 items as supplemental learning materials for faculty. Students check out media for viewing on equipment with in the center, or pick up copies of media made available by faculty. This repository evolves with faculty needs. Content is regularly evaluated to ensure Americans with Disabilities Act (ADA) compliance and replication, if provided, is done in compliance with copyright protections / permissions on each piece. With a greater access to digital resources, much of the older content on VHS has become obsolete. IMC works with faculty to identify older content, then with publishers or copyright holders to gain permission to convert older content to newer digital formats, be that .mp3, .mp4, .m4v, .wav, .mov, or some other format.

Podcasting is a popular modality for the delivery of learning materials. The college provides support for faculty in the production of their podcasts, be it simple voice over recording for presentations, or more media rich lecture capture. IMC provides access to content either via iTunesU, or direct download options, off of the Podcast Subscription page. During a course observation in 2014, and the review of online materials, it was discovered that a majority of podcasts were not fully ADA 508 compliant, in that the content was not closed captioned. The college pursued grants from the Distance Education Captioning and Transcription Grant, a cooperative program administered by College of the Canyons for closed captioning support. To date has been awarded over $150,000 to caption learning materials. With the 2014-15 budget allocation process IMC was granted $45,000 in annual funding for captioning or replacement of content not in compliance with ADA standards. In addition, an added emphasis has been placed upon awareness with faculty on their responsibilities in producing compliant content for their courses.

In the past four years, IMC usage has steadily increased with total interactions climbing annually. These range from checking out a DVD for course assignment to utilizing one of the private study rooms to record audio files for an online foreign language tutorial.

2012	2013	2014	2015	2016
84,471	88,776	90,136	92,006	24,686 (through 3/11/16)

Computer Labs

The college maintains over sixty instructional computing labs; a complete list of labs and available software is available here . Some labs are dedicated to specific disciplines including: the Cyber Security Network and its segregated network and virtual infrastructure in BE 311; Statistics and its SPSS Lab; the Digital Rendering Labs / AutoCAD / Digital Photography & Design Labs in the APL Building; and Library Science study in L 118. Others are open access labs allowing drop in access allowing use of basic applications in support of online research or production of coursework / assignments.

The Library, Learning Center, Student Success Center, and Instructional Media Center all provide faculty and students with a wide variety of rich resources to enhance instruction and the educational experiences of AVC students. Faculty and staff expertise in these areas are key to developing and maintaining these resources for the benefit of student learning.

II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Library

The AVC Library relies primarily on the expertise of its faculty librarians to select print and electronic materials who communicate with faculty in other disciplines for input. The full-time and adjunct faculty librarians have subject areas of the library that they are responsible for (AVC Collection Development Librarians), which is occasionally reviewed and altered based on the expertise of librarians available and other factors. The library also uses a Collection Development Policy to guide in making selections for inclusion into the library collection.

Since 2009, the library has significantly increased its eBook collection (currently around 200,000). EBooks are purchased through two mechanisms: they are selected individually like print books or purchased as a collection through a vendor. Both are still selected by librarians based on their value to students and staff.

Learning Center

LC faculty and staff create, maintain, and/or facilitate the purchase of instructional materials available to students. These include computers, software, textbooks, writing handbooks, dictionaries, handouts, rulers, protractors, figures, models, posters, and videos.

The process of procuring equipment is as follows:

- Faculty learning specialists hold retreats to discuss LC needs relating to SLOs, including equipment and instructional resources for both Lancaster and Palmdale (e.g., LC Meeting minutes Aug 2013; LC Meeting minutes May 2014).
- For large purchases, faculty learning specialists and tutorial specialists consult with classroom faculty and other departments for resources utilized by students across campus.
- Recommendations are made by faculty and tutorial specialists at LC department meetings resulting in the identification of goals for the purchase of items. After discussion, a vote is taken and items prioritized for inclusion in the LC goals document, one that is central to LC program review (LC Goals 2014-2015).

Based on faculty and tutorial specialists input, funds are requested by the Learning Center in a variety of ways, for example, AVC Foundation grants, Proposition 20 funds, proposals to STEM, Basic Skills, Student Equity, SSSP, Perkins, Title V grants, and through the budget requisition process. An example of using the processes above to procure equipment was used beginning 2015 when Learning Center staff endeavored to purchase a model of the human skeleton and various body parts for anatomy supplemental instruction sessions.

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Library

The library evaluates its services using operational outcomes, student learning outcomes, and program review.

To assess its operational outcomes in the fall of 2011, the Library conducted a faculty survey regarding usage and opinions of library services. It found that classroom faculty have a very high opinion of the library and its faculty and view the library as an important resource for their students. Although seeing value for students, the discipline faculty make limited use of the library's tutorials, walking tour, and research methods workshops; however the library has seen increased use of the tutorials and self-directed walking tour.

Additionally, in 2014 the AVC Library conducted a student survey to evaluate usage and opinions of library services. The majority of students answering the survey hold a high opinion of library staff and services. Students wanted more hours of library service available. The data from this survey helped in discussions to evaluate the Library's hours and make proposed changes to accommodate them. Students also requested more computer access, which resulted in utilizing L-118 as an open computer lab and getting additional funding for student workers as

laboratory technicians. In particular, the student survey helped the AVC Library determine that it was meeting its first operational outcome to "ensure the area within the library meets the needs of the student population." In response to the statement, "The AVC Library is a good environment for learning," 90% of surveyed students marked "Agree" or "Strongly Agree." To continue to meet that outcome, the library has plans to improve its physical spaces, increase group study spaces (as outlined in the 2014 Library Program Review 5.1, Goal #5), and create a more student centered environment in the coming semesters.

Student learning outcomes are assessed in the 3 courses taught by the library: Introduction to Academic Library Research (LIB 101); Information Literacy (LIB 107); and Introduction to Internet Research(LIB 110). In the past 5 years, students have consistently met achievement targets of 70%.

For example, for LIB 101, students demonstrated mastery for the following outcomes:

- Outcome #1: Students will be able to use electronic search tools efficiently and effectively.
- Outcome #2: Students will evaluate sources of information for authority, timeliness, bias, and appropriateness to information need.

However for LIB 110, there was concern about not meeting targets for the course's learning outcome to "effectively use internet search terms to locate information resources" during the 2012 calendar year. An action plan was created to administer a quiz to students before the exam that measured that SLO was given. The purpose was to give students an opportunity see what they were not understanding before approaching the exam. This was first used in spring of 2013 and the target has been met since.

Results were examined for all tutorials taken between 2009 and 2015. Specific questions for each quiz connect to the outcomes for each tutorial with an achievement target of 70%. The journal articles tutorial has two student learning outcomes: recognize the difference between a magazine and a scholarly journal; and identify the major sections of a journal articles. For the time period analyzed, both outcomes targets were met. SLOs #2 and #4 were met while SLOs #1 and #3 were not. The Introduction to Library Research tutorial has five outcomes; all outcome targets were met.

All tutorials are being reexamined, reevaluated, and redesigned in a project that began in the fall 2014 semester. The catalog tutorial will be particularly scrutinized given that students seem to struggle with. Additionally, due to technology changes the AVC Library catalog interface will be significantly changed in the new future, which will also require changes to the the Library Catalog Tutorial.

Program reviews are written regularly by the library as well (2012 Library Program Review; 2014 Library Program Review; 2014 Library Program Review Addendum). Section 5.0 of the 2014 AVC Library Comprehensive Program Review outlined five goals that were aligned with the 2013 Educational Master Plan Goal #5 to "utilize campus resources efficiently and effectively." Since 2014, the library has been able to successfully complete 3 of its 5 goals. Goal #1 to increase the value of the library has been met by providing the AVC community improved

access to a wider range of print and electronic resources, and making physical improvements to the library environment (see Goal #5). The library continues to evaluate and determine its value to its patrons. Additionally, the library has accomplished Goal #4 by moving the integrated library system and online catalog to a cloud based service which has enhanced the library's ability to maintain the currency and accuracy of library records, material, and reports. Finally, the library most recently met the objectives to Goal #5 and has created a student centered information commons area designed to promote collaborative learning in room L-214 of the library.

Learning Center

The Learning Center evaluates its effectiveness on a regular basis using operational outcomes, student learning, and program review.

To assess operational effectiveness, AVC personnel and student surveys are administered each term and discussed at LC Department meetings. (e.g., LC Faculty-Staff Survey Results Spring 2014; LC Faculty-Staff Survey Results Spring 2015; LC Student Survey Results Fall 2014; LC Student Survey Results Spring 2015). The fall 2015 student survey indicated that students predominantly use the Computer & Media, General Tutoring, Math, and Writing Center areas and view the LC favorably; their learning needs are met through courteous staff, adequate instructional equipment and materials. Their main concerns are the expansion of tutoring services in regards to time and space. Students also requested more workshops. In response, tutorial specialists have begun giving 411 sessions, informational sessions that cover topics beyond academic skills (e.g. How to Format a Paper, Establishing Priorities, How to Balance Your Budget). In the fall of 2015, these 411s have been extended to Palmdale campus. More faculty led workshops have been added to the schedule with the additional hiring of adjunct learning specialists for the areas of reading, writing, and academic skills. The staff survey from fall of 2015 yielded similar results, with a positive view of the LC, as they have in previous semesters. Similar to students, staff have requested more opening hours, an expansion of LC services, and wider publication of services.

Promotion of Learning Center services has improved with the creation of a grid reviewed by the Learning Center Advisory Committee at its Spring 2014 meeting and suggestions made by members (LC Advisory Committee Minutes May 2015). LC faculty and staff follow as consistently as possible activities listed in the grid (Promotion of LC Programs and Services), resulting in meeting the 2014-2015 measurement target for the LC Operational Outcome (OO) related to promotion (four activities each term), which include yearly faculty professional development presentations by faculty learning specialists.

Student learning outcomes assessment includes Supervised Tutoring (LAC 900), where assessments measure metacognitive growth of students who received tutoring. Data is gathered through tutoring reports completed by tutors and tutees. Tutors receive initial training to evaluate tutees on independency, critical thinking, metacognitive behaviors, and study skills (LC SLO Report LAC 900 2014-2015). Metacognitive rubrics are utilized in this evaluation and emphasized in ongoing tutor training meetings (LC Tutor Conference Agenda Intersession 2011; LC Tutor Conference Agenda Fall 2014; LC Metacognition Rubric). LAC 901 student learning outcomes are measured by a survey in workshops and ILIP sessions (LC SLO Survey LAC 901). Learning Center faculty retreats are held at least once each year to discuss instructional matters

related to services and the reporting of SLOs for LAC 900 and 901 (LC Faculty Retreat March 2012; LC Faculty Retreat Nov 2013; LC Faculty Retreat July 2015).

In addition, the Learning Center coordinates in-class tutoring in a number of Basic Skills courses. Developmental math now has ten courses with in class tutors (after previously having only one), and Developmental English has eight courses (after previously two). In-class tutors continued during intersession and spring 2016. (Academic Development Course Section 2015) The reading program has been utilizing in-class tutors and directed learning activities for several years now in most of their classes. The overall average success rate for Reading was 70.9% from 2010-2015. Success increased from 59.8% in 2010 to 70.4% in 2011. It has continued to increase with some fluctuation to 76.7% in 2015 which is an increase of 24.4%. Reading data exceed the district goal of 68% for retention. Faculty continue to review and act to increase Reading success. The overall average retention rate is 87.3% for the past five years. (2012 DLA Report; 2013 DLA Report; 2014 DLA Report; Reading Success and Retention Table)

The use of Smarthinking, an online tutoring service that helps students learn to proofread and organize their papers, used mainly by English basic skills and 101 students, has proved to be very successful in increasing success and retention rates. The Department of Institutional Effectiveness, Research, and Planning produces annual statistical reports and finds that rates are persistently higher when English courses use Smarthinking than those that do not (Smarthinking Final Reports: 2011-2012; 2012-2013; 2013-2014; 2014-2015).

Additionally, Learning Center Advisory Committee meetings held once in fall and spring terms. Goals of the committee are established, including assistance with LC promotion, ADA compliance matters, and tips for students' study skills and habits (e.g., LC Advisory Committee minutes March 2013; LC Advisory Committee minutes Nov 2014; LC Advisory Committee minutes Nov. 2015). Adjustments are made within each area to include tutor training targeted to low ratings and to processes or procedures for accommodating student requests to view videos, use resources, etc.

The LC received funding from the First Year Experience Title V Grant for tutoring (FYE Grant Budget, page 20). Furthermore, due to the recent creation of an Academic Development Division, where a faculty chair oversees basic skills courses to improve all basic skills programs, the Learning Center has seen an improvement in communication and coordination with basic skills programs and instructors (Academic Affairs Organization Chart). This led to an expansion in in-class tutoring for Reading and English classes.

The Learning Center also writes regular program reviews (i.e., IRES Program Review 2011-2012; Learning Center Program Review 2014) to evaluate its programs, services, and planning. Technology needs in the Learning Center call for the purchase of certain equipment, some of which was purchased with Proposition 20 and other monies.

Success Center

With Title V funding from a U.S. Department of Education grant awarded in 2011, a new Student Success Center within the Learning Center was built to further support 2013 Educational Master Plan goal #1 to "provide students with an environment which supports learning and facilitates student success." Based on a priority in the Basic Skills Initiative Action Plan, in 2014 construction of the Success Center was complete and an open house was held for the entire

campus (Success Center Open House flyer). It is a physical space on campus in an attractive setting in the presence of many diverse and stimulating resources, much like a coffee bar where students and faculty can interact. Student learning assistants maintain the decorum while assisting and mentoring students. The Success Center contains working spaces for individual studying and resources for cross-cultural instruction from a variety of print and electronic sources that represent ethnically diverse authors and perspectives, and there are two large flat screens to show films for special events. Usage data collected from the Success Center shows that students and faculty from disciplines across campus are utilizing the space for both instructional and noninstructional purposes. From fall 2014 through summer 2015, "Open Lab Usage Reports" indicate 13,276 hours of visits with Reading, Kinesiology, Math, Biology, Chemistry and English frequenting the facility the most. As reported in the 2014 Annual Performance Report to the U.S. Department of Education (pages 10-11), the Success Center is a success:

Activity Objective(s)	Evidence of Completion
5.1 100% of Success Center and gateway faculty and staff will be trained in best practice instructional methods to improve learning of culturally diverse, underprepared students, including technology-integrated pedagogy and methods.	As of September 2014 the AVC Success Center is completed and fully operational.
5.2. 100% of basic skills/ESL curriculum redesigned to ensure sequential entry/exit skills alignment between courses and with next level gateway courses.	All basic skills courses at AVC have been redesigned to include active learning, technology support, in class tutoring, and directed learning activities.
5.3. At least 75% of involved faculty and counselors will be satisfied or highly satisfied with the fifth phase of Success Center development.	100% of faculty in Basic Skills are satisfied and committed to continue the current implementation.
5.4. Student engagement indicators for all basic skills/ESL students are increased by 30% over 2008-2009 baseline as measured by CCSSE results.	The student success score card shows that student success and retention rates have increased by 34% and 42% respectively.
5.5. Percentage rate of basic skills/ESL students earning at least 30 units will be at least 10% higher; 20% higher for Success Center participants.	The college was able to decrease the number of units completed in basic skills from 24 to 18 due to improved placement interventions and due the scheduling of accelerated courses. This is a better metric to measure the success of the program.

5.6. Fall-to-Fall retention rate of basic skills/ESL students will be at least 10% higher; 20% higher for Success Center participants.	Student success center participants, persisted form fall to fall by a rate of 35% above the nonparticipant cohort.
5.7. Annual successful course completion rate for ESL/basic skills courses will be at least 10% higher; 20% higher for Success Center participants.	Student success center participants, succeeded by a rate of 20% higher than the nonparticipant cohort.
5.8. Improvement rates for ESL/basic skills courses will be at least 10% higher; 20% higher for Success Center participants.	The student success score card shows that student success and retention rates have increased by 34% and 42% respectively.

II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER17)

Library

The library has formal agreements to provide access to electronic resources and other library services with outside vendors. These include:

- A contract with The Online Computer Library Center (OCLC) for services and support centered on interlibrary loans (ILL) and access and maintenance of cataloging records (copies of contacts or invoices).
- A multi year, Sirsi/Dynix maintenance contract The AVC Library contracts with Sirsi/Dynix on 5year contract to provide integrated library system services, support, storage, maintenance, cloud functionality, and updating.
- Annual periodical database and electronic resource subscriptions through the Community College Library Consortium (CCLC) The Community College League, who in partnership with the Council of Chief Librarians, conducts a program of cooperative buying which includes community college libraries around the country. The AVC Library benefits greatly through its membership in both organizations.

Learning Center

The LC and the Reading Program have formal agreements with several outside sources for student support. Each one is bound by a formal agreement that includes adequate security, maintenance, and reliability of services, except where otherwise noted:

- Learning Express Library (LEL) is a web-based program that helps learning centers improve the lives of their patrons every day. It provides the most comprehensive selection of academic and career-related resources available. It helps with skill building in reading, writing, math, science, job search and career advancement, college admissions test preparation, professional licensing and certification test preparation, and high school equivalency test prep. Students have access through the Learning Center website. It was purchased on 11/15/2012 and the contract has been renewed annually. Responsibility for maintenance of the site is that of LEL.

- Smarthinking is a web-based online tutoring program. It has been in use at AVC since 2009 for writing and has proven to be successful. Access is via MyAVC Smarthinking. Responsibility for maintenance of the site is that of SMARTHINKING; AVC is responsible for uploading student data.

- The Reading Center has three software programs available for students to use: Reading Plus, Reading Horizons, and Reader's Edge. All three are web-based and geared towards improving students' reading skill. The purchase was initiated and implemented by Reading faculty. Learning Center staff assist students in the usage of the programs and, in the case of Reading Plus, also in account setup.

- International Tutor Training Program Certification (ITTPC) from the College Reading and Learning Association (CRLA) involves a lengthy application process every four years resulting in a format agreement to provide a tutor training program based on ITTPC standards, and thereby allows AVC to certify its tutors. About 55 students have been certified under CLRA, several of them have acquired all three levels (regular, advanced, and master).

Standard II.C: Student Support Services

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

AVC offers a full array of student support services that are listed on the AVC website at its main campus in Lancaster, with many services available online and at the Palmdale Center that reflect the mission of the institution. Many services are available online so that students do not have to walk on to the campus to be served in these areas. Students may begin to find the services they need at the college website's Information and Welcome Center.

In order to determine student needs, at the time of application students are asked services they interested in at the college at which point student are contacted via email providing them detailed information of the service requested. The services are also available to students at the Palmdale Center and distance education students. The goal is to offer all support services online so that the college is able to offer the same level of student support services to all students, regardless of location.

The college uses institutional data, CCSSE, and specified departmental surveys to evaluate the quality of services provided and make ongoing adjustments by providing ever widening opportunities for all students to access the services they need to succeed.

Community College Survey of Student Engagement

AVC evaluates the overall quality of student support services by participating in the Community College Survey of Student Engagement (CSSE) and analyzing the data for opportunities for improvement. The CCSSE was last administered to 898 students during the Spring semester 2014 and will be administered again in 2016. The purpose of CCSSE is to assess the degree to which students feel connected to the faculty and staff on campus, feel supported and engaged, and how that impacts their potential for success. Student supports services' deans and directors met to analyze and dialogue regarding the CCSSE on March 18, 2015. The data informed the group that there was a need for an increase in engagement by students and faculty (Deans and Directors Minutes 3.8.15).

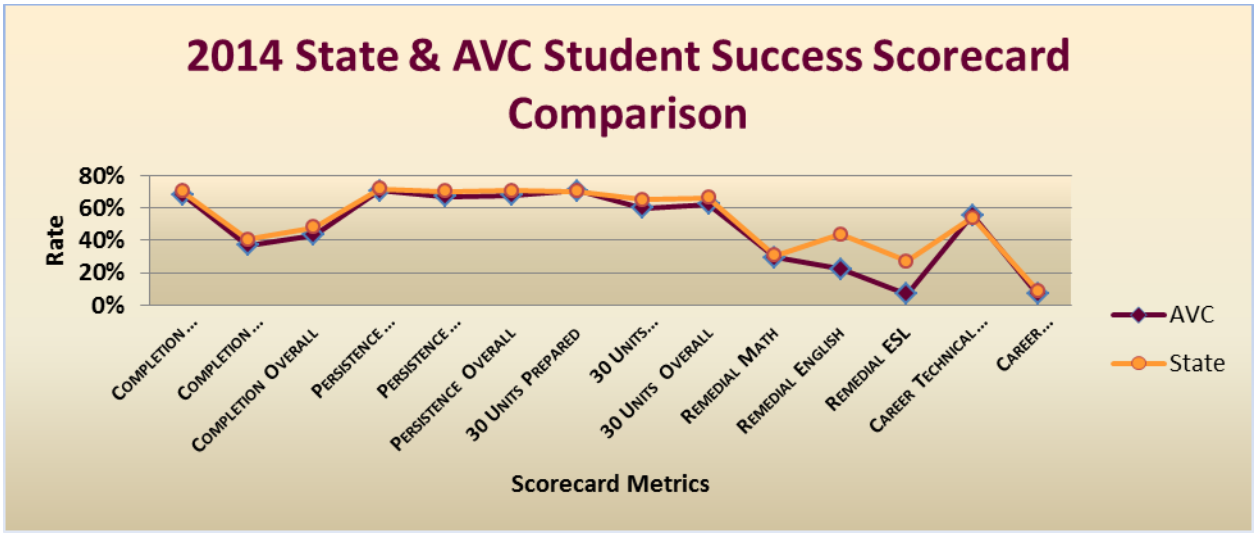
The General Counseling division reviewed and discussed the Community College Survey of Student Engagement (CCSSE) survey at their counseling meeting on March 17, 2015 (Counseling Division Agenda 3.17.15). The CCSSE prescribe Promising Practices as a collection of high impact practices for which there is emerging evidence of effectiveness in strengthening student learning, persistence, and attainment. The division recognized the high rate of AVC students who took part in orientation prior to attending their first class compared to 12.2% for Promising Practices participants. They also recognized the lower rate of students who attended an on-campus orientation of 23.5% compared to 42.5% for Promising Practices. It was agreed that on campus orientation is more beneficial and that with the recent additions of First Year Experience, Summer Bridge, First Semester Workshops and the Student Success Kick-off that

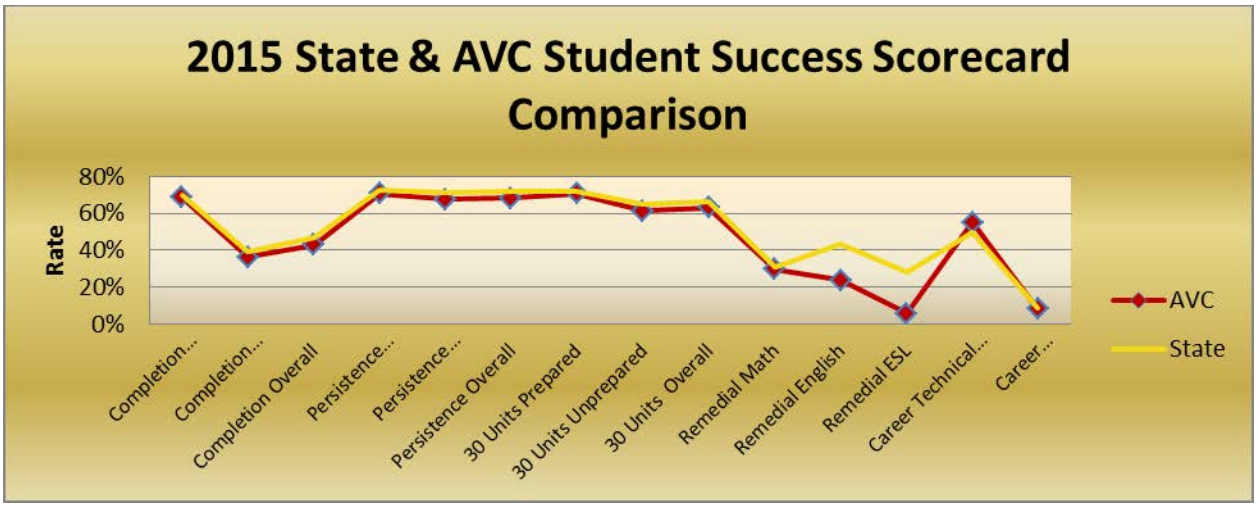
more students will participate in on campus orientations. In addition to the CCSSE data, student survey data from Student Success kick-off events show that the events had a positive impact on them and made them feel less anxious about attending college (SSK Survey 2013; SSK Survey 2015).

Another area of concern was that only 8% of students participate in a student success course in their first semester of college while Promising Practices showed a rate of 17.8% participation. Counseling has long held the belief that students would benefit from more sections of Human Development (HD) courses. Following the budget constraints in 2008, the number of HD course was greatly reduced. However, the fall of 2015 has seen a large increase in offered sections as noted below, in conjunction with Student Success Scorecard data.

Student Success Scorecard

When analyzing the Chancellor's Office Student Success Scorecard, there was more evidence that AVC was in need of greater support for first time students.





AVC applied for and received a Title V Grant (Grant Award Letter 2014) which provided funding for the First Year Experience (FYE) program for all incoming new students. During the planning meeting for the grant, it was also decided that AVC would apply to become an Advancement via Individual Determination (AVID) for Higher Education institution. The key component of AVID is high engagement activities both in and out of the classroom.

Incoming high school students are the primary target for the initial FYE event, the Student Success Kick Off. Each high school sends a list of seniors who will be attending so that preparations can be made to ensure they have all the steps competed for registration. They are strongly encouraged to register for the Human Development 101 course. In 2015, there were 924 participants who attended the kick off. With the number of attendees projected to exceed previous years, the college and counseling staff are working to increase the number of sections of HD101 to accommodate additional students in classrooms set at 24 capacity. Selected sections were designated for First Year Experience; two sections were designated for Triumph Scholars (African American focus instruction); and one section was designated for SOAR High School students. Additional marketing strategies are in place to increase enrollment in the FYE HD 101 sections.

In July 2014, two HD101 faculty members were AVID trained through the AVID for Higher Education Summer Institute in order to learn strategies that improve students' attainment of course content. Three counseling faculty attended the AVID Summer Institute, in June 2015. The next institute will be held in July 2016 and more counselors and instructors of the HD101 course will attend along with other subject area faculty, staff, and administrators.

Associated Student Organization Advocate Survey

AVC Associated Student Organization (ASO) conducts a student survey annually (e.g., ASO Advocate Survey 2014-15), which was shared with deans, directors and staff analyze to evaluate the quality of student support services and making necessary improvements. The student purpose of the ASO study is to find out which services students used, their feedback on the quality of services they received and future direction for ASO to work toward improvements. Several areas on campus utilize this survey in the following ways:

- Student Life: Based on the ASO Survey and other feedback from students, the student lounge was remodeled and new furniture was purchased so students have a relaxing environment to study. Events called "Study Jams" are also held there to encourage students to study on campus.

- The CalWORKs office used the ASO Student Advocacy Survey to adjust and implement several procedures and processes to better serve the students,includine: better promotion and visibility of the campus mental health services, more information on the CalWORKs website, and better promotion and visibility of services. The CalWORKs website was updated and is easier to navigate. With these improvements, students, the public, and community partners will have increased access to the AVC CalWORKs program (CalWorks ASO Advocacy Survey meeting minutes 8.5.15).

- Beginning Spring 2015, CalWORKs case management was revised and students are provided an appointment with open dialogue to discuss program/school processes from beginning to end with a case manager. When failing grades are an issue, outreach is done to bring students in to discuss their grades. During the case management sessions students are provided with all available resources on and off campus (i.e., on campus educational resources, food banks, shelters, etc.). Also, in response to student requests, CalWORKs has strengthened the relationship with the campus bookstore to ensure that students with vouchers get their books on time and referred students to tutors when necessary. Beginning spring 2016, the CalWORKs program will use surveymonkey.com to evaluate the overall services of the CalWORKs department and to ensure that the services provided are meeting the needs of the CalWORKs students.

- The General Counseling staff evaluated the ASO survey in a division meeting and were concerned that while 75% of students were aware of counseling services, only 48% participated in counseling services. There was also a concern that students complained that it was difficult to get a counseling appointment and that the phones in general counseling are not answered in timely manner. The SSSP grant allowed for the hiring of more counselors to address this problem.

Individual Area Surveys

Different areas of Student Services conduct their own surveys to measure and evaluate the quality of the services they provide. Some examples are:

- The Extended Opportunity Programs and Services (EOPS) made a modification in fall 2015 based on the EOPS Student Survey 2014 and the ASO Advocacy Survey (EOPS Meeting Notes on ASO Survey 8.16.15; EOPS Meeting Minutes 9.8.15) allowing students to schedule their first mandatory counseling contact on the first day of instruction. Prior to the survey, students were required to wait until the third week of the semester. This created a larger window of opportunity for students to complete their three required contacts per semester.

- In response to The Palmdale Center's Palmdale Student Survey fall 2013, part-time counseling services for EOPS and CalWORKs have been established at the Palmdale Center to provide support for students in those programs. The spring 2015 Palmdale Center survey asked students to rate the quality of a variety of listed student support programs. In the responses regarding the level of satisfaction with Palmdale's OSD services they stated: Very satisfied: 37.93% (176); Satisfied: 56.9% (264); Not Satisfied: 4.31% (20)

- The Office of Students with Disabilities conducts a Student Satisfaction Survey, incorporated in their program review (2012 Comprehensive Program Review) to determine students' needs and the services that best help them succeed. Their findings indicate that 87.8% of OSD students were "very satisfied," or "satisfied" with OSD services. In addition, OSD's Satisfaction Survey in the Spring 2015 had a total of 380 students who responded. 87.1 % of OSD students indicated that they were "very satisfied" or "satisfied" with OSD's customer service. This was accomplished despite staff shortages, and reflects the office's dedication in assisting students. 19.5% of OSD students found OSD staff "somewhat helpful" in assisting them with "academic difficulties"; and 8.2 % of students found OSD "not helpful." As a result, OSD has made significant strides to address student concerns regarding quality of service. The office recently hired a new disability services specialist, and continued advocacy for new hires remains a top priority to serve AVC's significant population of students with suspected and known learning disabilities. (OSD Minutes 8.13.15; OSD Minutes 9.3.15)

- The Financial Aid Office hosts an annual Financial Aid Awareness event each spring semester at the Lancaster campus and during the summer at the Palmdale Center. where students receive information regarding Financial Aid as well as complete a student survey. The results coupled with the ASO Advocacy Survey have inspired changes such

as providing more one-on-one appointments with a technician; providing more outreach activities; ensuring students understanding of the modification made for the two disbursements.

- The general counseling department also provides students with a counseling service survey. In the 2014-2015 Counseling Survey, students reflected the same concerns found in the ASO survey that most who do not utilize counseling services cited lack of phone response and the lack of appointment availability as the primary reasons. 82.42% of students surveyed gave high marks for express counseling and 91.53% said that after completing an education plan with a counselor they knew what classes were needed to achieve their educational goal. Counseling services were rated in the 80+% range for providing education plans that supported their efforts in achieving their goal, properly interpreting their assessment scores and helping them select the appropriate ESL courses. The Counseling Division believes that additional staff and the new proactive approach will significantly increase the number of students who are able to access and utilize counseling services. Another approach is that the counseling staff calls and emails students several times to invite them in for an appointment and if unsuccessful, emails a completed student education plan to the student. Furthermore, the division evaluated the survey and made changes to some of the questions that they believe will provide information that will be more accurate and useful.

  Student Support services regularly evaluated the quality of student support services. There is a need to enhance the evaluations in all areas of services and to enhance the evaluations online and at the Palmdale Center.

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Using WEAVEOnline to track data, evaluations, and action plans, student support services programs all have operational outcomes that are assessed and evaluated to ensure services meet the mission of the college. Student support services engage in annual and comprehensive program reviews, incorporating the outcomes action plans in order to improve support services. Outcomes assessments are conducted by student surveys and by analyzing institutional student achievement data. During department meetings, the data is analyzed by counseling faculty, staff, and administrators in all student support departments.

Learning and operational outcomes of all student support areas can be found on WEAVEOnline. Examples of some operational outcomes, assessment methods, and action plans for the student support services areas are as follows:

- Job Placement Center
- Counseling
- Admissions and Records

Student Services also conducts program reviews on a regular basis, for example:

- EOPS 2013-2014
- Financial Aid 2014-2015
- Counseling and Matriculation 2014-2015

Counseling

The Operational Outcomes for the Counseling department focus on student access and educational planning services for students. The general counseling department uses a counseling service student survey to evaluate progress toward meeting Operational Outcome targets. In the 2014-2015 Counseling Survey, students reflected the same concerns found in the ASO survey: lack of phone response (40.78%) and the lack of appointment availability (43.58%). This issue has been addressed through the hiring of additional counselors and staff and the new proactive service strategy that has significantly increased the number of student counseling appointments and education plans being created for students. Student access to counseling services and the development of an education plan is an integral part of providing informed academic planning for all students. Of the students surveyed, 91.53% said that after completing an education plan with a counselor they knew what classes were needed to achieve their educational goal. The counseling faculty and staff evaluate the survey annually and when necessary make changes to more effectively meets data objectives.

Student Health Services

Antelope Valley College Student Health Services provides medical, dental and mental health services for students who are enrolled and attending classes. Operational Outcome (OO #2) states that students will learn how to live a healthy lifestyle. In measuring this outcome a Student Health Services survey was conducted in Spring 2014, indicating that 46% were not aware of Student Health Services. This response prompted more awareness through social media, brochures, flyers, emails, letters to faculty, and increased campus activities. The demand for more marketing also increased the department's efforts to increase the social media efforts specially the online Student Health 101 magazine. Additionally, the Facebook page increased by 233% in "likes" from April 2014 to April 2016. The online Student Health 101 magazine

increase in monthly viewers from 319 visits in April 2014 to 1605 in February 2016, a 1344% increase in monthly readers. (Student Health PR Statistics) One year later, the ASO Survey asked student opinion on their awareness of Student Health Services and the response was 94% for awareness of the Care-a-Van services (physical) and 95% of the student were aware of Mental Health Services available. This increased activity has been a positive outcome in promoting wellness, both physical and emotional for students to choose a positive lifestyle.

Admissions and Records

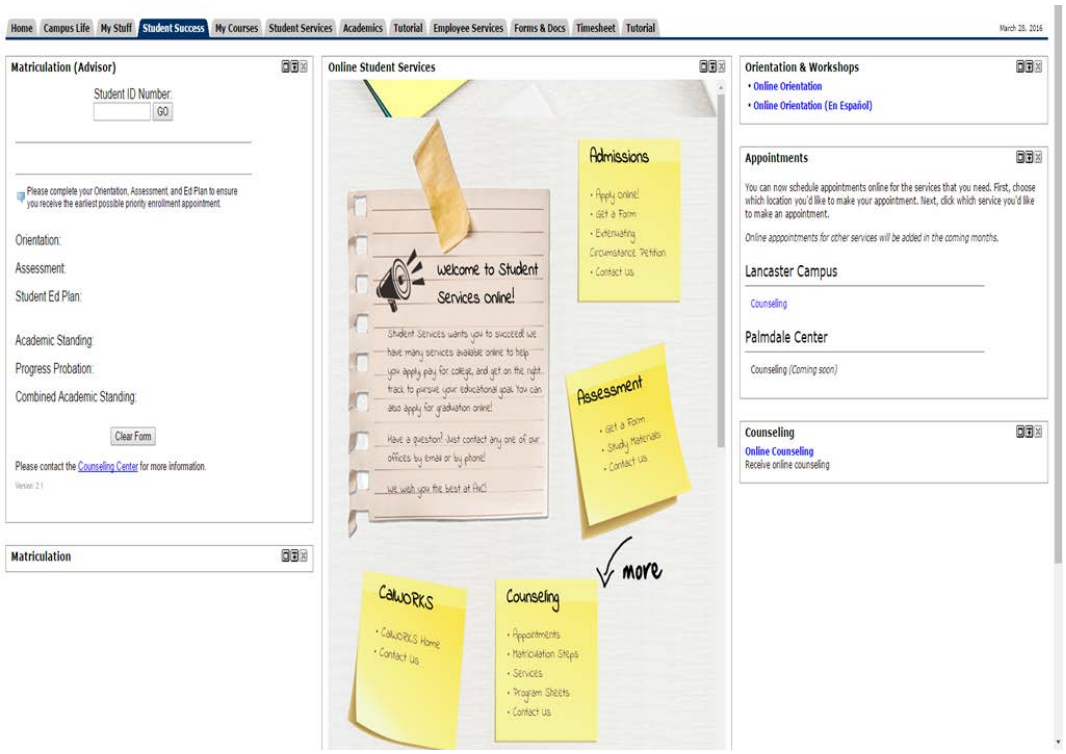
Admissions and Records (A&R) evaluates survey data to determine its learning outcome for students to effectively use online add authorization codes (AAC). In spring 2014, 449 students responded to a survey and in spring 2015, 181 students responded. Of those that responded in 2014, 34% or 153 used AAC after the start of the term to successfully add a class online and 59% or 246 students acknowledged knowing the online AAC two step registration process. In spring 2015, although the number of responders decreased, 51% or 93 students acknowledged the online AAC two step registration process and 15% or 28 students did not know the process. A&R continues to focus on providing students with in-person and online instructions regarding AAC so that the target 2% increase can be achieved. In response to the student survey data, more is being done to provide students with access to AAC instructions. Students have access to in-person AAC instructions in the campus computer labs, fliers are posted on campus, A&R provides hard copy instructions, and the AAC link on the front page of the AVC web site makes it easy for students to access detailed AAC instructions online. While the targeted 2% increase in AAC for 2014 is recorded as unmet, the 2015 preliminary review suggests that the target will be achieved.

Associated Student Organization

One of ASO's Operational Outcomes is to "provide programs that support a diverse population." One of those programs created by students is the ASO Hearts and Hands Pantry. This program began in 2011 with twice monthly groceries distribution. Over the years a concern was identified by students who living conditions was not conducive to cooking. Many were living in cars or in locations with no cooking facilities. The pantry expanded the program to meet these students' needs by providing a daily meal bag that participants can access on the days they are on campus for classes. In fall 2014 there were 55 participants receiving the daily meal bags which represented 59% of total pantry participants of 93 who were served in the program. Intersession 2015 saw 91% of the participants chose the daily meal bags and spring 2015 had 73% of the participants choosing the daily meal bags (Hearts and Hands Usage Report). The expansion of the pantry to include meal bags to the existing pantry's grocery distribution has served the neediest of the student population who would otherwise have gone hungry.

II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Student support services offer an array of comprehensive services with various delivery methods regardless of location. Currently online services are provided for students in all areas such as CalWORKs, Career Center, Counseling, Enrollment Services (Admissions and Records, Transcripts, Graduation) Veterans, International Students, EOP&S/CARE Financial Aid, Health Services, Information and Welcome Center Job Placement, OSD, STAR, and Student Activities on MyAVC. All students are required to complete the online orientation which is provided in both English and Spanish and accessible on the Student Success tab.



Online student support services are evaluated by reaching out to all students; distance education students are targeted more aggressively. All students received an email to participate in the online survey Spring 2016 with outreach via online faculty as well. Dialogue and evaluation is currently in progress.

Appropriate, comprehensive and reliable services are provided to all students regardless of location. Looking to the future, the college has outgrown its Palmdale Center and is relocating to a bigger facility to service more students in the area. On November 4, 2015, the college submitted its Substantive Change Proposal to the ACCJC, and on December 10, 2015, received the letter of approval. The Palmdale Center Staffing Plan ensures that there will be sufficient full

time administrative and faculty staff, and that those areas connect tightly to the goals of the Educational Master Plan. The new Palmdale Center is accessible by automobile and public transportation and will serve 6,000 - 7,000 students.

Some of the services offered to all students regardless of location and delivery method are:

- Counselors and staff for general counseling, OSD, CalWORKs, and EOPS, offer in person, phone, email, or video conferencing communication. Counselors are also available at the Palmdale Center. Students are able to schedule counseling appointments in person, by phone, or the online SARS appointment system at the Lancaster campus and Palmdale Center. AVC is currently exploring additional online programs that will allow services to expand. Counselors use Google Hangout to conduct distance/online counseling services. This platform will allow students to have face to face online appointments with counselors to complete their education plans and other services. Students access this service through the online tab and calling the number for counseling services.

- Counseling also offers human development courses in Lancaster, Palmdale, and online in college success, life management, veterans' transition to college, and personal development (Current Schedule of Classes).

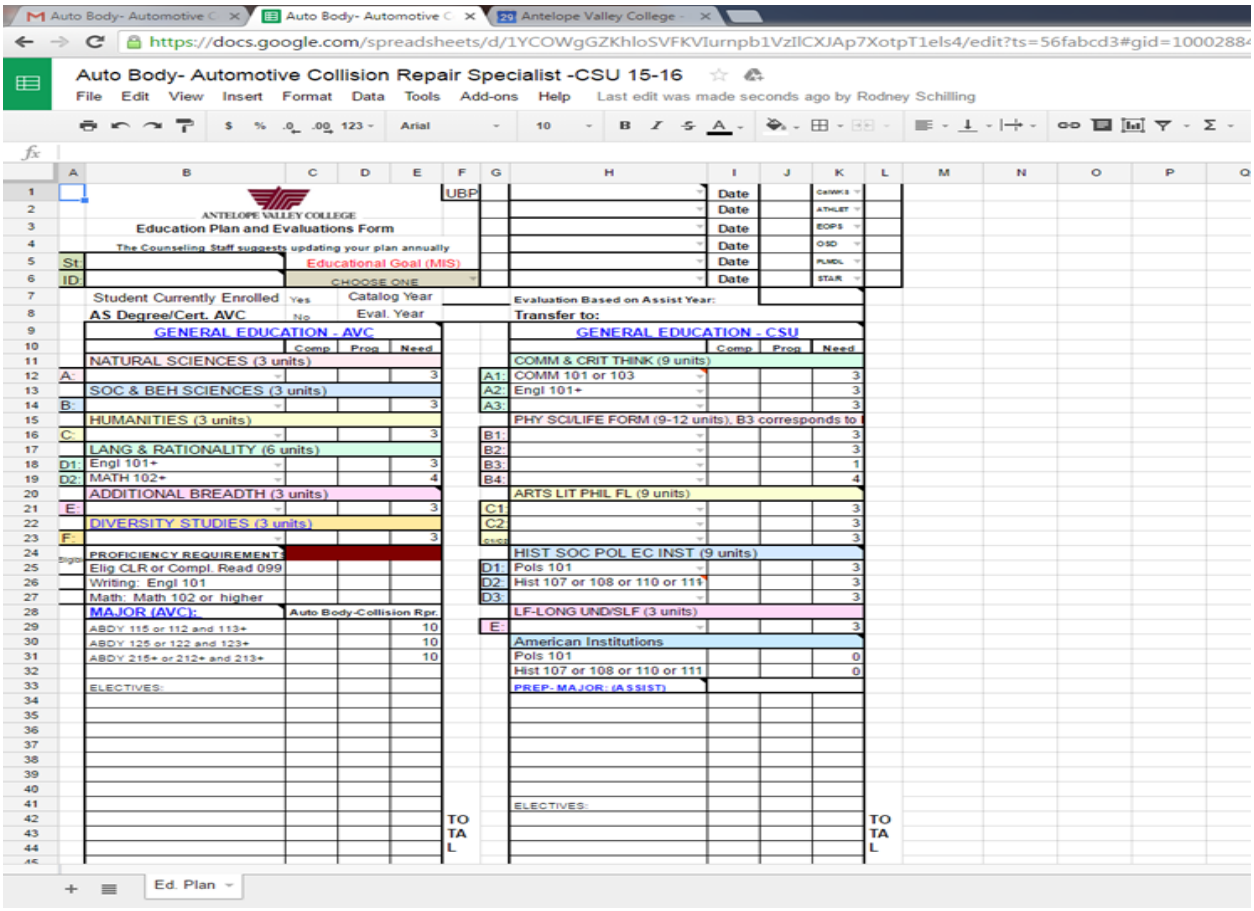
- Admissions and Records provides the application process for new students completely online with easy to follow instructions to complete the enrollment process. The steps for enrollment include filing for financial aid, signing up for online orientation through MyAVC, information on assessment testing, and creating an educational plan with the Counseling Center.

- Financial Aid has a robust online presence to support students prior to them coming to either the Lancaster campus or Palmdale Center where they may receive one-on-one services. The online services extend from completing the FAFSA to completing the financial aid quiz, and regular workshops on financial aid literacy for students.

- The Financial Aid Office hosts an annual Financial Aid Awareness Day in May on the Lancaster Campus and in June at the Palmdale Center. The purpose of the event is to share financial aid information to students and staff. All office staff participate in this event and talk with an estimated 800 students. Lunch is provided to all participants who complete a survey. Survey data is collected and discussed by staff and used to improve office practices. Question 16 & 17 on the survey asked was financial aid online services are helpful; of the 63% that stated they have used the online services, 96% found online services to be helpful. The college offers Financial Aid TV (FATV), Cash Course, and Financial Aid Literacy information to all students. Financial Aid is continually seeking

ways to efficiently serve students using technology. The office is migrating document management to onBase in spring 2016 to streamline workflow and upgrade services that are offered to students.

- Online counseling is provided via the student's MyAVC account in which questions, concerns, academic advisement, and career advisement may be addressed remotely. Students are currently able to complete education plans remotely with a counselor via telephone and chat.



- OSD purchased a paperless online management system in spring 2016. This will streamline services, allowing students more access to the OSD faculty and staff which will lead to increase access to their accommodation information. New students will be able to apply for OSD services online, allowing more access for students with mobility and/or transportation issues. (OSD Comprehensive Program Review 2012).

- MyAVC Counseling webpage also offers a frequently asked question section and information about resources related to academic planning and student success (Student

Services, Counseling).

- AVC provides a proactive approach to assist students who are not on campus and may need online or telephone assistance. Students who apply to the college receive a phone call from a student ambassador to welcome them to the college and to explore questions and concerns of the students. In that call process they are invited to sign up for the "Student Success Workshops" which are held on average four times per month and where they will receive orientation information, counseling, financial aid and student ambassadors. Students are able to register for the SSW's online using Google Forms.

- The Palmdale Center offers a full-time academic Counselor and full-time STEM Education Advisor. Part-time hours for the following student support services are available in Palmdale: Assessment, CalWORKs, Library, EOP&S, CARE, Financial Aid, Health Services, Learning Assistance, Office for Students with Disabilities (OSD), Enrollment Services, ASO Student Activities, and Transfer Center services. Students are able to receive student support services Monday through Thursday 7:30 a.m. to 6 p.m. and Friday 7:30 to 11:30. AVC is in the planning stage to accommodate the move to the larger Palmdale site.

- The approved ASKAVC software which will allow students to ask questions 24/7 and will receive a response immediately from a database of thousands of responses. If the question is not in the database, the question will be recorded so that staff can add the answer to the database. ASKAVC will allow students who are not on campus that would typically visit student support services to have 24/7 access.

- An additional effective practice that AVC offers is Students on the Academic Rise (SOAR). High School, with specific enrollment requirements. SOAR, is a partnership with the Antelope Valley Joint Union High School and located on the Antelope Valley College campus. It is an early college high school which integrates college courses in the high school curriculum. Students receive their high school diploma and work toward their Associate Degree simultaneously. Of the 86 students in the 2015 graduating class, 70 also received their Associate degree (81%) concurrently. SOAR students can major in any discipline although there is an emphasis in mathematics, science, and engineering. With a small learning community (approximately 400 students), AVID teaching methods are used to engage students to reach academic excellence. Noteworthy accomplishments by SOAR students include being awarded a $10,000 grant from MIT in 2015 for the INVENT Team to create an alcohol detection bracelet. SOAR students were also invited by President Obama to the White House Science Fair. Additionally SOAR was recognized as one of the top 300 high schools in the Nation by US News and World Report for 2015 and received state recognition as a Golden Bell and Blue Ribbon school.

AVC also offers dual and concurrent enrollment opportunities for middle and high school students who can benefit from instruction while they remain at their school and simultaneously attend AVC.

The continued expansion of online services and Palmdale Center for student support programs will allow for services to be offered to all students regardless of service location.

II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Pursuant to the California Community College Athletic Association's articles and bylaws, AVC offers co-curricular and athletic programs which are aligned with the College's mission to address a diverse population of learners with diverse interests and talents. AVC athletic teams are conducted with high standards of integrity governed by Board Policy 5700, Administrative Procedure 5700, conference affiliation as well as State affiliation. All sports programs with the exception of football are governed by the Western State Athletic Conference. Football is governed by the Pacific Conference. All Fourteen sports programs are governed by the California Community College Athletic Association at the state level.

The college is proud of its Marauder Athletics Program, offering 14 (8 women's and 6 men's) intercollegiate athletic programs for the AVC students in the academic year of 2014-15. There are 165 male athletes participating in football, basketball, baseball, cross country, track & field and golf. There are 97 female athletes participating in basketball, softball, volleyball, and sand volleyball, cross country, track & field, soccer and tennis. AVC directly controls each of these programs under the administration of its Athletic Director / Dean of Kinesiology, Athletics, and Visual and Performing Arts and Athletics. Athletic teams are determined by student interest, which is collected at time of application, high school programs that have a high level of interest of continuing at the community college level and community interest. AVC provides a dedicated faculty counselor to serve as athletic academic advisor to assist student athletes in their academic completion.

Each sport program is offered as a for-credit educational course in addition to noncredit courses such as Kin 115- Kinesiology Advanced Basketball Techniques and Kin 140 -Pre season Sport Conditioning (see College Catalog). All courses associated with the program have been vetted and approved by the campus Academic Policies and Procedures Committee, the District Board of Trustees, and by the Chancellor's Office of the California Community College system.

There have been almost no violations of conduct, however, in 2015 a small number of athletes were found to have tested positive for drugs. In accordance with board policy on drug free schools, the athletics department drug screening policy, Health Services created an education intervention for those students that tested positive and they were re-tested with negative results.

AVC is proud of the academic and professional accomplishments by current and former students. Many earn full scholarships to universities around the country, and are working as professional athletes, coaches, and educators. Athletic programs are evaluated for quality through the faculty evaluation process and an end of the season evaluation with the dean/athletic director, as well as program review.

The Student Life Office provides the organizational structure and support for the Student Trustee, the Associated Student Organization (ASO), the Inter Club Council (ICC) which supports 20 student clubs, and the Student Activities Council (SAC) which plans and implements college events throughout the year. Additionally, students are involved in providing co-curricular activities through the Student Health Services program by planning health-related educational programs.

The Student Trustee along with the ASO are all elected positions and guidance is provided by AP 5400, 5410, and 5420 as well as BP 5400, 5410, and 5420. Additionally the Advisor and Student "helpful documents" website provides leadership and other pertinent information to assist students and advisors so that their club is successful. ASO also provides student advocacy by serving on participatory governance committees and participating on the regional and state level on the Student Senate for California Community Colleges (SSCCC). All ASO funds, including the Student Representation Fee and Clubs finances, are controlled and supervised by the Accounting Assistant II in Student Life, the Dean of Student Life and the Executive Director of Business Services. Monthly reconciliations are submitted to the Board of Trustees for their approval. Annually, ASO submits their budget for approval directly to the Board of Trustees. As a part of the College Audit, all ASO funds are reviewed.

ASO has developed and implemented a number of successful student-run support programs:

- The Hearts and Hands Pantry Program was created in 2011 to provide direct nutritious food for hungry and homeless students. In spring 2015 the program expanded from not only provide weekly groceries but to provide daily meals (breakfast, lunch and/or dinner) to qualified students while they are enrolled in classes. The generous support of the campus community, as well as the greater Antelope Valley community, has been tremendous not only in direct donations of food, but in financial support. In educating the community about the Hearts and Hands program, students have made presentations to groups like the Rotary clubs and to faculty during Opening Day to seek donations. These presentations improve their public speaking skills and their marketing skills. An example

of this is outcome, a donation letter lead to the donation of a freezer from a local store.

- Dress for Success is another example of how the ASO has expanded their role in serving the needs of students with a social justice lens. Through this program, the students sought donations from the campus and AV community for business clothes. They created a "store" concept so that students could buy business attire at a significantly reduced cost with all the proceeds donated to the Hearts and Hands panty.

- In a continued effort for students to help students, ASO Marauder Academic Peer Success (MAPS) program began in spring 2015. This program pairs successful students with students who have not been as successful and provide academic support and guidance. The program combines academic support with fun and entertaining activities such as trips to the Getty Museum or to the Pantages theatre, as well as on-campus activities such as attendance at a football game. This year there are 20 mentors and about 35 mentees.

- Another program in ASO is the Inter Club Council (ICC). With over 20 active clubs on campus activities are hosted to encourage students to join and embrace their college life. ICC holds a Club Rush twice a year to inform students of what is available. Each club participates and recruits students to join their club. These events are held in highly visible locations on the Lancaster campus. Examples of student clubs include American Sign Language (ASL), Black Student Union, Alpha Iota honors club, Veteran's Club and the STEM club.

- The Student Activities Council (SAC) is a group of student workers who work collaboratively with the ICC and ASO to plan weekly events that meet the needs of the diverse student body. A sample of topics includes Dr. Seuss Day, Celebrate the Holidays, AVC's Got Talent, Be Smart with Body Art, and Holocaust Remembrance Day.

- Student Health Services hosts a number of co-curriculum programs by providing activities that educate students on living a healthy lifestyle. In addition, Student Health Services plan activities that support mental health to provided events such as the Clothesline project where student can write messages on the t-shirt to raise awareness of relationship and sexual assault violence in the community. Other events included Denim Day where the campus community wore jeans in support of stopping violence against women. Over 100 students participated in this event. Texting and Driving as well as Hunger Awareness are other examples of activities that Student Health Services student workers implement on campus to help students live healthier and happier lives. (Student Health Services Events)

- ASO and ICC hold an annual Student Leadership Luncheon to reflect on the past semester and support the students who are graduating and transferring as well as highlight the accomplishments of student leadership.

- An area of high engagement for students that helps and encourages them stay connected to AVC and their academic is campus employment through the Job Placement Center. The student worker program serves over 500 students who work on campus in positions such as cafeteria work, tutors, office assistance, locker room attendants, outdoor facilities and campus events, welcome and outreach, and more. Students learn soft skills of critical to the needs of employers including: proper dress, attendance including timeliness, how to communicate in the workplace, and other responsibilities. Pay for students is funded through Federal Financial Aid/ Federal Work Study, CalWORKs Work Study, and other district funds such as grants, Carl Perkins, or Student Equity. The budgets are overseen by the Financial Aid Department Director and the CalWORKs Director.

AVC is proud of the many co-curricular activities that provides a greater level of connectivity and engagement to the campus. The success of the athletic programs attract students nationwide, adding positive social and cultural elements to the campus. The success contributes to campus life for all students. ASO and student clubs have afforded hundreds of students annual to be involved in the campus community outside the classroom and in the community.

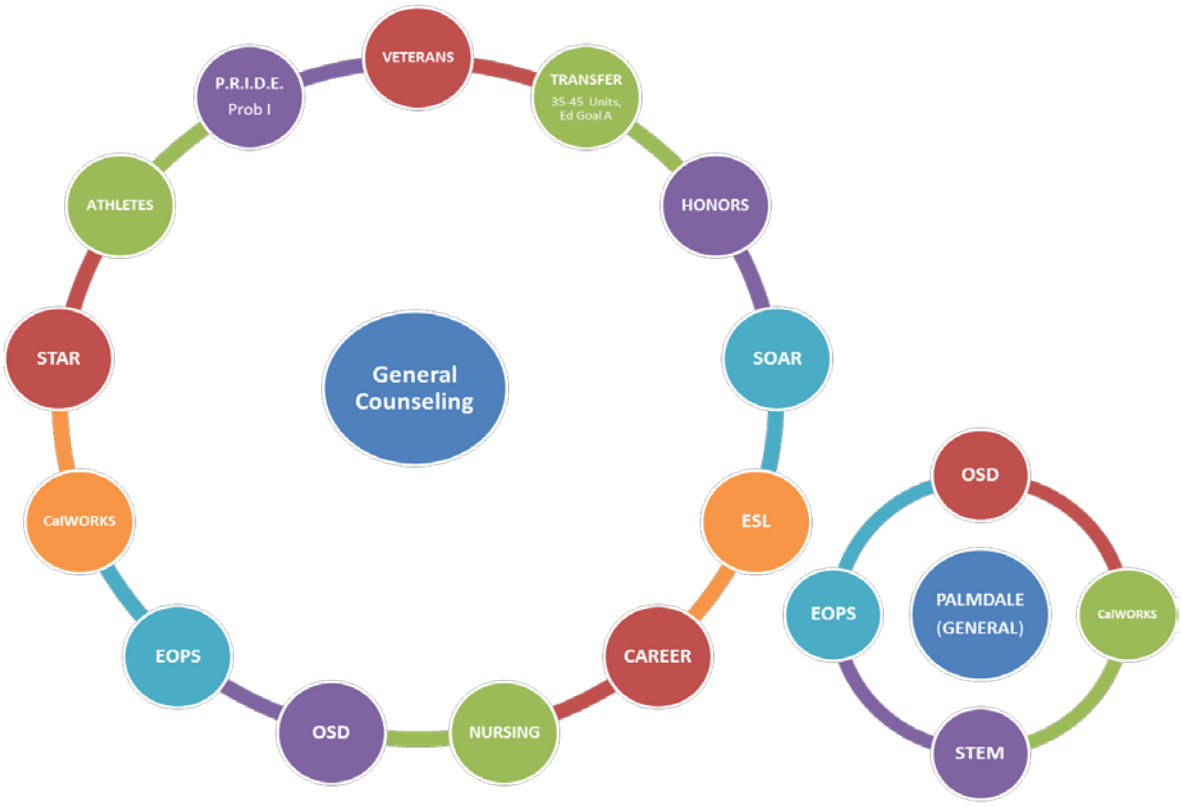
II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

The college has 20 full time and 17 part time counselors in Lancaster and one full-time STEM education advisor, and two part time counselors at the Palmdale Center. counseling, clerical, and technical staff provide workshops and shadowing as well as peer supervision so that new hires can acclimate to and use the broad spectrum of programs, systems, forms, documents as well as campus and division procedures. Full-time and adjunct counselors, and education advisors hold weekly meetings where updated training is given (Counseling Training). The clerical staff also have weekly meetings where they are continually trained and provided prioritized targets for student contacts and appointments.

Armada - Proactive Cohort Tracking System

The most recent academic advising program to be adopted is Armada, a proactive data tracking approach to counseling services started in 2014-2015, based on a system of cohorts (AVC's Guide to Proactive Counseling). The goal is for the Counseling Center to reach out to students and to bring them in for services so that they can make informed decisions about their education plans and services while meeting all SSSP requirements, rather than waiting for them to take the initiative. Three new full-time counselors, five adjunct counselors, one educational advisor, and five full-time clerical staff were hired to provide adequate support for the new systems that track every student.

The entire student body is divided into 19 cohorts (14 in Lancaster and five in Palmdale) in which students receive targeted counseling services. The following Lancaster programs have identified counselor(s) dedicated to their program: General Counseling, EOPS/CARE, CalWORKs, OSD, Nursing, Transfer, Honors, Athletics, STAR, SOAR, Veterans, PRIDE, ESL, and Career. Palmdale Center cohorts are: General Counseling, STEM, OSD, CalWORKs, and EOPS.



Students in each group have been placed into a chart in a Google spreadsheet that and monitored and updated on a weekly basis number in regards to number of students contacted, education goals entered, academic majors declared, education plans completed as well as other counseling support services (Counseling Cohorts Spreadsheet fall 2015). Clerical staff use the spreadsheet to strategize and manage the student cohorts.

This effort is extremely effective resulting in AVC counseling program completing over 10,000 student education plans, which is second in the state according to the Chancellor's Office Credit Allocations. Additionally, this approach led a record number (13,820) of students with a declared major as of fall 2015.

Action-Equity

The Action-Equity program, based on institutional and operational data reviewed in spring 2015, was piloted and explained to the campus at a presentation for the Spring 2015 Opening Day . Action-Equity is an early alert academic intervention program that works with a selected group of instructors who identify students early in the semester that are in danger of failing or dropping a particular course. Those students were contacted via personal phone calls and appointments with counselors were arranged. The pilot program provided data that showed 75% of students failed to report to their appointment. Between spring 2014 and summer 2014, there were a total of 4,266 services provided. Between spring 2015 and summer 2015, there were a total of 14,973 services provided to students, a 250% increase from 2014 to 2015.

In the 2015 fall semester, the Action-Equity program was modified so that the initial student contact was conducted by counselors on the initial phone call instead of making an appointment. There was a 46% pass rate in the classes tracked (Action Equity Results 2015).

Transfer Center

The Mission of the Counseling Division Transfer Center is to identify, recruit and motivate Antelope Valley College students representing diverse backgrounds, as well as all socioeconomic levels, and provide appropriate support services enabling them to select and apply to four-year colleges and universities in order to complete a baccalaureate degree.

Aggregated statistics for Transfer Center Services for the 2014-2015 academic year are as follows:

- Total Students Served: 5892
- Total University Representative Visits: 26
- Total University Representatives Student Appointments: 264
- Total Transfer Center Counseling/Advising Student Appointments: 1455
- Number of Students Attending Transfer Center Sponsored Workshops: 612
- Number of Students Accessing Other Center Resources (e.g. Articulation, Catalog Library, Internet Usage: 4480)

In addition to advising services, the Transfer Center offers many workshops and events to promote information about transferring to universities:

- Weekly Transfer Basics workshops to improve rate and pace of transfer
- CSU application workshops
- UC application workshops
- Personal Statement workshops
- Pre-Med workshops
- Health Sciences workshops and symposium
- Transfer Center Open House ("Coffee & Donuts with Transfer Center Staff")
- Collaboration with CFE program advisor on workshop presentation
- Development of Campus Tours began in Summer 2015 to implement 15-16 academic

year
- Transfer Fair

The Transfer Center also provides training for faculty and counselors by attending CSU & UC conferences annually. The Transfer Center Coordinator/Articulation Officer attends regional and statewide conferences and meetings.

Transfer Center events/activities: Monthly visits by university representatives from CSU Bakersfield, CSU Northridge, CSU East Bay, UCLA, and Grand Canyon University to outreach to interested AVC students with plans to transfer. Provided one on one advising appointments hosted in the Transfer Center. National University, Fashion Institute of Merchandising and Design (FIDM) and Brandman University held information sessions in workshop form and/or facilitated information table where representatives outreached to AVC students, these information sessions also take place in the Palmdale Center. All representative visits involve providing information on topics that includes the transfer requirements to the university/institution, degree information, scholarships, financial aid, housing, online degree programs, etc. In the Spring 2016 semester, Transfer Center hosted over 13 visits from the above mentioned university representatives to the AVC campus for outreach and transfer advising.

Express Counseling

Students have the option to visit Express Counseling which is same day walk up service to meet with a counselor. During this visit, students are able to have their assessment results interpreted, counselors refer to students to online orientation, inform student about receiving an email message in AVC's Gmail within 48 hours with access information for the Abbreviated Education Plan, and First Semester Plan appointments.

The institution discovered that many students who took the placement test in the Assessment Center never received advisement prior to registration. In efforts make certain more students had advisement, in the Fall 2015 an educational advisor was deployed to work from the Assessment Center to provide immediate assessment score interpretation and Abbreviated Student Education Plans.

Abbreviated Student Education Plans

The institution supports student learning by mandating Abbreviated Student Education Plans (ASEP), which suggests an initial set of courses with which a new student can begin at AVC based on an educational goal and assessment scores. The student must have completed an application and assessment before an ASEP can be completed. Counselors place the student's ASEP in secured folders using Google Drive and send all the students a standard message with directions for electronic and secured access. Students are also encouraged to attend a First Semester Plan (FSP) workshop. Continuing students and students with completed college work from three or more institutions are not routed towards workshops, rather to regular appointments with a counselor/advisor.

Comprehensive Student Educational Plans

Comprehensive Student Educational Plans (CSEP) are completed for current students and/or students who need evaluations of official transcripts from other regionally accredited colleges, including international evaluations. In October of 2015, the counseling program was identified as being second in the state for number of student educational plans completed, over 10,000 (Chancellor's Office Credit Allocations). An official transcript evaluation is reflected on an Educational Plan and is based on the official transcripts submitted by the student or directly forwarded to AVC from another college. Educational plans are done for AVC programs and transfers to upper division programs. Courses completed at other regionally accredited community colleges in California must be evaluated and used in accordance with how the course was used where it was taken for the purpose of CSU General Education or IGETC use.

Counseling makes every effort to make certain all students have an education plan, even when students do not show up for appointments. If the student is a "NO-SHOW," the counselor/advisor will make an attempt to contact the student by phone to gather the necessary information, mirroring the inquiry that takes place in an appointment when the student is present. Only then is a CSEP completed. In the absence of contact, the counselor annotates on the intake form the call attempt and will research all the available information necessary about the student to create a CSEP. This information could include major, transcript record, previous CSEP, assessments scores, declared goal, probation/dismissal status, special programs, as much of the pertinent information necessary to create a CSEP.

Online Orientation

All students are required to complete an online orientation in order to register for classes. Students may also attend in person orientation and counselor-facilitated first semester workshops. The workshops offer support to students and include the development of an initial abbreviated education plan based on the student's assessment scores and their academic and career goals.

- Human Development courses provide student success support in skill development, educational planning, personal inventory, goal-setting and transfer. Courses are offered in classrooms and online.

- The career center offers career assessments for students who are undecided on their educational or career goals. The Career Center utilizes the Kuder Journey online career assessment platform for one-hour individual appointments with students. This platform consists of three assessments: the Career Interests Assessment, the Skills Confidence Assessment, and the Work Values Assessment. Students are invited to meet with the career center coordinator to review their assessment results and to declare an appropriate major, confirm their current major, and/or to do further career exploration/planning. Since January 2015, 433 students have completed at least one of the assessments in the Kuder Journey online platform. Of these, 186 have attended a one-hour individual

appointment with the career center coordinator to review their results and obtain further major/career advising.

The Career Center Coordinator utilizes the Strong Interest Inventory/Myers-Briggs Type Indicator online platform with a small number of students who appear to require further, more in-depth assessment after their initial appointment to review their Kuder Journey assessment results. Each semester, the career center coordinator visits several Human Development courses to introduce students to the services provided by the Career Center, to educate students on the online resources available to them on the Career Center web pages, to give students instructions for taking the Kuder Journey assessment, and to invite students to schedule an appointment to review their results. The career center coordinator also presented this information during the FYE Summer Bridge program for 2015 and gave participating students copies of the self-directed search assessment to complete.

General counseling and categorical programs provide a variety of services and programs to support student development: student orientations, student education plans, HD courses and workshops, information and resources that support students toward graduation, and offer direction in their selection of career and transfer options. While the student support services in Counseling are comprehensive there is a need to expand those services so more students may benefit. Additional personnel will be hired and trained so that the counseling division will be able to proactively reach out to students arrange appointments with counselors and offer students the support they request through services and referrals. Personnel request have been submitted to the SSSP Coordinator to hire 5-10 additional adjunct counselors to use as AVC SSSP counseling liaison on local high school campuses for students in their senior year who plan to attend AVC. There are also requests for one additional education advisor and 6 clerical staff to support student success in the SSSP cohort structure.

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

The college has adopted and adheres to admission policies that are consistent with the mission. The admission policies of the college include specific qualifications for students and is available to students online, the college catalog, and it is specified in Board Policy 5010. The policy is reviewed regularly in accordance with AVC's policy review procedures.

For every program that AVC offers, the college catalog provides specific information including program information, entrance requirements if any, and a "recommended plan of study" for every semester until completion. Some examples are:

- Registered Nursing (at page 333)
- Psychology (at page 318)
- Art (at page 90)

Upon admission, all students that are not exempt from core SSSP services are directed to required orientation, assessment, and the development of an education plan. Students whose assessment determines that they are in need of developmental support are directed to basic skills courses. The Information and Welcome Center online gives students information and links. New applicants are also directed to an in-person orientation/workshop held on campus. The college devotes significant resources for support to existing and new programs for students to navigate clear pathways to successfully complete degrees, certificates, and transfer goals, and there have been improved rates of student participation and success.

General Counseling/ Education Plans

Program sheets specific to every program at AVC, along with CSU and IGETC requirements, are given to students at the First Semester Workshop. All pertinent materials related to the student's academic goal are provided during their counseling appointments. Education plans are determined for new students within the first semester and students with education plans are given priority registration. Since October 15, 2014 a total of 15,906 students have been provided education plans and since May 15, 2015 a total of 4,089 students have been provided abbreviated education plans at AVC. (AVC Generic Ed Plan; CSU Ed Plan; IGETC Ed Plan) According to the 2015 Counseling Survey, 91.53% students said that after completing an education plan with a counselor they knew what classes were needed to achieve their educational goal. Counseling services were rated over 80% for providing education plans that supported their efforts in achieving their goal, properly interpreting their assessment scores and helping them select the appropriate ESL courses.

A new electronic education plan was created by counselors and now students can access a PDF copy of it at any time. To assure that students are receiving accurate information, educational plans are systematically evaluated by experienced counselors. Education plan errors are regularly discussed in counseling division meetings so that all counselors can benefit from the information. A counseling committee has been formed to create a rubric (in progress) by which counselors can easily determine various types of errors with the goal that the rubric will eventually be approved by the counseling division and the AVC Tenure Review Committee as the instrument to be used for all counselor evaluations. Finally, a committee was formed to plan the first Counseling Division Faire slated for the spring of 2016 with the purpose of improving student awareness of the many services provided for them through the counseling division.

During the Intersession of 2016, General Counseling piloted a project to verify that students between 45 and 69.5 completed units have enrolled in the appropriate classes for the Spring 2016 semester. 719 out of 2,021 students that were in this range (36%), were checked. 16% of them

(118) were enrolled in classes that were not appropriate and counseling sent an e-mail to every one of them with a detail notification of the issue(s). Many students replied and were appreciative of the notice. Counseling discovered that all of the electronic Comprehensive Education Plans were correct and that the problem was the student's choices of courses. As a pilot program, 113 students received intervention. This project will be reviewed again in spring and fall 2016.

First Year Experience

In 2014 the college reviewed data from the Student Equity Plan 2004-2009; the Student Success Scorecard; and the AVC Fact Book and determined that first year students were not achieving acceptable rates of success. Pursuant to the data and EMP Goal #4 ("The college will increase student success in Basic Skills and ESL courses"), which became the number one college goal, a Title V Grant "FYE using AVID Strategies" was written (FYE Grant Application; FYE Grant Budget) and approved by the Board of Trustees on October 13, 2014. The grant was successfully awarded to AVC (Grant Award Cover Letter). AVC implemented the First Year Experience program (FYE) in June, 2015 to guide first year students through their first year at college with proper orientation, educational plans and counseling, learning communities, and other opportunities to connect in meaningful ways with faculty, staff, and other students. Currently there are 146 students in the program. The application for students to apply is available online. The long-term goal for the FYE program is to include every first time, first year college student entering AVC. The short-term goal is to include all students attending the Student Success Kick-Off. In the spring term as of 2015 that number was 924 high school graduating seniors. The immediate goal is to reach and provide Student Success Workshops to 250 students by the end of the Spring semester, June 4, 2015 and this goal was met and exceeded (268 students).

Tracking FYE students is conducted by multiple modalities:

- FYE participants are coded in Banner in SOAHOLD to track course load, success, retention and persistence, comparing populations via data provided by Institutional Research
- FYE participants are tracked in-house through peer mentor meetings and reports as to degree and type of participation they are engaged in
- FYE sign in sheets are available at campus events and activities to allow tracking of student engagement and participation
- The Learning Center is gathering data for FYE student participation in workshops, tutoring, etc.

The grant process requires that an Annual Progress Report (APR) for 2014-2015 by February 1, 2016. AVID for Higher Education requires a mid-year Certification Self-Study in December each year of implementation (2014-2019) and an annual Certification Self-Study Report in May of each implementation year (2014-2019). There were 924 high school seniors who attended the Student Success Kick-Off in January 2015. The annual goal for FYE participants, per the grant specifications, is 250. AVC is at 146 which is 58% of the goal and still actively recruiting new students with campus promotions on its website and in the student services building (AVID Certification1; AVID Certification 2; AVID Certification3; 2015 Title V Annual Performance Report)

The evaluation of the available data will be included in the program review process for the Outreach/Information & Welcome Center in March 2016. Data will be evaluated and shared with the Academic Senate, department chairs, and administrators. An end of the year presentation will be presented to the Board of Trustees in June 2016.

STEM Summer Bridge at Palmdale Location

The STEM Summer Bridge program was developed in 2012 and implemented in June 2013 in response to student success data provided by the CCCCO and AVC's Institutional Research Office. The data showed that only 23% of AVC's first year students who entered remedial math succeeded to enter a college-level math course. Additionally, 87% of students assessed into Math 65 or Math 70, basic skills level courses. The program provides 4 weeks of intensive math instruction, academic advising and opportunities to develop a network of relationships on campus to promote student success. The program strengthens math skills, prepares for AVC math courses and builds confidence in math. After program completion, students retake the math assessment with the opportunity to improve their math placement. Funding for Summer Bridge was allocated through the Palmdale Center's STEM Solo HSI Title V Grant in 2012, consistent with the Educational Master Plan Goal # 4 to increase success in Basic Skills, and is managed by the Palmdale Center Director. In 2015, 36 students completed the program of which 97% increased their math assessment scores. The Summer Bridge program served 40 students in 2015 and is expected to serve 60-80 students in its 2016 summer session. To promote awareness of the program, informational videos were produced by AVC faculty to promote awareness of the Summer Bridge program both to incoming students as well as faculty (Faculty Summer Bridge; Student Summer Bridge); a STEM education advisor regularly makes presentations at the local high schools (Summer Bridge Prezi 2015) and during the annual AVC Student Success Kick-off; and a STEM Summer Bridge brochure is made available at locations like the Learning Center.

Transfer Degrees

Academic programs offered by AVC encompass a wide variety of scholarly pursuits such as social sciences, the arts and humanities, math, sciences, and engineering for associate degrees and transfer to four year universities (College Catalog). Career and technical programs resulting in professional certification include vocational nursing, automotive, aircraft technology, fashion and interior design, fire technology, and others that prepare students for employment.

Twenty-two Associate Degree for Transfer (ADT) programs (16 Associate in Arts-T and 6 Associate in Science-T degrees) have been developed and approved under the supervision of AP&P and the Outcomes Committee since the last self study. Counselors advise students who are interested in transferring to CSU of the many opportunities and advantages that are available to them through the AA-T and AS-T degree programs. The California State University approved ADT degrees as of July 2015 are:

Administration of Justice AS-T	Kinesiology AA-T
Anthropology AA-T	Mathematics AS-T
Art History AA-T	Music AA-T
Business Administration AS-T	Philosophy AA-T
Communications AA-T	Physics AS-T
Early Childhood Education AS-T	Political Science AA-T
Economics AA-T	Psychology AA-T
English AA-T	Sociology AA-T
Geography AA-T	Spanish AA-T
Geology AS-T	Studio Arts AA-T
History AA-T	Theater Arts AA-T

The college is making an effort to improve upon the CCCCO AVC transfer rates (at 31% for the 2007-2008 Cohort tracked for six years). The number of transfers, which has increased steadily from 414 for the 2004-05 Cohort to 622 for the 2007-08 Cohort is being tracked as AVC works to further facilitate transfers to CSU and UC via the AA transfer degrees. Overall, transfer rates are as follows:

Degrees/Certificates	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Associate in Science for Transfer (A.S.-T)			4	6	17	70
Associate in Arts for Transfer (A.A.-T)			1	8	10	37
Associate of Science (A.S.)	314	348	353	389	455	448
Associate of Arts (A.A.)	436	488	500	614	867	920
Degrees Total	**750**	**836**	**858**	**1,017**	**1,349**	**1,475**
Certificate requiring 30 to < 60 semester units	203	240	251	324	322	519
Certificate requiring 18 to < 30 semester units	150	148	170	172	171	205
Certificate requiring 6 to < 18 semester units				3	5	3
Certificates Total	**353**	**388**	**421**	**499**	**498**	**727**
AVC Total	**1,103**	**1,224**	**1,279**	**1,516**	**1,847**	**2,202**

Self-reporting from private and out-of-state institutions to the CCCCO Data Mart, show the following AVC transfers:

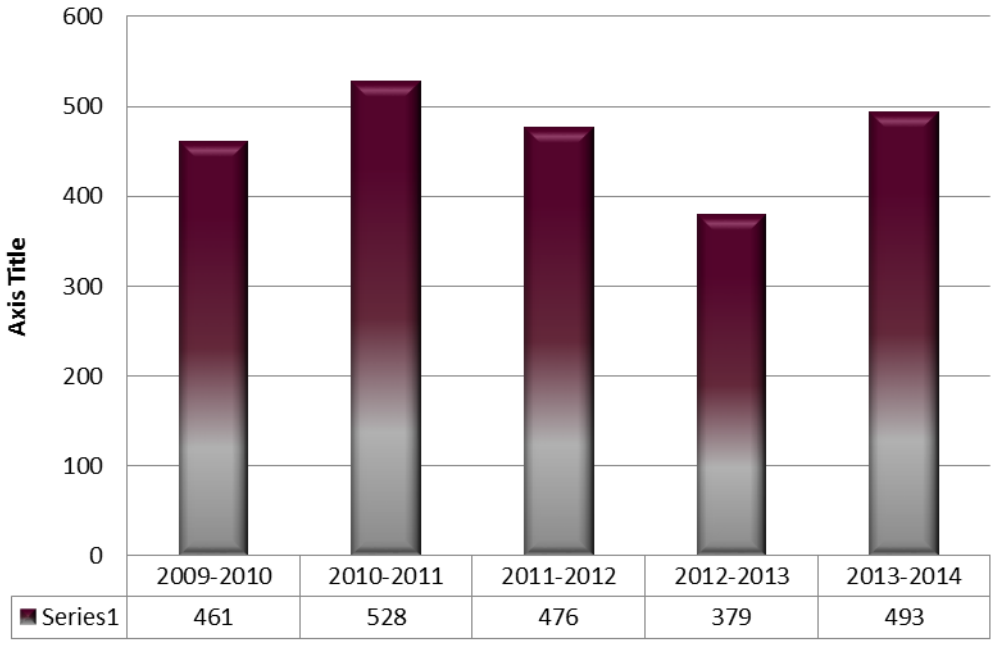
Transfer Volume

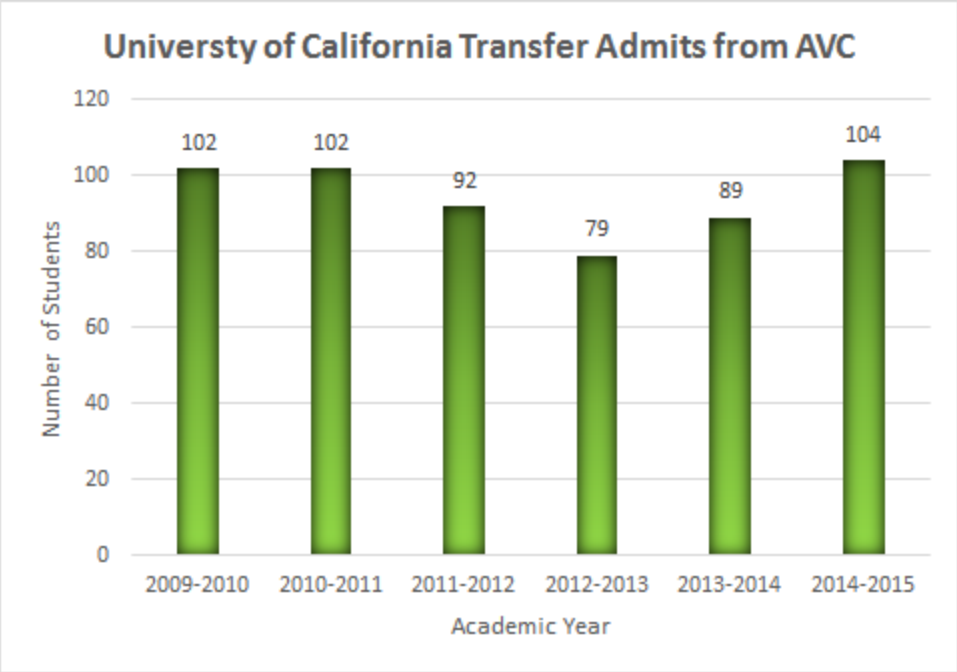
Type	2009-2009	2009-2010	2010-2011	2011-2012	2012-2013
In-State-Private (ISP)	231	271	192	180	173
Out-of-State (OOS)	169	207	244	222	196
AVC Total	400	478	436	402	369

Source: *CCCCO's Data Mart*

AVC student transfers to the CSU system shows an upward trend after a dip in 2012-2013, as do UC transfers as follows:

Figure 7.4. Numbers of AVC Student Transfers to CSU System, Five-Year Trend



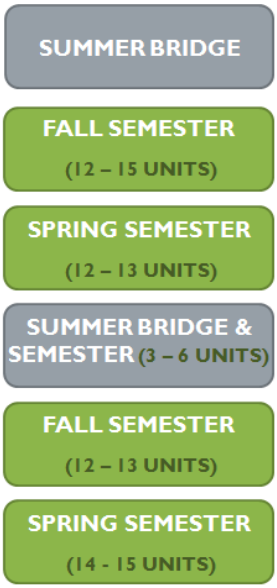


AVC2CSU

One common problem that students have at community college is that it often takes longer than two years to complete general education and transfer courses required to transfer to university. In an effort to create a guaranteed two-year plan for students who wish to transfer to the California State University system, AVC2CSU is a proposed comprehensive cohort pathway program intended to allow students pursuing select AS-T and AA-T degrees to complete the coursework and achieve guaranteed admission into a CSU within two years. Students would have to agree to take the pathway course offerings at the times designated, and to be a full time student among other program guidelines. Students are required to complete the STEM Summer Bridge program, a four (4) week program designed to prepare students for college level math. In fall 2015, a business education faculty member organized a planning team that is developing an operational plan for the proposed cohort pathway program. The planning team will focus on obtaining and evaluating data to support the need for such a program, benchmarking best practices from successful cohort pathway programs at other community colleges, defining ideal pathways for select AVC transferable programs, and operationalization of the proposed cohort pathway program.

Presentations on the proposal have been made to the Academic Senate in fall 2015, and to 50 High School counselors at an event on Oct 30, 2015 to ascertain the desire and need for such a program for their graduates (AVC2CSU Presentation). Current transferable degree programs under evaluation for the proposed cohort pathways are: Business Administration, Sociology,

Administration of Justice and Kinesiology. Below is a depiction of the pathway, which includes starting with Summer Bridge, that students would follow in this program:



(Summer Bridge in this image refer to STEM Summer Bridge)

Baccalaureate Degree in Airframe Manufacturing Technology

Antelope Valley is recognized as "Aerospace Valley" with community employers that include Edwards Air Force Base, NASA Armstrong, Mojave Spaceport, several defense and aerospace contractors in the vicinity. When the opportunity to apply for a Bachelor's level degree in science arose, AVC began the process of planning and submitted an application to the Chancellor's office to offer a baccalaureate degree in airframe manufacturing technology to provide students with affordable degrees and a better employment outlook.

Beginning September 9, 2014, The Dean of Career Technical Education, the college president, and Aircraft Fabrication (AFAB) and Airframe and Powerplant (AERO) faculty worked together to submit a proposal to the Chancellor's Office for consideration of becoming one the 15 participating community college districts to offer one baccalaureate degree program each to meet local workforce needs as long as it did not duplicate a baccalaureate degree program already offered by the CSU or the UC systems. Participating districts were to submit plans for their program to the Chancellor's Office for review which would then be submitted to the Board of Governors for approval.

After intensive collaboration with the Dean of Career Technical Education and the college president, on October 6, 2014, and input from the Career Tech Education Division (Division

meeting minutes 10.6.14), the proposal was then brought to the joint AFAB/AERO Advisory meeting with industry partners on November 6, 2014 (AFAB Advisory Meeting minutes 11.6.14). Industry provided overwhelming support and direction for developing the BS degree, after which the BS Degree proposal was brought to the Academic Senate. On November 6, 2014 the Academic Senate voted to support the submission of the proposal to the Chancellor's Office (Senate Agenda 11.6.14).

On December 8, 2014, the Board of Trustees supported and approved the submission of the proposal to the Chancellor's Office (Presentation to Board 12.8.14). The Application to Participate in California Community Colleges Baccalaureate Degree Pilot Program was submitted to the Chancellor's Office on December 17, 2015, and the bachelor's degree in Airframe Manufacturing Technology proposal was accepted and approved by the Chancellor's Office on January 20, 2015.

The college submitted its Substantive Change Proposal November 4, 2015 to the ACCJC and received an approval letter on December 10, 2015. The development and implementation plan for this program is provided in the BS in Airframe Manufacturing Technology program Action Plan Tracking . The proposed bachelor's program is slated to commence offering classes at AVC by fall 2016, in keeping with AVC's mission to provide a quality education in service to students and the community. The AFAB/AERO faculty have been working and meeting with industry partners beginning February 18, 2015 and continuing (Northrup Meeting minutes 4.3.15 and 4.17.15); with AVC faculty outside the discipline; and with other educational institutions to develop the courses needed for the BS Degree in Airframe Manufacturing Technology and the program is set to begin in fall 2016.

Working with industry partners since February 18, 2015 (Northrup Meeting minutes 4.3.15 and 4.17.15) and with AVC faculty outside the discipline and with other educational institutions to develop the courses needed for the BS Degree in Airframe Manufacturing Technology, the college determined the courses students would need. Students may request specialized counseling and advice for the program by submitting an electronic request, from which counselors create an "interest list." Upon request, an individualized, comprehensive education plan is prepared for each student who requests it based on the program requirements (Airframe Manufacturing Program Sequence). It outlines courses needed toward the Bachelor's degree and shows current progress. It includes recommendations for courses that should be taken in the next two semesters in order to advance toward the Associate degree and subsequent Bachelor's degree. A full-time counselor has been designated to assist students who are interested in the new baccalaureate degree in Airframe Manufacturing Technology. The counselor has visited students at the Northrop Grumman site and worked with students on the AVC campus. The counselor provides information, transcript evaluations, education plans for students and works directly with the degree planning committee.

SOAR High School Program

The SOAR High School program, an early college high school, is a partnership between AVC and the Antelope Valley Joint Union High School District and is located on the AVC campus. It is a particular success and was recently recognized as a National Blue Ribbon School. Of the 86 students in the 2015 graduating class, 70 also received their Associate degree (81%), completing high school with college junior standing.

The selection process that is open to all students served within the Antelope Valley Union High School district boundaries, and includes: required attendance at one of the 6 informational meeting and the completion of a written application. SOAR faculty reviews the applications to determine which students will be invited to interview. After the interviews students are selected to be a part of the incoming freshman class. Annually about 300 student complete the paper application, about 250 are interviewed, and 125 students that are selected. These 125 students must complete an AVC application and are processed according to all AVC rules and regulations.

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

In 2015, AVC began using OpenCCCApply for online admission applications. The new online system is supported by the Chancellor's Office, meets the MIS data elements, and provides data for Title IX, SSSP, Student Equity, and other data needs. Hard copy applications are available in English and Spanish at the Lancaster campus and Palmdale Center.

The college monitors placement instruments and only uses instruments that are approved by the Chancellor's office. Assessments are offered by the Assessment Center at the Lancaster and Palmdale campuses, using the Compass placement instrument to assess students for placement into college English, ESL, and math courses. Compass was not revalidated due to the fact that this instrument will be phased out as of November 30, 2016. The California Community College Chancellor's Office informed districts that all colleges shall use CCCAssess and/or multiple measure in order to continue to receive SSSP funds, roughly over 4 million dollars. CCCAssess is a common assessment which will soon be used throughout the system in lieu of a list of assessments previously available. In preparation for this transition, AVC offered faculty, staff, and administrators a multiple measures presentation by Dr. John Hetts who shared the value of using multiple measures. Division meetings for Spring 2016, deans are informing faculty of the proposal, and faculty will have an opportunity to dialogue with Dr. Hetts for further discussion (Multiple Measures Handout Division Meetings 2016). Since the last self-study AVC introduced a Geometry test, Mathematics Diagnostic Placement Tests (MDPT) and mail-in Ability to Benefit (ATB) tests.

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. AVC will continue to explore the use of multiple measures and the CCCAssess to determine if the college will use both instruments or one.

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Backup of Banner data, and all enterprise data, is backed up in one or four hour snapshots to local storage in the north main distribution frame, a lights out seismically reinforced data center, to the replication site at the Palmdale Center, and to a disaster recovery (DR) site in Stockton California. The DR site was established through an MOU BoT Approval June 2014 or data center space with San Joaquin Delta College (SJDC). A full weekly backup is performed on Sunday night including all system files and Oracle files. These are also replicated to the DR site. The establishment of the MOU with SJDC is an initial step toward a future institutional Disaster Recovery Plan, as outlined in the Technology Master Plan. (TMP, p.8)

Hard copy records that are not stored in the vault are maintained in locked offices or files each night. ITS maintains appropriate system security protocols and district employees adhere to AP and BP 5040, Student Records, Directory Information and Privacy and Family Education Rights to Privacy (FERPA).

The Executive Director of Technology is charged with ensuring compliance with BP 3720 and AP 3720-22 regarding security and data integrity. In March of 2014 a network infrastructure redesign was completed with the implementation of virtual network segregation of instructional, public, and protected networks. In May of 2015 the college's password standards (Password Standards) were revised in response to recurring security threats. In addition more enhanced web filtering and a security education program is in development to better prepare faculty and staff for the recurring threats to protected data.

The campus has a security Systems Administrator, and a formal Disaster Recovery Plan is in development to ensure that the college maintains student records permanently, securely, and confidentially. Official transcripts received from other institutions are scanned daily. Internal records including grades and attendance, petitions, grade changes, special admit documents, and residency documents that are stored in the warehouse and vault must be digitized in order to be permanently maintained. A&R must continue to scan those documents and consider hiring a professional management records company to assist when resources become available.

Changes and Plans Arising out of the Self Evaluation Process

#4 Standard II.C. Student Services

Upon reviewing the survey processes in student services, it was determined that many excellent surveys were being produced and implemented. However, these surveys were not necessarily tied to the Operational Outcomes work done in the departments, which effectively doubled the workload of Student Services employees.

In conjunction with QFE #2, the Student Services deans and directors will work with the College Coordinating Council to develop an effective and supportive governance structure for Operational Outcomes efforts by June 30, 2017. By March 31, 2018, complete Operational Outcomes cycles will be evidenced in the new database, fully utilizing point of contact surveys that are already part of the current culture in Student Services.

#5 Standard II.C. Student Services

As a result of the self-study the Student Services vice president, deans and directors met to discuss the AVC Student Handbook and program brochures/student planners. The discussion centered around the content and purpose of the handbook as well as program brochures and student planners. It was determined that our handbook needs to be revised and streamlined so that it meets its specific purpose in a manner that is succinct and helpful to students. We anticipate starting the handbook revision process this summer with campus wide support.

The discussion involved ideas such as each program including brief information about other programs on campus in their planners, and the possibility of developing a single brochure that encompasses all student service programs on campus rather than every program producing its own. The Student Services deans and directors will lead the discussion during summer of 2016, ask for faculty input in fall of 2016, with a goal to complete the revision for spring of 2017.

Standard III: Resources

Standard III.A: Human Resources

III.A.1 . The institution assures the integrity and quality of its program and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its students population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Qualifications for faculty and educational administrators are based on minimum qualifications set forth by the State of California Chancellor's Office, as well as desirable qualifications based on specific program needs. Minimum qualifications are posted on the Human Resources Employment web page for faculty, administration, and staff when positions are open.

Hiring qualified administrators, faculty, and staff, is one of the top priorities for the college, ensured by the Office of Human Resources. A revision to the hiring procedure based on college-wide planning for hiring of all employee categories has been completed (Resource Allocation Process Chart). Specifically, the planning for subsequent years begins in the fall semester prior to the year the new positions are to be hired (Planning Calendar 2014-2017). The purpose of the process is to identify desired positions that support the Education Master Plan and area Program Reviews. Non-CMS, CMS, and Administrative positions are prioritized using a scoring rubric (e.g., non-instructional scoring rubric 2014-2015) which takes into account planning support, outcomes assessments, prior year general fund support, individual area/division prioritization, and position justification by the area or division.

Full-Time and Adjunct Faculty Positions

Full and part time faculty hiring is governed by Board Policy 7210 and Administrative Policy 7211. Pursuant to Administrative Policy 7120 under section, "Procedures and Practices for Hiring a Full-Time and Adjunct Faculty," program faculty and an educational administrator determine if candidates meet the approved minimum qualifications or the Academic Senate equivalency in specific disciplines. The district recruiter works with the appropriate Vice President, Dean, and faculty members to review and update job descriptions before they are posted. Human Resources provides the hiring team with Sample Criteria for Faculty to guide them in the creation of their own criteria specific to the current vacant position. Discipline faculty are considered the most qualified to assess and determine the needs for each program. In the development of the job announcement, the hiring committee may establish desirable qualifications to advance specific institutional or program goals. The trained Equal Employment Opportunity Officer monitors the job-related, desirable qualifications for adverse impact. If they

appear to be too restrictive, he/she will meet with the division faculty and education administrator to review the qualifications.

The procedure for hiring full-time faculty is presented in sequential steps:

- Development of Job Announcement drafted by the discipline faculty
- Development of Hiring Committee that must be diverse
- Screening of applicants by faculty
- Selecting applicants to be interviewed
- Developing questions for interviews
- Inviting applicants
- Interview applicants by the hiring committee
- Interview by the president or the vice president of academic affairs
- Arriving to consensus for the three finalist interviewees

Through the minimum qualifications and equivalency procedure established by the Chancellor's Office, AVC assures that faculty members are sufficiently qualified based on their education, training, and experience. All faculty are required to meet one of the following: (1) the established minimum qualifications; (2) possess a Lifetime Credential in the discipline; or (3) possess qualifications that are based on the Academic Senate approved equivalency to the minimum qualifications.

Following the BDS Pilot Degree Handbook, faculty hired to teach in the Baccalaureate Degree in Airframe Manufacturing Technology are required to meet the standards approved by the State Academic Senate and Chancellor"s office:

> Any faculty member teaching upper division courses that are part of an approved baccalaureate degree program must satisfy one of the following criteria:
>
> - Possession of a master's degree, or equivalent foreign degree, in the discipline of the faculty member's assignment as listed in Minimum Qualifications for Faculty and Administrators in the California Community Colleges.
>
> In disciplines where the master's degree is not generally expected or available, but where a related bachelor's or associate degree is generally expected or available, possession of either:
>
> - A master's degree in the discipline directly related to the faculty member's teaching assignment or equivalent foreign degree and two years of professional experience directly related to the faculty member's teaching assignment and any appropriate licensure; or

- A bachelor's degree in the discipline directly related to the faculty member's teaching assignment or equivalent foreign degree and six years of professional experience directly related to the faculty member's teaching assignment and any appropriate licensure.

Approved discipline equivalencies are reviewed and affirmed by the Academic Senate every three years. The Equivalency Committee reviews the equivalency procedure every three years and makes recommendations to the Academic Senate and governing board regarding any necessary changes. The process is described by the Academic Senate's "Equivalency Procedure" approved May 2007 and also mirrors Administrative Policy 7211, faculty Service Areas, Minimum Qualifications, and Equivalencies. (The procedures approved in 2007 are reviewed by the equivalency committee periodically and no changes have been deemed necessary.) Once the discipline faculty decide to accept an applicant's equivalency request, it is sent to the Equivalency Committee, a standing committee of the Senate which is made up of three faculty members and the VP of Academic Affairs. They review the application for equivalency using the Equivalency Review Form last revised by the Academic Senate in December 2014. The Dean of Instruction and the Department chair submits degree equivalencies to the Academic Senate. The Vice President of Academic Affairs oversees the Equivalency Committee. All equivalencies are effective for 3 years from the date of approval by the Senate (e.g., Kinesiology Equivalency).

In order to obtain as diverse a pool as possible, recruitment announcements include:

- Local/regional community newspaper (Antelope Valley Press).
- Publications, including electronic media, that reflect the full range of academic and administrative opportunities offered in higher education and related fields (i.e., Chronicle of Higher Education, California Community College Registry).
- Recruitment booths at job fairs or conferences, i.e., the CCC Job Fair 2016, oriented to both the general market and the economically disadvantaged, as well as those events drawing significant participation by groups found to be underrepresented in the workforce.
- Job postings are publicly posted on the AVC Human Resources web page and are continually updated. Human Resources website
- CCC Registry
- Chronicle of Higher Ed
- Communityjobs.com
- Aero Tech
- Inside Higher Ed
- Other resources which may be recommended by faculty and staff for specific disciplines

Faculty at AVC are not only highly qualified classroom teachers, but contribute significant energy and input to participatory governance to continually improve the campus environment and learning programs, with a high commitment to students and their success. Beyond that, many AVC faculty members publish books and articles, present at academic conferences, exhibit art, give theater and poetry performances, conduct scientific research, and more, contributing to a growing body of knowledge in their disciplines and communities. They are able to advance in academic ranking based on those accomplishments by submitting an Application to the Academic Senate for Academic Ranking and fulfilling criteria set forth by section B.500.5 of the Academic Senate Bylaws.

Faculty Recognition at AVC is a program that recognizes and celebrates faculty academic and intellectual achievements, as well as college community achievements, each year. The Academic Senate appoints 2-4 faculty members to organize the event, which entails an awards ceremony, fundraising for the ASO Hearts and Hands food pantry, and the naming of the Scholar in Residence. The Scholar in Residence is nominated by colleagues for their excellence in scholarship in their field and accomplishments in service to the campus and is published in the Annual Report (page 4).

Past Scholars in Residence accomplishments include:

- English faculty for yearly presentations at national conferences on composition, rhetoric, and teaching
- Library faculty for published works on globes and maps and scholarship in German language studies, and service to the college
- Health Sciences and yoga faculty for education of faculty and students on physical, nutritional, and emotional health issues, work on and off campus in achieving higher levels of certification in yoga
- English faculty for multiple publications and work in ornithology and Earth sciences, poetry, and art
- Business and Computer Applications faculty for obtaining a Ph.D. and for promotion and implementation of online education

Additional examples of notable full and part time faculty accomplishments are:

- Theater Arts faculty is also director at the highly acclaimed Independent Shakespeare Co. of Los Angeles
- Theater Arts/Math faculty who regularly performs in Los Angeles theater productions

- English faculty has numerous publications and awards for books on science, environment, wild animals, photography, and poetry
- History faculty recently received PhD in History
- Library faculty received EdD in Leadership
- Airframe Technology faculty received EdD Leadership
- English faculty received second MA in Anthropology
- Physics faculty organizes student original research and they present at academic science conferences
- Art faculty regularly holds original art exhibits, publications, and is pursuing a doctoral degree
- Art faculty exhibits original art
- English faculty creates independent films with students, including AVC promotional videos
- French faculty exhibits original art
- English faculty performs, publishes, and records hip hop poetry
- Psychology faculty presents work at academic conferences
- Communication Studies faculty presents work at academic conferences

Classified Positions

Classified staff are recognized at AVC as being integral to the excellent operations of the college and a careful selection process ensures the highest quality of personnel to work with administrators, faculty, and students. Non-faculty hiring is guided by the Sample Criteria for All Classifications. Pursuant to BP 7120, the college president establishes recruitment and selection criteria "after first affording the Antelope Valley College Federation of Classified Employees an opportunity to participate in the decisions under the Board's policies regarding local decision making." AP 7120 details the hiring process (page 15).

The process is monitored at four stages for Equal Employment Opportunity compliance, which are as follows:

- Evaluation of Pool by a hiring committee comprised of 4 or 5 persons chaired by the supervisor for the position.
- Minimum Qualifications is established.
- Determine job-related screening criteria to be used by the committee in selecting candidates to be interviewed and develop the instrument used for ranking applicants.
- Prepare interview questions, each set of questions shall include a diversity question and be read to each candidate.

- Screen and rate all qualified applicants independently and select the best qualified applicants to interview.
- Determine interview date, time and location.
- Interview qualified applicants.

Per the classified collective bargaining agreement, Article 13, section 13.3 , when the district creates a new position or proposes to change the content of a vacant job description (as a result of the procedures outlined below or as a result of an annual reclassification update) the proposed revised job description is sent to the Federation prior to being sent to the Board of Trustees, within fifteen calendar days or less by mutual agreement for the Federation to review and approve of the proposal and meet and confer, if the Federation chooses. Typing qualifications are verified with a typing certificate**.** College coursework or degrees are verified with unofficial transcripts applicants and official transcripts for newly hired personnel.

Confidential/Management/Supervisory Staff (CMS)

Administrative Policy 7120 establishes that required and desirable qualifications will be identified by the manager/supervisor in consultation with the divisional administrator and the divisional Vice President. The initial drafting of the required and desirable qualifications is done by the manager/supervisor and/or administrator. The Equal Employment Opportunity Officer monitors the minimum and desirable qualifications for adverse impact.

Administrator Positions

Job descriptions are derived from the Chancellor's Office "Minimum Qualifications for Faculty and Administrators in California Community Colleges" as well as the specific needs of the college (e.g., VP Academic Affairs job description).

Selection of the President is described in Administrative Procedure 2431. All of the senior executives currently working for the college district have been hired since 2013. Each of the individuals, including the president, were hired using the process described in AP 7120.

The process includes the following primary characteristics:

- A search committee comprised of at least two administrators, appointed by the district Superintendent/President, or designee, and at least one representative of each of the following: faculty, CMS, classified, and students. Additional members may be appointed as appropriate. In addition, and EEO officer is assigned from outside of the hiring area/division.
- Job specifications and qualifications are reviewed in preparation for advertising the position.

- Prepare the applications for review by the search committee and review the adequacy of the applicant pool and pre-screen for minimum qualifications.
- Develop evaluation criteria and questions
- Preliminary screening of applicants
- Interview the applicants selected. In addition to the oral interview each candidate will respond to a writing prompt and prepare a 15 minute presentation on topic provided by the college. Following the oral interview each candidate is also interviewed by the President or designee.
- Second level interviews consist of a series of forums with various constituency groups on campus. Included as one of the forums is an "open" forum open to the general public.
- The President or designee makes a final recommendation to the Board of Trustees following reference checks.

Analysis/Evaluation

AVC is proud of its exceptional staff, administrators, and faculty. Due to its process of involving multiple levels of groups for input and the hiring committee process, AVC employs well qualified faculty and staff who possess the appropriate qualifications to perform their job duties. Additionally, the recent hiring of administrators has invigorated the college with new ideas for efficiency and excellence due to their backgrounds and expertise.

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, and discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Pursuant to AP 7120, the process to develop a faculty job description is as follow:

- The faculty of the division/discipline, the educational administrator of the area/division, and the faculty EEO representative draft the job announcement in consultation with the Faculty Union.
- The district's Equal Employment Opportunity Officer reviews the job announcement and consults with the area/division for any adverse impact.

The job announcement must contain the following sections:

- Introduction: A brief description of the position, relationship to division, the discipline offerings, and any special responsibilities.
- Required Minimum Qualifications: 1) the most current minimum qualifications as listed in the publication "Minimum Qualifications for Faculty and Administrators in California Community Colleges"; 2) the Academic Senate's approved Equivalency (See Appendix A); 3) any appropriate valid credential(s);
- A specific reference to "sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic background of community college students" (Assembly Bill 1725; Education Code 87360).
- Desirable Qualifications: A list of additional qualifications suggested by the division/discipline faculty, in consultation with the Faculty Union. The Equal Employment Opportunity Officer will monitor the job- related, desirable qualifications for adverse impact.
- Duties of Position: A list of typical duties, including office hours, professional development, assessment of student and program learning outcomes, curriculum development, and college governance.

In order to determine if the applicant possesses the requisite knowledge of the discipline and requisite skills, the applicant is required to provide, among other items: official transcripts (unofficial transcripts may be used to establish an application file), a curriculum vita or resume, and, when appropriate, verification of credentials and/or licensor, or professional experience. It is the determination of the faculty whether to request current letters (dated within the last year) of professional reference for all positions in that division.

III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

To ensure that administrators and other employees responsible for educational programs at AVC possess the necessary qualifications to sustain institutional effectiveness and academic quality, AVC has a rigorous hiring process that involves stringent review of applicants and their submission materials at every step by a hiring committee in conjunction with HR officers and college administrators. (Superintendent-President Announcement 2013; Vice President Academic Affairs Announcement 2014)

Pursuant to AP 7120, the Vice President of Human Resources/EEO Officer is responsible for monitoring the entire selection process. At any time the EEO Officer may interrupt the process to ensure equitable treatment of all candidates. The Human Resources Office supports the Committee Chair and all members of the search committee in the following:

- Prepare a preliminary position announcement in conjunction with the Vice President/Chair and EEO Representative for review by the Search Committee.
- Advertise the position by printing job announcements, posting the announcement on the AVC Web site, and placing ads in publications typically used by the Human Resources Office, as well as those agencies, professional organizations, Internet list servers, individuals, etc. recommended by the Search Committee.
- Prepare the applications for review by the Search Committee, including verifying the completeness of all required materials prior to candidates being invited to campus for an interview.
- Review adequacy of the applicant pool and pre-screen for minimum qualifications. The Vice President of Human Resources/EEO Officer, or designee, has the responsibility to take appropriate action to ensure that the applicant pool for all positions is broadly inclusive and affords all groups equal opportunity to obtain information about district openings. Appropriate action may include extending the application period, expansion of the interview pool, halting the process and re-advertising the position, or providing written rationale as to why the hiring process should continue. All applicants for positions of Educational Administrator must meet the requirements of the California Code of Regulations, sections 53406, 53420 and other applicable sections. All degrees submitted by applicants to satisfy the minimum qualifications for Educational Administrator positions must be conferred at the time of application; degrees which are in progress or ABD (all but dissertation/thesis) will not be accepted.
- Maintain EEO information on each recruitment.
- Provide all complete application packages meeting minimum qualifications to the Search Committee for consideration.
- Prior to the scheduled interviews, the Human Resources Office provides a packet of materials for each hiring committee member, including the interview schedule, position announcement, hiring procedure, and a set of interview questions and rating sheet for each interview candidate. In addition, the Committee Chair will receive a set of application materials submitted by each interview candidate and a final rating matrix for determining finalists.
- Developing Evaluation Criteria and Questions
- The Search Committee develops the job-related criteria and the method of evaluating the applications to ensure a thorough assessment of each candidate.
- The Search Committee develops interview questions including any scenarios or presentation required for the personal interviews based on the criteria listed in the position announcement. The questions shall include a diversity question to assess the candidate's sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of the district's students.

Preliminary Screening of Applicants

- The Vice President of Human Resources/EEO Officer reviews the applications to ensure there is an adequate pool of candidates.
- If the pool of candidates is adequate, committee members screen applications using the screening criteria previously established. After the screening has occurred, the Search Committee meets to reach consensus on the best-qualified candidates to be invited for an interview.
- The Vice President of Human Resources or designee conducts reference checks on each candidate selected for an initial interview. a. The President's Executive Council evaluates the information obtained from each reference prior to inviting the best qualified candidates to the initial interview.
- If the applicant pool is deemed not to be adequate, the Committee Chair meets with the Vice President of Human Resources/EEO Officer to determine how to proceed.

III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

AVC follows Title 5 of the *Education Code*, sections 53406, 53410, and 53420 in requiring that degrees held by its employees are from U.S. accrediting agencies. The Application Procedure on page 2 of every job announcement states that applicants must supply:

> Transcripts from all college work, to include degree conferment, from an accredited institution(s). The hiring process includes degree verification of every potential applicant to ensure accredited institutional conferment.

Pursuant to AP 7211 and as described in AVC job announcements, candidates with a foreign transcript must submit an evaluation of that foreign transcript when submitting application materials: Any degree from a country other than the United States., including Great Britain and Canada, must be evaluated by a professional evaluation service, and proof of such submitted with application.

AVC accepts the California Commission on Teacher Credentialing which states that individuals who have completed college or university course work at an institution in a country other than the United States must obtain a complete evaluation of foreign transcripts, degrees and other relevant documents prior to employment with an educational institution. Foreign Transcripts Evaluations accepted by AVC and recommended by California Commission on Teacher Credentialing include agencies such as: Academic & Professional International Evaluations, Academic Credentials Evaluation Institute, and American Education Research Corporation.

III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

All personnel are systematically evaluated based on written criteria either negotiated with respective bargaining units, or for unrepresented groups, developed in response to applicable Board and Administrative Procedures. Evaluations are used to not only assess individual effectiveness, but to identify and encourage participation in opportunities to improve. All personnel are evaluated on the performance of their assigned duties and participation in their institutional responsibilities. Evaluation of job performance is dependent on the job classification and can include, knowledge of work, quality of work productivity, dependability, communication skills, initiative, interpersonal relations, professionalism, safety practices, professional development, and participatory governance.

Faculty (including counselors and librarians)

The Collective Bargaining Agreement, article VIII, governs the full and part-time faculty systematic evaluation process based on written criteria negotiated with the AVC Federation of Teachers. A full-time tenure-track faculty member is assigned a tenure committee consisting of a chair from a member of the discipline, a member outside the discipline, and the division dean. They are evaluated for four years every fall and spring semester. One tenured discipline faculty is assigned to the evaluation of an adjunct and they are evaluated one semester every three years. At the beginning of the semester a schedule is determined by the evaluator and the evaluee for a classroom observation, one on one meetings, a review of teaching materials, administration of student evaluations, peer evaluations, a self evaluation essay, and a final meeting to review and sign the final evaluation report. (Faculty Self Evaluation; Student Evaluation; Observation Report; Contract Faculty Evaluation Report) Faculty hired for the baccalaureate program will follow the same evaluation process as adjunct or full time instructors for the associates degrees.

Faculty evaluation at AVC is a thoughtful peer mentoring process. There are numerous face to face meetings required between the evaluee and the evaluator(s), creating an environment for collegial dialogue regarding strengths, weaknesses, and best practices. The goal is to nurture the talents and strengths of the faculty member being evaluated and improve teaching skills and methods based on self-reflection, classroom observations, review of teaching materials, and student evaluation responses. In many cases, important collegial relationships are formed that may continue to enrich and inform a faculty member's teaching and overall professional growth beyond the tenure process. During the evaluation process, if the faculty needs improvement, a

plan is developed outlining the areas of improvement, the timetable to accomplish the changes, and the resources available to help in improvement.

Faculty are evaluated in four primary areas: 1) effective performance in classroom teaching, counseling, librarianship, or other specialized job duties; 2) effective interaction with students and evaluation of student work; 3) fulfillment of responsibilities to colleagues, discipline/department, division, and college; and respect for colleagues and the teaching profession, and 4) continued professional growth (Article VIII section 2.6).

While the evaluation procedure for full and part time faculty is rigorous, there was a growing concern that it had become overly burdensome and was in need of some revisions. At the December 4, 2014 Academic Senate meeting (item 10c), a tenure review committee task force was formed to revise the faculty evaluation forms and procedures because there had been numerous complaints over the years that the forms were overly burdensome, contained redundant questions, and that the hand tabulations of student evaluation responses were too time consuming. The task force has met since February 2015 (excluding summer) and is in the process of revising forms and reviewing options for electronic student evaluations. Once the task force finalizes its recommendations, they will be reviewed by the Academic Senate and will proceed to negotiations between the union and the district.

Administrators

Administrative evaluations are conducted annually for the first three years upon hiring pursuant to AP 7150 Evaluation, which is currently under review for revision. Thereafter, evaluations are required at minimum, every three years. The evaluation is conducted during the period of September to February, with the completed evaluation submitted to the President or Division Vice President by February 15. Goals and objectives written into the evaluation are reviewed and updated annually by the Vice President of Academic Affairs (Administration Organizational Chart; Academic Affairs Organizational Chart).

By identifying an individual's areas of strengths as well as needs for improvements, the evaluation process is aimed at enhancing the college's administrative services and the quality of the educational experience provided to students. The evaluation process serves to acknowledge and encourage high performance levels, reflect on accomplishments, redefine goals, formulate new approaches and strategies, identify barriers and needs, and reassess professional development plans. It also provides employees who work with the administrator an opportunity to give constructive feedback.

Forms used to complete the administrative evaluation process in accordance with "Evaluation Criteria" identified in AP 7150 include: Administrative Employees Evaluation (Form A), Administrative Evaluation Questionnaire (Form B), Goals and Objectives Review (Form C), and Goals and Objectives Development (Form D).

- Component 1 / Form A: completed by the senior executive over the area and measures leadership, communication, coordination, collegiality, organizational management, and professional qualities. Each item identified "below satisfactory" will include comments focused on identifying the area of concern along with specific recommendations for improvement.
- Component 2 / Form B: he self-evaluation form to be completed by the Dean/Executive Director being evaluated which includes an administrative evaluation questionnaire. The evaluee must include a written summary of findings along with appraisal that would address areas of concern. In addition, a written review of goals and objectives identified in Form C to include a summary of progress must be addressed.
- Component 3 / Form C: performance competence is completed with the evaluee that addresses review of performance evaluation, administrative evaluation questionnaire, progress on meeting goals and objectives, provision of supervisory overview with specific attention to management of employees, staff changes and organizational changes, and challenges or concerns.
- Component 4 / Form D: plans for professional development and continued goals. A separate Form D is utilized for Deans which includes a pre-identified goal. This goal states, "Using the results of the assessment of student learning outcomes, determine what professional development offerings, program support, or curricular design/review could be recommended or pursued."

If the process is less than satisfactory a collaborative meeting is established with the dean/administrator and the Vice President of Academic Affairs to set goals that mitigate the problems.

Classified Staff

Classified employees are evaluated based on written criteria negotiated between the Antelope Valley Community College District Board of Trustees and the AVC Federation of Classified Employees Collective Bargaining Agreement, Classified Contract. Employees are to be evaluated in conjunction with the essential functions of their job description. The evaluation process includes knowledge of work, quality of work productivity, dependability, communication skills, initiative, interpersonal relations, professionalism, and safety practices. In their probationary phase, employees are evaluated every three months during their first year. The evaluator highlights in their report areas of strengths, areas for further development, areas for improvements, and areas where unique factors contribute to the evaluations. The classified

employee and supervisor/evaluator meet to discuss the evaluation and both will sign to indicate it has been reviewed. The signature does not necessarily indicate agreement with the contents of the evaluation. The employee being evaluated may append written comments to the supervisor's evaluation. The completed and signed evaluations, along with supporting materials, are kept on file in the Office of Human Resources and Employee Relations.

If deficiencies are identified, one or more conferences shall be held with the unit member to assist him/her in correcting deficiencies previously noted. A record of such conferences shall be prepared by the evaluator for the file on the unit member and a copy submitted to him/her.

Confidential/Management/Supervisory (CMS)

The CMS evaluation process, by identifying an individual's areas of special competence as well as ways to improve and grow, is aimed at the advancement of personal performance, thereby enhancing the effectiveness of the College's services and the quality of the educational experience provided to students. The goal of evaluation is to acknowledge and encourage high performance levels, motivating individuals to become more effective. A formal evaluation provides CMS employees the opportunity to reflect on their accomplishments, redefine goals, formulate new approaches and strategies, identify barriers and training or other needs, and reassess their professional development plans. It also provides the opportunity for CMS employees and their supervisors to engage in a constructive dialogue with a view towards clarifying goals and expectations, acknowledging excellence, and communicating on issues affecting the good of the College, pursuant to AP 7150.

The performance of CMS employees evaluates competence in knowledge of work, quality of work productivity, dependability, communication skills, initiative, interpersonal relationships, professionalism, safety practice, areas of strengths, areas for further development, areas for improvements, and areas where unique or extraordinary factors contribute to the evaluation. (CMS Appraisal Instructions; CMS Appraisal form)

III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evaluations for those directly responsible for student learning include opportunities for review as to how results from SLOs and PLOs are used to inform and improve teaching practices and student learning.

Faculty

The self evaluation form that is used for tenure review and adjunct evaluation asks faculty to reflect honestly on their teaching methods, student evaluations, and fulfillment of their college responsibilities. It includes question #10, which asks evaluees to reflect on student learning needs and teaching style, including their use of learning outcome (Faculty Self Evaluation, item #10). Concurrent with the efforts of a task force that was formed by the Academic Senate to revise tenure forms to make them more efficient and less burdensome, faculty recognized that the self evaluation needed a clear standalone question to address the use of SLOs and teaching practices. After being reviewed by the Academic Senate (October 15, 2015, item 5), negotiations between the faculty union and administration resulted in the execution of an MOU in Spring 2016 that creates a new question #10 on the full and part time faculty self evaluation form specifically asking for reflection as to how the use of learning outcome and other data has impacted their teaching in the classroom.

Because AVC relies heavily on adjunct faculty to provide data to the department SLO coordinator, which has been successful, it was recognized that there is a need for additional compensation to adjuncts for engaging more deeply in the process of formulating action plans because it requires more time. A Memorandum of Understanding (MOU) was negotiated with the faculty union for additional compensation of $50 for adjunct faculty who contribute to the development of action plans for the Spring 2015 semester (April 2015 MOU Action Plans). Full-time faculty's time spent on action plans has been addressed by the faculty professional development hours requirement being dropped from 60 hours to 48 hours for the 2015-16 school year, allowing more time to spend on assessment activities. The district is committed to funding this process as long a data supports its ongoing value and use by faculty; as well as the effectiveness of fewer professional development hours.

Academic Administrators

In 2015, a common goal was developed for all academic administrators to reflect on in their evaluation form (Component C), as follows: "Using the results of the assessment of student learning outcomes, determine what professional development offerings, program support, or curricular design/review could be recommended or pursued."(Dean's Meeting 5/2015). This was implemented in fall 2015 and evaluations currently under review include this specific aspect for the first time (e.g., Administrative Employees Evaluation Form C).

Other personnel, such as classified staff, are not directly responsible for student learning and therefore, it is not an aspect of their evaluation.

III.A.7. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes. (ER14)

AVC assures that the staffing needs that are identified through instructional and non-instructional program reviews, Educational Master Plan (currently being updated in 2016), and the budget request process, are met to contribute to the mission of the college. With the newly implemented Position Prioritization Processes (Resource Allocation Process Chart), all positions approved are evaluated as to each position's critical need and its effectiveness in supporting the mission and goals, and Educational Master Plan of AVC. Training regarding the prioritization process is done annually at both the Executive and Administrative Council levels. A presentation used for training by the Business Services department explains the process of moving staffing needs from program review to budget request (Budget Process Training presentation).

Currently there are 177 full-time faculty. The district continues to exceed its statutorily established Faculty Obligation Number for 2015. The Full Time Faculty Obligation for Antelope Valley College was 150.6; the college exceeds the Full Time Faculty Obligation by 23.94. The table below shows growth in all employees categories over the past two fiscal years. The district has purposefully increased its employee base number over previous years to meet the needs of students and staff. This employee growth will level off during the 2016-17 school year as most recovery has taken place and student growth has significantly slowed down.

New Employee Data

	# Recruitments		# Applicants		# Hired	
Employee Type	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Classified	4	27	83	912	23	29
CMS	3	10	45	111	4	7
Administrators	2	2	5	18	1	2
Faculty – FT	11	7	TBD	30	12	13
Faculty – PT	18	57	88	189	76	62
Short Term Hourly	2	28	33	306	35	33
TOTALS	**40**	**131**	**254**	**1557**	**151**	**133**

Full-Time Faculty

Student FTE as of the first day of Fall Semester			
2011-12	**2012-13**	**2013-14**	**2014-15**
5066	**4843**	**4947**	**5005**

The College has experienced a small rebound of approximately 162 FTE over the past three years starting with the 2012-13 school year. In planning for the 2014-15 school year there was an increase to overall staffing for faculty by 2.75 FTE, non-CMS classified by 5.82 FTE, and CMS by 1 FTE. For the 2015-16 school year, faculty staffing is being maintained with the replacement of approximately 8 FTE of full-time instructors. In addition, classified support staff is being increased by 8.2 FTE. The college hired a Technical Director for the new Performing Arts Center

During the fall semester of each year desired new positions are identified for consideration of funding for the following year using the hiring prioritization process in conjunction with review of the Educational Master Plan. The Multi-Year Staffing Plan addresses all locations, while the

Palmdale Center Staffing Plan addresses hiring needs for the larger Palmdale Center, which can tentatively handle up to 7500 students and is scheduled to start operations in spring 2017 (Substantive Change Proposal Palmdale Center; Substantive Change Approval Palmdale Center). In addition, the college was approved to offer a bachelor's degree in airframe manufacturing technology.

The Palmdale Center currently handles approximately 500 FTES in its current location. Tentatively starting in February, 2017, the Center will move to a new, much larger facility capable of handling up to 7500 FTES. It is anticipated that we will experience a small increase in during the spring semester but will see substantial growth as students learn about the new center and a more comprehensive class offerings portfolio is in place for the residents of the south valley.

The bachelor's program is expected to start with a cohort of 25 students with an expectation of increasing this same amount each semester with a maximum expected enrollment of 100 students in the program once fully implemented. Based upon this expected growth, the president approved a new full time faculty position that was proposed through the faculty hiring prioritization process and the hiring process started in March. In addition, adjunct faculty have been hired to increase the coverage for the courses in the AA degree and an institutional assistant has been hired for instructional support. Additional positions will be hired as the need arises and presented through the position prioritization processes.

During the Spring 2013 semester the district instituted a position identification and prioritization process, specifically for the identification of potential classified and CMS/Administrative positions. This process was refined during the Fall 2014 semester and will again be utilized each Fall semester starting in late September. As previously written, the process requires that each area/division review their program reviews and alignment with the Education Master Plan. They then identify and prioritize potential staffing needs. Once this occurs each area/division provides its own recommendations for staffing along with justifications to the HR Subgroup. The HR Subgroup then applies a rubric to each position which results in a prioritized list.

Faculty positions are identified in each of the divisions during the Fall semester based on program reviews and the Education Master Plan. A final prioritized list is produced with input from discipline Department Chairs, Division Deans, and the Vice President of Academic Affairs. This list is then vetted through the Budget Committee, Strategic Planning Committee, and Executive Council. This is a new process that began in fall of 2015 as part of the ongoing improvements to the college's integrated planning.

III.A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Orientation

In spring of 2015, when the Academic Affairs Advisory Council (made up of the VPAA, instructional deans and chairs) was created, the council asked to be given the responsibility to developing and presenting the adjunct orientation for AVC. This was done to provide the necessary HR information to new adjuncts, and to expand the orientation to existing adjunct, allowing them all the opportunity to hear information on college goals and projects. It also provides a much needed opportunity for the adjunct to meet with their chairs and deans to get any additional information they need, ask questions, and connect with other adjuncts. The first adjunct orientation was held on August 18, 2015 and was attended by over 150 (Adjunct Orientation Survey Results).

Oversight

Oversight of part-time and adjunct instructors is the responsibility of the division deans. In addition, each Division has multiple Department Chairs which also help with the identification of adjunct staffing needs, interviews and selection, orientation, and scheduling. Each fall all faculty submit their proposed professional development schedule using the online submission and the division deans approve the proposal and the final submission.

Evaluation

The Collective Bargaining Agreement (article VIII) governs the fulltime and adjunct faculty systematic evaluation process based on written criteria negotiated with the AVC Federation of Teachers. A full time tenure track faculty member is assigned a tenure committee consisting of a chair from a member of the discipline, a member outside the discipline, and the division dean. They are evaluated for four years every fall and spring semester. One tenured discipline faculty is assigned to the evaluation of an adjunct and they are evaluated one semester every three years. At the beginning of the semester a schedule is determined by the evaluator and the evaluee for a classroom observation, one on one meetings, a review of teaching materials, administration of student evaluations, peer evaluations, a self evaluation essay, and a final meeting to review and sign the final evaluation report. (Faculty Self Evaluation; Student Evaluation; Observation Report; Contract Faculty Evaluation Report Faculty hired for the Baccalaureate program will follow the same evaluation process as adjunct or full time instructors for the associates degrees.

Faculty evaluation at AVC is a thoughtful peer mentoring process. There are numerous face to face meetings required between the evaluee and the evaluator(s), creating an environment for collegial dialogue regarding strengths, weaknesses, and best practices. The goal is to nurture the talents and strengths of the faculty member being evaluated and improve teaching skills and methods based on self-reflection, classroom observations, review of teaching materials, and student evaluation responses. In many cases, important collegial relationships are formed that may continue to enrich and inform a faculty member's teaching and overall professional growth beyond the tenure process. During the evaluation process, if the faculty needs improvement, a plan is developed outlining the areas of improvement, the timetable to accomplish the changes, and the resources available to help in improvement.

Faculty are evaluated in four primary areas: 1) effective performance in classroom teaching, counseling, librarianship, or other specialized job duties; 2) effective interaction with students and evaluation of student work; 3) fulfillment of responsibilities to colleagues, discipline/department, division, and college; and respect for colleagues and the teaching profession, and 4) continued professional growth (Article VIII section 2.6.)

At the December 4, 2014 Academic Senate meeting (item 10c), a tenure review committee task force was formed to revise the faculty evaluation forms and procedures because there had been numerous complaints over the years that the forms were overly burdensome, contained redundant questions, and that the hand tabulations of student evaluation responses were too time consuming. The task force has met twice monthly since February 2015 (excluding summer) and is in the process of revising forms and reviewing options for electronic student evaluations. Once the task force finalizes its recommendations, they will be reviewed by the Academic Senate and will proceed to negotiations between the union and the district.

Professional development

Administrative Procedure 7160 Professional Development provides for an equal opportunity for all personnel to engage in professional development consistent with the college mission. Under the Academic Senate, the Faculty Professional Development Committee (FPD) facilitates numerous workshops and professional development training opportunities for full and part time faculty. Consistent with state guidelines and pursuant to the AVC Federation of Teachers contract articles X 8.51 and 8.52 (page 71) and the FPD handbook 2014-2015, adjunct instructors are required to fulfill three hours of professional development per three classroom hours taught per semester. This can be accomplished by serving on a governance committee; attending FPD events on campus; attending Welcome Back Day (fall and/or spring); attending division or department meetings; attending academic conferences; participating with full time faculty in program review, action plan development, and/or curriculum development or revision;

and other campus activities. Adjuncts are encouraged to engage in professional development to the extent possible, and it is also an issue addressed in the evaluation process (contract faculty evaluation, area IV. Professional Growth).

A wide variety of numerous workshops and presentations posted on the FPD website are scheduled on a variety of days and hours in order to make them available to all faculty, including part time, staff, and the public (see also, FPD Program Guidelines; FPD Online Opportunities). The presentations encompass topics from creating effective tools in the classroom to cultural issues, learning differences, STEM, literature and film, and more. Just a few examples include:

- Basic Skills Updates/Workshops
- Helping students with writing anxiety
- Creating effective syllabi
- Student Discipline Updates
- Symphonic Band
- Dance Dimensions
- Science Olympiad
- Helping students develop emotional intelligence
- SLO / PLO and program review related workshops

In addition, the AVC President hosts a fall and spring Opening Day, (Formerly called Welcome Back Day) on the Friday before each semester begins, organized by the Faculty Professional Development Committee (FPD). It is an opportunity for all colleagues to reconnect after the break and get updates from the president as well as other areas of the college who give presentations such as AVC Foundation giving, planning discussions, safety information and special topics (e.g., Welcome Back Day Fall 2013 agenda; Opening Day Spring 2015 agenda). Since fall 2013, the president hosts a BBQ lunch for all employees, with tables set up for all to mingle and visit with each other. There are a variety of breakout sessions in the afternoon that are presented by the Academic Senate, Faculty Union, accreditation coordinator, professional development committee, and student equity committee, where new ideas for teaching are discussed, giving all full and part time faculty the opportunity to learn about new developments, ask questions and have meaningful discussions together.

The FPD committee conducts a thorough survey following each Opening Day. Faculty consistently relate highly favorable responses to the events and the workshops offered. For example, for fall 2014, 90% respondents rated the overall event "good" to "very good." For Spring 2015, 65% respondents rated the overall event "good" to "very good." The detailed responses provide valuable feedback for the FPD committee and the president to continue to improve the WBD event (e.g., Opening Day Spring 2015 Survey Results).

The FPD had not previously kept track of how many part time faculty attend Opening Day; therefore beginning fall 2015 a new sign-in sheet will be provided that contains a checkbox for faculty to designate full or part time. The data will be used to determine how many part time faculty attend OD and other professional development events.

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

AVC maintains a sufficient number of classified staff to support the goals and operations of the college. Many divisions and areas would like to have more staff and now have a process to advocate for changes utilizing the previously mentioned prioritization process. The current numbers and ratios are documented in the report "AVC Fact Book 2015" (page 50), with data collected as of 2014. Factbook reports from previous years are published on the college's website. The college has undergone significant reorganization as it continuously strives to streamline services and operate more efficiently, while ensuring that positions are adequately staffed by highly qualified employees. The following organizational charts reflect the organizational structure of the college:

- General Organizational Chart (effective January 2016)
- Academic Affairs (effective January 2014 and currently under revision)
- Business Services (effective January 2016)
- Facilities Services (effective January 2016)
- Human Resources (effective January 2016)
- Institutional Advancement (effective January 2016)
- Student Services (effective January 2016; revised February 2016)
- Technology Services (effective January 2016)

AVC determines adequate staffing with appropriate qualifications to account for growth in enrollment and support of new and existing facilities on an annual basis. This is primarily done as part of the annual classified position prioritization process. Divisions and Areas review their current staffing to determine if they may need to request additional staffing and the associated budgetary support.

Over the four-year period from fall 2009 to fall 2012, AVC student headcount peaked in fall 2009. Between fall 2010 and fall 2012, there was a 13% decrease in fall headcount. This decrease in headcount was directly related to severe budget cuts and workload reductions across the state and was not indicative of a lack of community need for education. During this same time period, AVC imposed a freeze on hiring new positions and looked into increasing the duties and responsibilities of current employees when a position became vacant.

Both fall 2013 and fall 2014 have seen small but steady growth in student enrollment, with a 2.4% increase in fall 2013 and a 1.3% increase in fall 2014 (AVC Fact Book 2015, p 6). Concurrently, previously unfilled positions have been filled and new, growth positions are being evaluated for hire in the 2015-2016 budget cycle. The following table shows how the number of employees, including student and hourly workers, has fluctuated over the years. There is currently a growth phase in response to an improving economy and limited student growth.

Number of Employees Employed at Antelope Valley College
2004 - 2015

Tax Year	**Employee Numbers** ***(Based on W2's Issued)***	**% Growth**	**Cumulative Growth**
2007	1853	8.36%	*5.95%*
2008	1871	0.97%	*6.98%*
2009	1838	-1.76%	*5.09%*
2010	1709	-7.02%	*-2.29%*
2011	1626	-4.86%	*-7.03%*
2012	1554	-4.43%	*-11.15%*
2013	1565	0.71%	*-10.52%*
2014	1671	6.77%	*-4.46%*
2015	1845	10.41%	*5.49%*

Totals include all employees (Student & Hourly included) paid in the calendar year.

The needs for staffing of classified personnel are determined by each division's/area's program review process, and at the time of the 2010 Self Study Report, Human Resources had identified the need for more data to assist in making decisions in prioritizations of staffing needs. The result of this need is the implementation of the Non-CMS Classified Positions Prioritization

Process being utilized for 2015-2016 school year staffing. The process identifies new, not currently budgeted growth positions, where a "two-tiered prioritization process will be applied to positions funded through unrestricted funds" (Non-CMS Classified Prioritization Process 2015-2016). Furthermore, "positions supported through restricted funds will be prioritized within their own Divisions/Areas" (Non-CMS Classified Positions Prioritization Results 2015-2016).

Divisions/Areas identify their non-CMS classified staffing needs (both unrestricted and restricted funding), do the initial prioritization, and submit highest priority positions, in order of ranking, to the HR Subgroup committee. The HR Subgroup committee then applies to the position request a rubric (Non-CMS Positions Prioritization Process), based in part by the need for the position being identified in applicable planning documents, such as the Educational Master Plan, Program Review, Facilities Master Plan, or the Technology Plan, to determine which new positions will be recommended to the Budget Committee for approval.

The CMS Employee List displays the positions in the areas of administration, education, facilities, and technology. As of fall 2015, there were:

- 155 administrative support staff, classified and CMS. The average number of years experience is 8.6, with one employee working for AVC for 36 years, two employees with 29 years of experience and two more employees working at AVC for 27 years. There were 21 new hires in 2014 and 17 new hires in 2015.
- 21 educational support staff, classified and CMS. The average number of years experience is 8.1. There was one new hire in 2014 and one new hire in 2015.
- 48 facilities support staff, classified and CMS. The average number of years experience is 8.6, with one employee working for AVC for 37 years, one employee with 36 years of experience and one more employee working at AVC for 31 years. There were 5 new hires in 2014 and 3 new hires in 2015.
- 26 technical support staff, classified and CMS. The average number of years experience is 8.0. There were 3 new hires in 2014 and 1 new hire in 2015.

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

AVC determines adequate Confidential/Management/Supervisor/Administrative (CMSA) staffing with appropriate qualifications to account for growth in enrollment and support of new and existing facilities. As with classified, and faculty positions, CMSA positions are reviewed annually through a prioritization process that accounts for current staffing and determines if additional staffing should be considered.

AVC maintains an adequate number of qualified CMSA personnel as follows: 1 President/Superintendent; 3 Vice Presidents/Assistant Superintendents; 5 Executive Directors, 9 Deans; 13 Directors; 7 Managers; and 6 Supervisors.

Effective July 1, 2014, AVC completed a campus-wide reorganization (General Organizational Chart) increased the duties and responsibilities of some administrators and managers, thus eliminating unfilled positions due to the prior hiring freeze. For example, the number of vice president/assistant superintendent positions was reduced from 4 to 3. The deans and executive directors of IERP, PIO/Marketing, Business Services, Facilities Services, Foundation, and ITS now report directly to the president, eliminating the need for a Vice President of Administrative Services.

Another example of increasing administrator duties by way of the campus reorganization occurred as the number of academic deans was reduced from 6 to 5, eliminating the Dean of Technical Education. The Computer Information Division joined the departments of Health Sciences, Engineering and Industrial Technology, Public Safety, and Business, and were renamed the Career Technical Division. With the resignation of two deans, a reorganization review has taken place in Academic Affairs. The results of which will be determined late in the spring 2016 semester with implementation expected by fall 2016.

Beginning January 5, 2015, twenty newly elected faculty department chairs assist with the workloads of these enlarged divisions. For example, the reorganized Career Technical Division will have five faculty department chairs: Business, Engineering and Computer Science, Industrial Technology, Nursing, Public Safety and Allied Health. There are 20 department chairs (Department Chair Assignments) who now assist with the day-to-day managerial duties in each academic division, as well as IERP and Counseling and Matriculation, to assure that continuity and effective leadership and services are provided. Managerial duties of department chairs include assistance in scheduling, staffing, planning, budget, divisional relations (see, Contract Faculty Agreement, Article XX).

Just as the needs for staffing of classified personnel are determined by each division's/area's program review process, so too are administrative/CMS staffing, and as stated previously, at the time of the 2010 Self Study Report, Human Resources had identified the need for more data to assist in making decisions in prioritizations of staffing needs. The result is the implementation of the CMSA Prioritization Process being utilized for 2015-2016 school year staffing. The process identifies new, not currently budgeted growth positions, where a "two-tiered prioritization process will be applied to positions funded through unrestricted funds." Furthermore, "positions supported through restricted funds will be prioritized within their own Divisions/Areas" (CMSA Positions Prioritization Process for 2016-2017 School Year Staffing).

Divisions/Areas identify their CMSA staffing needs (both unrestricted and restricted funding), do the initial prioritization, and submit highest priority positions, in order of ranking, to the HR

Subgroup committee. The HR Subgroup committee then applies to the position request a rubric (CMSA Positions Prioritization Process), based in part by the need for the position being identified in applicable planning documents, such as the Educational Master Plan (EMP), Program Review, Facilities Master Plan, or IT Plan, to determine which new positions will be recommended to the Budget Committee for approval.

III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

In order to assure fairness and equity in its personnel policies and procedures, the college is a subscriber of the Policy & Procedure Service through the Community College League of California in partnership with the law firm of Liebert Cassidy Whitmore. This service keeps the college updated on new legislation, regulations and legal opinions (Legal Update 27).

AVC uses the League as a model for institutional policy design. Once policies are developed, they go through the College Coordinating Council collaboration where the policy is vetted. The development of the policy may involve participatory governance groups such as the Academic Senate, Classified union, Faculty Union, Administrative Council, College Coordinating Council, Associated Student Body. Once the policy is approved by College Coordinating Council, it goes to the Board of Trustees. When Administrative procedures are approved by College Coordinating Council, they are sent to the Board of Trustees as an information item only. For example Administrative Procedure 7120 (Hiring Procedures) was in Legal Update 25. The policy went to Executive Council on February 23, 2015 and College Coordinating Council on February 25, 2015 as an information and discussion item. It was sent to the Board of Trustees on March 9, 2015.

Personnel policies adopted by the Board of Trustees are public information and can be accessed on the Board of Trustees website under Board Policy Chapter 7 and Administrative Procedures Chapter 7. Many of policies are set forth in bargaining agreements with specific employee groups. Working conditions for full-time faculty, adjunct faculty, and classified staff are negotiated through the collective bargaining process, and contracts are posted in the Human Resources webpage. Administrators receive a copy of the collective bargaining agreements for both classified and faculty. New employees receive an online link to their respective collective bargaining agreements at the initial new employee orientation meeting.

Using this process, the college has developed a wide range of personnel policies, rules, and procedures which provide a clear set of guidelines for the fair and impartial treatment of faculty and classified employees:

Board Policies Chapter 7 – Human Resources:

BP 7100 Commitment to Diversity

BP 7120 Recruitment and Hiring

BP 7140 Collective Bargaining

Administrative Procedures Chapter 7 – Human Resources:

AP 7120 and Hiring

AP 7232 Classification Review

AP 7233 Claims for Work out of Classification

AP 7250 Educational Administrators Reassignment Rights

AP 7360 Discipline and Dismissal – Academic Employees

AP 7365 Discipline and Dismissal – Classified Employees

AVC strives to provide personnel policies and procedures that are clear and administered equitably. Regular informal Office of Human Resources staff meetings are held. New and revised personnel policies and procedures are reviewed and discussed at these meetings as to how implementation should occur in order to provide fair treatment and consistent handling of personnel matters.

The District Non-Discrimination and Sexual Harassment policy along with complaint procedures for discrimination issues is publicly posted on the Human Resources page on the AVC website. A grievance process has been established to ensure clear and fair treatment of employees who feel their rights have been violated based on respective bargaining agreements with the district. Grievances are encouraged to be resolved first at an informal level with a supervisor. If the problem is not solved with the satisfaction of the grievant, then the unit member can initiate a formal grievance. The grievance policy for faculty members can be found in the Antelope Valley Federation of Teachers Collective Bargaining Agreement under Article XIV on page 82.

The grievance policy for classified members can be found under Article XIX on page 62 of the Antelope Valley Federation of Classified Employees Bargaining Agreement. The district has recently contracted with Workplace Answers to provide online training to all employees in support of our Non-Harassment policy and Preventing Discrimination and Sexual Violence: Title

IX, VWA and Clery Act, which is required for all new employees. All current employees were required to take the online training in fall 2015. A total of 670 employees completed the training.

The college continues to maintain the hiring procedures and practices of ensuring fairness in employment procedures exist. Information from the Community College League of California policy updates is used to stay current on legal changes and new requirements. Policy and procedures regarding faculty and classified staff continue to be bargained through the interest based bargaining process. Policy and procedures also continue to receive input from the representative college community constituencies through the College Coordinating Council. Following requirements from the ACHRO EEO Advisory Committee, the EEO Advisory committee met in the Spring of 2016 to finalize the 3-year EEO Plan, which was submitted to the Board of Trustees for approval on May 9, 2016 (Board agenda 5.9.16).

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

AVC creates and maintains programs, practices, and services that support a diverse population and to meets the needs of students, faculty, staff, administration, and members of the community. The college is committed to professional development for all employees that support its diverse personnel. AVC monitors demographic data for analysis to ensure that selection and hiring practices provide all applicants and employees with equal access to employment opportunities and to prevent an unjustified adverse impact on members of a protected classification. (Workforce Analysis 2014)

AVC affirms equity and diversity for employees through board policy and administrative procedures. The district addresses commitment to fair and equitable treatment in educational programs, employment and all access to institutional programs and activities through BP 3410: Nondiscrimination. Through BP 3420: Equal Employment Opportunity, the Board of Trustees has stated its commitment to promote the realization of equal employment opportunity, and has directed the Superintendent/President to develop an Equal Employment Opportunity Plan that complies with Title 5 requirements which will be submitted to the Board of Trustees for approval by June 2016.

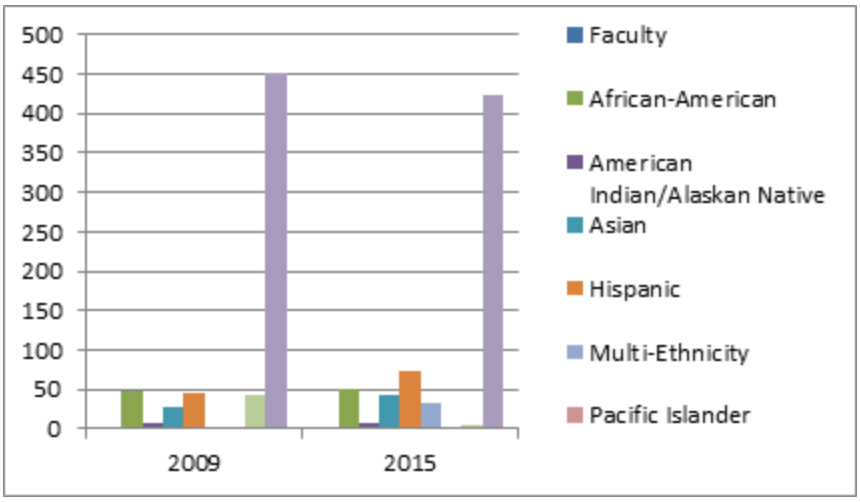
AVC provides extensive in-house professional development for faculty managed by the Faculty Professional Development Committee (FPD) and explained in detail in the FPD Handbook. There are a wide variety of activities and workshops for faculty to enhance their knowledge in their own discipline and learn about diverse cultures (such as deaf culture, Chinese film, civil rights history, working with students who exhibit signs of mental illnesses, etc.). Faculty are required to acquire a total of 48 hours of credit towards their FPD obligations, pursuant to the faculty contract (article VIII: Evaluation and the Tenure Process, 2.7.b., page 34).

AVC has increased its professional development opportunities for classified staff by offering human resources related trainings and customer service related trainings in support of employment in a diverse working environment and serving a diverse student population with excellence.

- "Customer Service Training"- Offered in December 2014 and January 2015. This program helps people understand human behavior and learn to accept and value the differences in others while increasing communication skills.
- "The Art of Execution" by Newleaf- June 9, 2015 teaches navigation skills to get things done using effective project management skills. Focus on: Clarify the Win; Identify the Milestones; Dealing with the Difficult; and Staying Focused.
- Video Conference Workshops: Managing Performance through Evaluations, (April 17, 2015) Human Resources Academy I (February 6, 2015), Human Resources Academy II (November, 1, 2013), Legal Requirements & Best Practices for Screening Committees (September 26, 2014) Hiring the Best While Developing Diversity in the Workforce (September 26, 2014)

The Office of Human Resources and Employee Relations at AVC records demographic data voluntarily provided by employment applicants, and conducts regular recruitment and selection analysis, which assess the progression of qualified applicants from the point of application through final selection. The purpose of the analysis is to ensure that selection and hiring practices provide all applicants and employees with equal access to employment opportunities and to prevent an unjustified adverse impact on members of a protected classification. Human Resources submit required demographic information regarding applicants and employees annually to the Chancellor's Office. Analysis reports developed by the Chancellor's Office are sent to Human Resources for review and to assess how the college employment by race and gender compared to other community colleges in the State of California. Data is used by the Human Resources to assess compliance with Equal Employment Opportunity regulations.

The college is sensitive to the diversity in student population and attempts to seek qualified applicants by advertising to groups/organizations that include the demographics reflective of the student population. An annual MIS/IPEDS report is generated for the Chancellor's Office and is published in the Antelope Valley Community College Fact Book The information is also provided to the Equal Employment Opportunity Committee for review. As student diversity has increased so too has faculty diversity, in the past seven years AVC has seen a 60% increase in its Hispanic faculty:



Through BP 7100 Commitment to Diversity, AVC recognizes the importance of equal opportunities for all individuals, including under-represented populations. When a vacancy occurs, the district attempts to attract an adequate pool of qualified candidates. Marketing adjustments may be made to ensure advertising reaches groups. The Human Resources department seeks to ensure that underrepresented populations are not being excluded from applicant pools

In the case where a complaint may exist regarding hiring, AVC has established procedures for handling and investigating any complaints of discrimination in the employment process, AP 3435 Complaint Procedure for Discrimination or Harassment.

AVC continues to maintain programs, practices, and services that support a diverse population such as professional development for both faculty and classified staff and adhering to non-discrimination and equal opportunity policies and procedures. The EEO Advisory committee is beginning to meet regularly and has made progress on finalizing the EEO Plan for submittal to the Board of Trustees. Currently the Hispanic student population has significantly increased over the last 3-5 years as well as a slight increase in the African American student population. Faculty and staff are not reflective of this demographic ratio increase.

The EEO will compare Fall 2014 demographic data to Fall 2015 demographic data to see if there was any improvement in reaching underrepresented populations. Considering that all members in the Antelope Valley service region may not be eligible for employment in certain position openings, the college will reach out to colleges and universities with associations in the under-represented population with recruitment announcements.

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

AVC upholds a written code of professional ethics for all personnel and outlines expected ethical and behavioral standards through Board Policy, Administrative Procedures, and a comprehensive Faculty Handbook.

The Board of Trustees

BP 2715 Code of Ethics/Standards of Practice was established to guide the Board members. The policy requires that the Board of Trustees maintain high standards of ethical conduct for its members.

Members of the Board of Trustees are responsible for:

- Acting only in the best interests of the entire community.
- Ensuring public input into board deliberations; adhering to the law and spirit of the open meeting laws and regulations.
- Preventing conflicts of interest and the perception of conflicts of interest.
- Exercising authority only as a board.
- Using appropriate channels of communication.
- Respecting others; acting with civility.
- Being informed about the district, educational issues, and responsibilities of trusteeship.
- Devoting adequate time to board work.
- Maintaining confidentiality of closed sessions.

If a trustee violates or thinks he or she has violated any provision of the Code of Ethics/Standards of Practice, or if a trustee observes, learns of, or in good faith believes it is possible that another trustee has violated any such provision, that trustee must immediately report the actual or suspected violation to the Board as a whole. The Board has an obligation to investigate and address within a mutually agreed upon time frame all reported violations of this Code of Ethics/Standards of Practice.

All College Employees

Administrative Procedure 3050 Institutional Code of Ethics reaffirms the commitment of AVC employees to providing a high-quality learning environment which will help our students successfully achieve their educational goals and objectives. To support this commitment, college employees adhere to the following standards of ethical and professional behavior related to their duties.

- Are honest and accountable in all actions and activities.

- Demonstrate personal and professional integrity in supporting the mission of the college.
- Are fair and respectful in all interactions with colleagues, students, and the public.
- Avoid conflicts of interest, or its appearance, between their obligations to the district and private business or personal commitments and relationships.
- Address issues and work with people without prejudice.
- Act within applicable laws, codes, regulations, and district policies and procedures.
- Respect the personal values, beliefs and behaviors of others.
- Maintain confidentiality regarding information about students or staff obtained in the course of their duties.
- Protect district assets.
- Maintain a working and learning environment free from harassment as defined by district policies.
- Maintain and enhance job effectiveness and competency through professional development.
- Respect the integrity and professionalism of administrators, faculty, staff and students.
- Make every reasonable effort to create an equal-access learning environment that will help students succeed.

A code of ethics is also specified in the Faculty Handbook (page 35). The ethical standards recognize that academic freedom is of paramount importance to ensure the open exchange of ideas and is designed to provide guidance to all faculty members as they strive to maintain the highest standards of excellence in their profession, as they further the mission of Antelope Valley College, and as they serve their students and colleagues.

Three primary principles provide the foundation for this Code of Ethics:

1. Respect the dignity and rights of all people.
2. Strive for honesty in education, provide an environment in which learning is stimulated, and document how we know what we know.
3. Carefully consider the consequences of our actions in order to protect ourselves and the educational mission of the college.

Article VII 2.0 (page 25) of the Faculty Union Contract explains the procedure for complaints against union members regarding grades, harassment, or discrimination, and due process, including the appeals process and progressive discipline procedures. In general, AP 3050 refers to all employees of the college to uphold ethical conduct. AP 3450 specifies a complaint procedure for discrimination or harassment. The Office of Human Resources and Employee Relations is in charge of responding to any ethical lapses by launching a thorough investigating if a complaint is filed.

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as a basis for improvement.

Administrative Procedure 7160: Professional Development provides for an equal opportunity for all personnel to engage in professional development consistent with the college mission. Faculty and staff are provided with various opportunities throughout the year to enhance their skills and knowledge. Programs are evaluated for continual improvements. As of February, 2016, a Staff Development Committee has been reestablished to further provide opportunities for all constituency groups to access professional development opportunities. Administrative Procedure 7160 is in the process of being revised to reflect current practice.

AVC follows the guidelines of the Chancellor's Office, Title 5 §77720, §77732 and §84890, 84895 which give all community colleges the option of adopting a flexible calendar. Professional development opportunities are provided to faculty and the community at large through the Faculty Professional Development Program, a governance committee under the Academic Senate. The mission of the Faculty Professional Development (FPD) Committee is as follows:

> By adopting the Flexible Calendar Option, Antelope Valley College provides full-time and adjunct faculty members (both teaching and nonteaching) with time and opportunities for participating in professional development. Through a carefully designed program, we intend to address the needs of our institution as it continues to grow, explore current and innovative curriculum issues and classroom strategies, and offer faculty from different disciplines a chance to discuss and exchange ideas. The Flex Program offers growth by allowing faculty to be exposed to a variety of programs and workshops.

At its monthly meetings and with the guidance of the co-chair working closely with the Academic Senate president and the college president, the FPD Committee develops an annual calendar of events consistent with the district mission based on identified teaching and learning needs, and provides oversight and evaluation of the activities (i.e., Faculty Professional Development Program Book 2013-14). Workshops and presentations range from Blackboard training and other technical training, to historical and literary explorations, films, guest speakers, and field trips, teaching and learning strategies, basic skills forums, and effective techniques for SLO assessments and action plans. Unless a special material or travel related fee is required for a workshop or seminar, all activities are presented at the Lancaster campus without charge, and are available to all faculty and to other employees, students, and the general public.

Opening Day (previously named Welcome Back Day) activities occur each fall and spring semester to welcome new and returning/continuing employees. Opening Day is presented in the

Performing Arts Theatre, which seats 412. All staff and faculty are encouraged to attend. Typically, the president of the college addresses the audience and gives updates on issues affecting the campus such as new programs, planning, accreditation, and community developments. Other speakers share information and training. A guest speaker presents on topics that range from active shooter drills to developing emotional intelligence skills to apply in the classroom. After the morning session, a BBQ with music is hosted by the president and gives everyone a chance to mingle and socialize. The afternoon consists of break out meetings regarding a range of topics from Academic Senate updates, union contract information, the student equity plan, and innovative teaching strategies. The day ends with division meetings. All of these activities are inclusive of full and part time faculty. (agenda examples: spring 2012; fall 2013; fall 2014; spring 2015)

Attendance at Opening Day is consistently strong, especially in the fall. For example in fall 2014, 331 signed in to the general session. The breakout sessions also logged strong attendance:

- OMG! The Academic Senate Did What: 89
- Honors Program And Faculty: 56
- The Value of a Degree: 29
- Student Discipline: 78
- Student Success and Support Programs (SSSP): 50
- Habits of Mind: 81
- Health Benefits: 82
- Important Issues: 43

Spring 2015, 231 signed in to the general session, with the following for breakout sessions:

- Academic Senate Updates: 50
- The Office For Students With Disabilities: 25
- Distance Education: 42
- Student Success and Support Programs (SSSP): 54
- Know Your Contract: 52
- Coming Soon! First Year Experience At AVC: *No Sign In Sheets*
- Classroom Learning Assistance: 58

The Faculty Professional Development committee evaluates presentations, including Welcome Back Day, on an on-going basis via a Flex Event Evaluation Survey (Fall 2013, Fall 2014, and Spring 2015 Welcome Back Day Survey Data). The evidence from each survey is reviewed and discussed at Faculty Professional Development meetings and the program is adjusted according

to the data. Agendas and minutes are posted on the committee's web page for the entire community to view.

Based on the surveys, the committee decides whether or not to hold the same event again. Respondents gave an overall favorable rating to the FPD offerings from January 14 through April 14, 2014 and in the discussion during the May 14, 2014 meeting (item 7c) agreed that the breadth and depth of workshops and presentations should be retained for the next academic year. Thus the FPD committee accepted over 100 presentation proposals submitted for the next academic year.

Furthermore, in the survey from Spring 2015 Opening Day, members noted a mix of positive and negative responses. Furthermore, in the survey from spring 2015 Opening day, members noted a mix of responses relating to a guest speaker. Thus, it was decided that this workshop would not be offered again in the Spring and that the college would instead draw upon internal keynote presenters (March 11, 2015 minutes item 7c). For Spring Opening Day 2016, the Opening Day general session reflected that decision and had AVC employees as presenters instead of a contracted outside keynote.

Based on survey responses, for the 2014-15 academic year, there are several workshops which address the need for technology training as employees and to enhance learning materials in the classroom with regard to our ultimate mission in serving the students. Some examples include:

- Blackboard training
- Microsoft Office
- Google Drive
- Easy Grade Pro
- Distance Education Updates
- Electronic Testing
- Lynda.com (AVC account available for faculty to do professional development online)
- Graphics for online use

A significant change to the program based on campus feedback has been a reduction in the number of professional development hours required by faculty. On February 11, 2015 (item 5b), the FPD committee unanimously passed a recommendation that total Faculty Professional Hours for full-time faculty be reduced from 60 per academic year to 48 hours. This recommendation came after many months of looking at different college scenarios and class schedules, in response to complaints from faculty that the 60 hour requirement was onerous, and a survey conducted in 2014 which showed that 58.1% of full time faculty prefered to change the number of required hours, with an overwhelming number (96.9 %) requested a reduction in required hours. One concern that became clear was that reducing FPD hours might increase class times,

thus causing a disruption to the college's schedule and the ability to plan course offerings for students to complete in a timely manner. The 48 hour recommendation is a "win win" as it does not change the class schedule but allows faculty more time to focus on classes, program review and assessment activities, while still retaining a robust and enriching program. Furthermore, the required standards were reduced from 4 to 3, thus simplifying the process and giving faculty more control over how they want to meet their obligation for professional growth. The MOU for the FPD hours reduction was executed on April 17, 2015 and approved by the Board of Trustees on May 11, 2015 (board minutes and MOU).

Sabbaticals are also reviewed by the FPD committee and reflects a rigorous process that encourages improvements in teaching, contributions of knowledge to the field, and overall work that is beneficial to students and the campus community (Application for Sabbatical Leave). Applications are solicited every November and submitted by early February. The committee reviews the applications and ranks them. The final decision is made by the AVC President based on budget availability. Faculty who take sabbaticals at AVC have published books in their field of expertise, developed online learning tools for their disciplines, and created resource databases that teachers worldwide have access to.

Faculty professional development is a highly engaged process at AVC for full and part time faculty. Because presentations and workshops are often given by faculty to their peers, there is a high sense of ownership and belonging resulting from the events.

A Staff Development Committee has been reestablished to provide professional development opportunities to all constituency groups on campus. AP 7160 is currently being revised to reflect current practice. In addition to the funds provided for this purpose, both the classified and CMS groups are provided an annual stipend to support professional development opportunities.

The Confidential/Management/ Supervisory (CMS) Group distributes a Training Needs Assessment Survey to all CMS members in order to gather data necessary to formulate training schedules and content for future professional development activities. Information on training needs for all classified and CMS personnel is also obtained from annual employee evaluations. As a part of the annual evaluation, all employees and/or their Supervisors identify professional development goals.

The district is committed to on-going, sustainable training in the areas of campus safety and emergency preparedness training. To this end, the district entered into a relation during the 2013-14 academic year with the West Coast Consulting Group to help the college meet all the requirements of Standardized Emergency Management System (SEMS) and National Incident management system (NIMS) Training. This training requires participation of the entire college community and is scheduled for completion at the end of the 2014-15 academic year.

In support of the emergency preparedness training identified above, the college conducts regular Emergency Drills including evacuation and active shooter drills.

Also, employees primarily in the maintenance and operations division take part in regular training with respect to Utility Cart Training, Forklift Training, and Aerial Boom Scissor Lift Training, just to name a few.

Information Technology employs a full-time trainer for all current employees and provides assistance to instructors and students in the use of campus programs. In addition, the Director of Risk Management organizes Safety and Health Trainings in applicable areas of need.

The Confidential/Management/ Supervisory (CMS) group workshop or seminar attendees are required to evaluate each activity at the conclusion of the event as to the usefulness of the information presented at the workshop, how knowledgeable the presenter was, and whether the learning objectives were met. Results are used by the CMS Executive Board to plan for future training needs and opportunities. Newleaf also reviews the results and uses them to expand course offerings and improve the quality of the workshops. In addition, CMS group can also participate in the staff development programs by applying for funds for individual projects.

With the re-establishment of the Staff Development Committee the district is moving toward a more comprehensive approach to staff development and continuing education of its employees. As of March 2016, AP 7160 has been revised and reviewed by the College Coordinating Council, and is now out for review by the campus. In addition, all of the applicable forms have been developed and/or revised to reflect a more streamlined process. The Staff Development Committee has met numerous times over the 2015-16 school year and is committed to the process. An introductory memorandum will be sent out to the campus community in late April which will reintroduce the committee along with its mission. The college has committed an annual budget of approximately $50,000 of this effort.

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

AVC maintains a personnel file for each employee with materials necessary for the district's fulfillment of its personnel management responsibilities and materials related to the employee's assigned duties. The district is committed to maintaining employees' information confidential and secure.

The district follows the guidelines set for in Article VII and Article X of the Faculty Bargaining Contract and Classified Bargaining Contract respectively, to ensure that personnel records are kept confidentially. Both contracts stress that all personnel files must be kept confidentially and only allow access for the employee, an authorized representative of the employee, or an access based on assigned duties and responsibilities. All personnel files are kept in a lock cabinet in the Office of Human Resources and Employee Relations to ensure physical security. Anyone requiring access to a file must go to the office during normal business hours and present picture

identification. A log sheet is kept in each folder in which the name of the reviewer, date reviewed, and signature of the reviewer is recorded. If an employee would like to designate a representative for viewing his or her file, he or she must submit written authorization to Human Resources.

Personnel and Payroll files are kept in the Human Resources Office in locked file cabinets. The office is locked at the end of each work day. When space runs out in the Office of Human Resources they are then archived to a secure location in the district warehouse which can only be accessed through permission of the Coordinator of Warehouse & Inventory. When files are archived to the warehouse, only Human Resources and Payroll staff are authorized to access them to bring back to the Office of Human Resources. The process for access to personnel records continues to maintain confidentiality.

Human Resource has contracted with a company to put many of our old microfiche film on CD's. These CDs will be locked in file cabinets. The district has recently initiated an Onbase software system where Human Resources/Payroll can store personnel and payroll information which will allow for more files to be stored electronically with designated access by Human Resources/Payroll staff.

Changes and Plans Arising out of the Self Evaluation Process
 # Standard II.A.5. Instructional Programs As a result of reviewing the tenure evaluation system, discussions ensued in the Academic Senate and it was determined that the processes and paperwork needed to be reviewed and revised to cut down on excessive paperwork while maintaining the rigor and mentor-oriented focus. An Academic Senate tenure review task force has been created and will present recommendations to the Senate in fall 2017, which will then proceed to negotiations between the union and the district the same semester.

Standard III.B: Physical Resources

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

The Facilities Services Department is responsible for the maintenance and development of all physical buildings and landscaping at the main campus in Lancaster as well as the interior facilities at the Palmdale Center. Antelope Valley College takes great pride in its physical environment and has made a commitment to preserve and promote student learning by maintaining and enhancing its physical resources, including buildings, equipment, land, infrastructure and other assets which are integral to student learning.

AVC has a service area of 1,945 square miles in the high desert of the Los Angeles County and southern Kern County, serves the cities of Lancaster and Palmdale and surrounding communities. To help meet the changing learning needs, the college has completed the construction of new buildings, renovated existing buildings, and plans to expand facilities in Palmdale. Facilities Services takes great care in developing new facilities that meet the growing needs of our students as well as maintaining current facilities to both integrated sustainable features and provide a suitable learning environment.

All construction projects are designed by qualified and licensed architect and engineers. Projects are managed by qualified construction management firms and inspected by licensed Division of State Architect (DSA) independent inspectors as necessary. Contractors are required to meet defined DSA and building code requirements and are contracted per the Public Contract Code. Project completion results in DSA certification ensuring that all access, safety and structural requirements are met. As of July 2015, Antelope Valley College has certified all DSA related projects (DSA Certified Buildings).

In order to expand educational opportunities for the community, on December 10, 2015, the college submitted and the ACCJC approved the relocation of its Palmdale Center to a larger facility to accommodate more students throughout the Antelope Valley. The center is scheduled to open in Spring 2017 (Substantive Change Proposal; Approval letter). The proposed new location for the Palmdale Center is being designed to meet Field Act requirements (Palmdale Center Floor Plan; Palmdale Center Project Schedule). The lease for the new location of the Palmdale Center was approved by the Board of Trustees on February 8, 2016 (BOT minutes 2.8.16; Lease Agreement). The initial occupancy of the leased facility coincided with an effort to establish a permanent campus in the Palmdale area, therefore making the leased facility a short term commitment. For this reason, as well as the facility being shared with multiple other tenants, the facility has not been updated to Field Act requirements.

Day-to-day maintenance issues are dealt with via a Facilities and Service request system. Recent upgrades to reporting for maintenance has improved overall response and assured better services. A new repair and service reporting system available 24 hours, seven days a week by phone or email was implemented in April 2013 to replace the previous call-in system. The new system has handled over 12,000 requests since implementation and has improved campus access for reporting, tracking, prioritization, accountability and response time for service and maintenance of district facilities, vehicles and other physical resources. (Master Building and Structure List DSA Approved; Facilities Repair and Service Request; facilities work request system; FS Work Requests 10.5.15))

Preventative maintenance scheduling of all required building equipment, systems and vehicles was transitioned in 2013 from written notes to the automated maintenance management system. The system provides automated scheduling of all maintenance activities, from critical to routine, to ensure that maintenance of physical resources is completed in the most effective manner. The automated system is more dependable, accurate and comprehensive and provides an on-going history of maintenance activities for all items. Large facilities maintenance projects are planned in advance and scheduled as needed. Examples of these include the Vehicle Planned Maintenance and Annual Scheduled Maintenance Plan.

In order to ensure that an accurate overview of campus needs is continual, Maintenance & Operations Departments are assigned to perform weekly campus inspections to ensure access and safety on campus grounds. Weekly findings are input into the service and repair work request system by the responsible supervisor (Procedure Weekly Inspections; Campus Grid Coordinates). In addition, A complete cycle of inspections is completed each quarter allowing for the campus to be inspected by Facilities Services personnel four times per year.

In addition, Facilities Services conducts an annual campus survey to assess organizational effectiveness and to identify necessary improvements of district physical resources (Facilities Services Satisfaction Survey 2014). A significant finding from recent campus surveys was the general dissatisfaction of students and staff with the quality and care of the campus restrooms. To address this problem, Facilities Services has increased the frequency of custodial cleaning of all restrooms, provided current training for all custodians, developed plans for remodeling 3 restrooms in Student Services, Student Center, and the Liberal Studies buildings. A follow up satisfaction survey was conducted in Spring 2016 and will be reviewed when the results are available; it is anticipated that there will be fewer complaints.

Facilities projects that are discretionary are reviewed and ranked by the Facilities Subgroup of the Strategic Planning Committee. To clarify the decision-making process the Facilities Subgroup developed "Guiding Principles" and reviews them before the process begins. The Executive Director of Facilities Services presents projects to the committee that have arisen from various campus constituencies, including the Board, Admiration, Maintenance, Facilities, Grounds, and Program Reviews. The Facilities Subgroup ranks the projects and the

recommendations are provided to the president who determines the final list. The list is completed based upon funding availability. Projects that are to be funded through grants are presented for review to the Facilities Subgroup for information purposes only.

The Facilities Services department used campus data to inform discussion and the department developed non cost based project initiatives as well:

- Significant positive impact on campus environment
- Safe and healthy campus for students, staff, and the public
- Greatest value for the investment
- Compliance with regulatory requirements
- Direct positive impact on the learning environment

To learn best practices in these areas, the manager of Maintenance and Operations and custodial leads visited Mt. San Antonio College for a workshop on team cleaning methods. After this experience and based upon the APPA standards, the manager and leads developed a team cleaning proposal and they are in the process of implementing key aspects of team cleaning. At this time, schedules are in the negotiations phase.

The District Safety Committee provides important feedback to the campus operations regarding access, health and safety related issues. For example, the committee initiated discussion regarding vehicle and pedestrian safety around the campus. The discussion resulted in campuswide safety improvements for all parking lots and roadways in 2015 utilizing a three tiered approach including new striping, signage and strobe lighting. The accomplishments of the committee are documented quarterly meeting minutes (e.g., Safety Committee Meeting minutes 9.26.12; Safety Committee Meeting minutes 4.22.14).

The Director of Risk Management also provides important feedback regarding ergonomic, access, health and safety related issues that are typically initiated at the request of district staff. The director partners with outside experts to maintain safety standards, including Keenan and Associates, who provide quarterly inspections including ergonomic assessments at the main campus, Fox Field, and the Palmdale Center (Keenan and Assoc. inspection 7.23.15) and Health Science Associates, who provide air quality surveys in response to indoor air quality complaints (HSA Report 8.8.11). The director makes spot safety checks and responds to work order requests as needed. In addition, in order to minimize safety risks, monthly trainings are provided to maintenance and operations employees, lab technicians, instructors, and mailroom employees (e.g., Keenan and Assoc. training 10.15.15);

In response to the realities of safety concerns, including active shooters on college campuses, the college has emphasized emergency training, evacuation drills, and active shooter training on a regular basis. The college has a 4-year emergency drill schedule planned and conducts them with adequate notice to faculty, students, and staff. There is also classroom and online safety training

scheduled at all the main campus, Palmdale, and Fox Field. At the fall 2014 Welcome Back Day, a safety expert gave a talk and training, followed by a question and answer period regarding active shooter training with approximately 300 faculty, administrators, and staff (Welcome Back Day Agenda Fall 2014). Emergency drills are conducted every semester, with the college organized into zones for evacuation and drill dates (Emergency Drill Information for Faculty and Staff), along with a specified ranking of roles and responsibilities for all administrators, staff, and faculty. The videos "What Would You Do?" and "Run. Hide. Fight." shown at Welcome Back Day, produced by the Los Angeles Sheriff's Office and the Houston Police Department, are available on the college website for anyone to review at any time. The campus responds well to emergencies as was shown December 1, 2015, when a threat of violence caused the administration and law enforcement to decide to evacuate the campus, investigate the threat, and reopen campus later that evening once the threat was determined to be clear.

Every three years a comprehensive audit is completed of all district facilities by the Foundation for California Community College in conjunction with the CCCCO Facilities Planning unit. Executive Council members provide valuable information regarding physical resource maintenance related issues that are initiated in division/department meetings, planning meetings or other venues. (see Facility Utilization Space Inventory Option Net, password to be provided.)

Antelope Valley College has been diligently planning and using funds to provide a safe and sufficient physical environment (Operations Budget Analysis). While the college has several aging facilities and a replacement of these buildings would be optimal. Maintenance and Facilities teams have carefully used provided funding to maintain standards of safety and use.

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

The Facilities Master Plan is developed from the Educational Master Plan which is the institution's guiding strategic document**.** Concurrent development of the 2016 Educational Master Plan and Facilities Master Plan was presented to attendees (over 100 participants of administrators, faculty, and classified staff) of the All College Planning Retreat on September 25, 2015 as a starting point for discussion, input, and feedback (Educational + Facilities Master Planning presentation; 2016 Facilities Master Plan draft; Educational Master Plans).

The translation of college programs and services into assignable square footage results in the development of effective plans to modernize, construct and demolish facilities in support of projected capacity/load ratios for the next ten years. The 2016 Facilities Master Plan will also provide strategic plans for modernizing and expanding infrastructure systems which was lacking in the previous plan. Additionally, the current California drought requires serious measures to

address changing environmental parameters and an updated landscaping plan will be developed that will focus on effective water conservation methods and designs.

The 2003 comprehensive Facilities Master Plan effectively guided the recent campus expansion made possible by local bond measure R of $139 million and state funding of $60 million. Annually the district's Five Year Construction Plan is updated based on the current Facilities Master Plan, reviewed by the Strategic Planning Facilities Sub Group, the Strategic Planning Committee and the President, approved by the Board of Trustees and then submitted to the CCCCO. This plan defines the prioritized capital outlay project list for state funding (2010 Capital Outlay Projects; 2012 Capital Outlay Projects) . Development of the Five Year Construction Plan includes the analysis of current year capacity/load ratios for each project, strategic review of project priorities and project point values with the President and review of the plan with the Facilities Sub-Group. Initial Project Proposals and Final Project Proposals are completed to support the prioritized project list. The Board of Trustees approves the plan and the plan is submitted to the CCCCO Facilities Unit for consideration to approve requested Final Project Proposal projects. Any projects which receive approval from the CCCCO are submitted to the Department of Finance and Legislature for inclusion in the current year state budget.

In accordance with district Facilities Master Plan, projects were developed and funded with local Measure R bond funds. Significant campus improvements for infrastructure, safety and ADA compliance, Title IV compliance, parking and circulation were identified as high priority requirements. A number of these high priority requirements such as adequate utilities and parking capacity were prerequisites to constructing any new building structures. The first phase of the Measure R capital outlay program focused on the most critical requirements. Campus parking was expanded substantially on the north and west sides of campus with improved vehicle and pedestrian circulation. Major improvements and expansion of campus infrastructure occurred for the existing 90 acre campus and for the expansion of 45 underdeveloped acres. This included a new central plant to support the Performing Arts Theatre, Health & Sciences Building as well as all other new and future campus construction. Due to inadequate fire water pressure required to construct new facilities a new pressurized fire water system were installed for the campus. To eliminate flooding of residences to the north of campus the college worked with the City of Lancaster to install a new storm drain system for the campus. Th new storm drain system went through the previous athletic facilities to a major storm drain system on the west side of the campus. Numerous requirements, including the storm drain installations, inadequate utilities, structural safety deficiencies, ADA compliance issues, Title IX issues and parking/circulation issues, required that the athletic complex be rebuilt. The construction of the Health & Sciences Building required that the Auto Body facility, Environmental Horticulture Sciences facilities and the Maintenance & Operations facilities to be relocated.

The new facilities were upgraded and expanded to meet current and future requirements per the Facilities Master Plan:

Health and Sciences Building

AVC's opening of the state-of-the-art 105,085-square-foot Health and Sciences (HS) Building—the last major construction project to be funded by local bond Measure R—was celebrated Sept. 27, 2012. The health related programs include: Nutrition and Foods, Medical Assisting, Vocational Nursing, Registered Nursing, Respiratory Care, and Emergency Medical Technologies. The sciences include: Anatomy, Astronomy, Biology, Chemistry, Earth Science, Geography/GIS, Geology, Microbiology, Physical Science, Physics, and Physiology. In addition, other degree programs offered by Anthropology and the Kinesiology Division are supported by classrooms and labs.

The building includes a nursing wing that resembles a modern hospital, including a surgery demonstration lab, cardiology lab, pediatrics lab and obstetrics lab. EMT, Nutrition, Respiratory Therapy and Nursing lab facilities. Fourteen science labs support chemistry, biology, physiology, anatomy, anthropology, geology, physics, astronomy, and botany. Ten lecture classrooms, designed to support multiple sections, seat from 42 to 100 students each. The Virtual Science Lab features a full dome ceiling for projecting 2D and 3D video of all science applications allowing for limitless instructional opportunities beyond the traditional planetarium model. The project equipment for the VSL is expected to be purchased and operational by August 2016. In addition to being a hub of instructional activities, the HS building has conference rooms for meetings, two study rooms and a large open computer/study space heavily used by students. A Subway restaurant and dining area is a popular spot for staff and students. (HS Project Summary Schedule)

Performing Arts Theater

AVC's opening of the state-of-the-art 400 seat Performing Art Theatre (PAT), funded by local bond Measure R and state bond funds, occurred in August 2011. The 32,126 square foot building includes a full size computerized fly loft, digital state-of-the-art sound system, 3,458 square foot scenery construction area, costume construction lab, men's and women's changing areas that transition into a makeup lab and a 1,058 square foot green room. In addition to other performance spaces such as the Black Box theater, the choir room, and others, the PAT the primarily supports the Theater Arts, Dance, and Music programs and performances, AVC's special performance events, as well as large college assemblies and community events (Spring 2016 line up).

The PAT allows students to understand and work in state-of-the art theater technologies of lighting, sound, computerized fly system, and set building, as well as to participate in performances in a true proscenium theatre in front of as many as 400 audience members, which is quadruple the audience size of the Black Box Theater. Students also use actual dressing rooms with professional space and lighting for makeup application. For the first time in recent years, the college began offering a makeup class in Fall 2016, and Theater faculty is in the process of developing a Costume Construction class, now that there is a proper costume shop. The impact of the PAT for music students in AVC's orchestra and choir programs includes increased onstage rehearsal time; closer proximity to AVC's Music building, facilitating equipment transportation and allowing multiple pre-performance rehearsal sites. There is also significantly increased equipment storage for items such as a harpsichord and choral risers, and the increased size of the audience capacity and state-of-the-art setting gives music students invaluable experience. In addition to Theater, Dance, and Music performances, the PAT has also held events for Faculty Professional Development; Black Student Union; Fashion Department; Anthropology; Film; Financial Aid; Student Outreach; Student Equity funded performances; a Will Geer Theatricum Botanicum Shakespeare workshop and performance; Political Science speakers; SOAR High School.

III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Antelope Valley College plans and evaluates the district's facilities and equipment in a comprehensive and on-going manner. From the highest strategic level of completing a comprehensive Facilities Master Plan every ten to thirteen years, to the daily tactical level of assessing and prioritizing nearly 6,000 annual work requests, Facilities Services collects, evaluates and takes action upon a myriad of information and data to ensure that limited resources are utilized most effectively and that the quality of services supporting college programs and services are delivered at best value. The processes and actions taken to plan and evaluate facilities and equipment are:

- Facilities Master Plan
- Annual Five Year Construction Plan
- Annual Scheduled Maintenance Plan
- Annual Prop 39 Project Plan (5 Year Program)
- Annual Staffing Plan and Personnel Requests
- Annual Operational Budget Requests
- Annual Service Contracts Review

- Preventative Maintenance Scheduling (Monthly/Quarterly/Annually/Other)
- Weekly M&O Campus Inspections
- Annual Campus Survey & Evaluation
- Annual Vehicle Replacement Plan
- Biweekly Facilities Services Supervisors Meeting
- Biweekly Facilities Services Department Meetings
- Weekly Facilities Services Review with President
- Strategic Planning Facilities Sub Group Meetings
- Monthly Facility Alteration & Improvement Requests Review
- Annual Space Inventory & Space Utilization Review
- Annual Energy Calculator Report
- Weekly Supervisor Activity Reports (suspended in 2014)
- District Safety Committee Initiatives
- Ongoing work request issues

This information is discussed in weekly meetings, and informs project planning, position requests, vehicle replacement, operational budget, additional service contracts, and scheduled maintenance. The facilities team uses the data provided to develop annual goals and determine levels of accomplishments for previous goals. This information is compiled into the annual program review for Facilities Services (2011-2012 Systematic Program Review).

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

AVC ensures that long-range capital projects are linked to institutional planning through multiple methods. Three of the processes used to develop its capital outlay plans are the annual resource allocation process, Educational Master Plan and the Facilities Master Plan. The affirmation of the outcomes by the Strategic Planning Committee and Budget Committee serve to ensure that the plans support institutional improvement goals, as stated in the Strategic Plan goals and objectives. The college has documentation of plans for facilities and equipment but waits to implement those plans until the appropriate funding is available.

The district recognizes that projecting total cost of ownership (TCO) involves acknowledging the costs beyond the initial expense of the project or the purchase of a piece of equipment. TCO considerations for a new facility include:

- Operational costs (e.g. energy and utilities, routine maintenance, minor repairs, preventative maintenance, custodial services, grounds keeping, regulatory compliance and insurance.)
- Renewal costs (e.g. upgrading technological infrastructure, remodeling, and replacement of major building systems)
- De-commissioning or demolition costs

Likewise, the TCO of a new piece of equipment may have additional costs associated with facilities modifications, training, operating, maintenance, and insurance as well as replacement and possibly disposal costs.

In practical terms the Facilities Services Department routinely helps the address the TCO of its facilities by seeking ways to reduce operational costs.

- Since energy consumption is typically one of the higher operational costs, the district has completed numerous energy savings projects. Exterior LED lighting, variable frequency motors, sectional boilers and variable speed chillers have been installed. Solar panels have been installed to produce in excess of one MW of electricity. A state-of-the-art energy management system has been installed for all new facilities and the existing facilities have been upgraded to the new system providing significant energy savings.

- The district uses utility services provider incentive programs to update existing equipment (e.g. low flow urinals, VFD motors, ect.)

- With the recent state drought bringing water conservation to the forefront as an important priority, the district has developed an aggressive plan to reduce campus water usage by at least 32%. As of January 2016 water reduction has reached 34%. The measures include low flow urinals, transitioning laws to xeriscape, automating all irrigation controls and maximizing the benefits of the campus Maxicom irrigation system.

- The district is using availability of Proposition 39 (2012) funding to increase energy efficiency, such as replacing all campus parking lots lighting LED lighting and replacing single speed circulation pumps in the Central Plant with variable speed pumps.

The examples above show not only how the district reduces its operational costs, but also how it has put its sustainability goals into practice by reducing its water usage and lowering its use of electricity produced by fossil fuels. The 2016 Facilities Master Plan, presently being developed, is continuing the effort to define sustainability goals. A sustainability workshop is being held to further develop and create a framework for strategies, objectives and measurable reportable outcomes.

The College's recycling program is managed by the Campus Events & Operations Department. This program has been responsible for diverting significant quantities of recycling materials from landfills and represents an ongoing example of environmental stewardship. Another example of environmental stewardship is the recent initiation of a Sustainability Committee by the Associated Students Organization. Ideas from the committee such as installing water bottle filling stations are being coordinated with the Facilities Services department. Past initiatives from the ASO include additional bicycle racks and recycling collection containers.

Standard III.C: Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

AVC identifies technology needs through Unit Planning, Program Review, and the Technology Master Plan. The Information Technology Committee provides guidance, as a participatory governance committee, regarding the delivery of services, prioritization of resources, and develops the Technology Master Plan (TMP) in support of goals and objectives of the Educational Master Plan. The TMP was revised for the 2014-2017 academic years, endorsed by the committee at the April 24, 2014 meeting, and presented to the Board of Trustees (June 16, 2014 meeting, Information Item 16.1). The plan serves to guide decision making to support all academic, administrative, and support services at the college.

With the campus reorganization of 2014, operations for Information Technology Services (ITS) and Instructional Multimedia Center (IMC) are now supervised by the Executive Director of Technology (Technology Services Organizational Chart). The resulting consolidated operation delivers a better coordination of a wide variety of instructional technology support services. To assure the efficient technological maintenance and management of the administrative operations of the college, Enterprise Applications & Development (EA&D), a department within ITS, maintains responsibility for the college's data warehouse, reporting and portal functions, and enterprise resource planning suite, Banner. EA&D is also responsible for all custom development projects and data reporting to state and federal agencies.

To ensure compliance with standards, the process for all purchasing requisitions for technology services, hardware, software, or infrastructure, are initiated through the ITS Offices (IT Purchasing). Equipment is requisitioned, reviewed by the departments to ensure recommendations from ITS fulfill their needs, then tracked from purchase to installation.

Based on the useful life of the technology, the college is developing a cycle replacement model for all computer equipment (Technology Planning Cycle). Life cycle replacement enables the college to negotiate greater discounts and maintain all equipment on a warranty or service contract, and better project expenditures year to year. Computers are purchased through identified vendors using government purchasing standards such as California Multiple Award Schedules (CMAS) and Western States Contracting Alliance (WSCA). The college seeks reliability, maintenance agreements, and uniform configurations for both staff and student systems. Request for Proposals (RFPs) on projects that require outside vendors are created, and

vendors are selected through a competitive process, when appropriate.

Several projects on campus illustrate AVC's commitment to maintaining high quality technology resources for all areas of the campus and evaluating their effectiveness on a regular basis:

Banner Suite

The completion of the Banner Suite implementation, specifically Finance, Human Resources, and Payroll, with the intended goals of enhanced efficiencies, resulted in a dramatic reduction in double and triple entry through manual processes and achieving fiscal independence from the Los Angeles County Office of Education (LACOE) in July of 2016 (Project Page). To facilitate the implementation, the Board of Trustees approved contracting with Strata Information Group for professional services to implement the necessary modules and business process revisions (Board Minutes June 16, 2014 item 15.3; PSA Strata July 2014).

Help Desk Improvements

In response to Academic Senate concerns and recommendation #3 following the 2010 Self Study, the college has made major changes in improving its response to help requests. In fall 2007, a survey indicated 61 percent of full-time faculty responded with a high degree of dissatisfaction. In 2008 the College Coordinating Council engaged the Strata Information Group to conduct a study and make recommendation to the college's leadership to respond to these issues. A staff of four Computer Services Technicians, three Computer Lab Technicians, and two Multimedia Technicians respond to issues on the Lancaster Campus. The Palmdale Center is currently supported by one Computer Services Technician on site, and a Computer Lab Technician is planned for the 18/19 academic year. In 2013, a consolidated Help Desk was established for IMC & ITS, providing a single point of contact and interactive portal for ticket submission and tracking. (III.C.1.a. 2010 Self Study; 2012 Follow Up Report ; 2013 Follow Up Report)

As of fall 2014, all findings have been addressed with the addition of an Instructional & Services Support Manager, whose focus is to ensure the highest levels of support for instructional and administrative technology needs. ITS maintains monthly statistics of its opened and closed help requests, posted publicly, which show consistently that over 80% of its help requests are closed in a timely manner (IT Help Desk Statistics 2013-present).

In the 2015 Technology Survey, 54.2% of respondents (faculty, staff, and students) report being satisfied or very satisfied with services provided, a substantial improvement over 2007 data. Specific questions were targeted to instructional environments and training. When asked

specifically "Do you have any technical training needs?" 87.25% responded no. The next survey will be conducted in May 2016.

Distance Education

The College accommodates its curricular commitments to distance learning programs and courses in a variety of delivery modalities and includes provisions for reliability, disaster recovery, privacy, and security. The process and priorities to determine technology solutions appropriate for Distance Education courses and services evolve out of the Distance Education and Technology Committee (DETC), a participatory governance committee.

AVC utilizes Blackboard 9 as the learning management system (LMS) for the majority of courses. The installation is hosted off-site by Blackboard Managed Hosting, ensuring the availability of course materials by direct access to the Blackboard server even if the campus network suffers disruption. Blackboard provides a password protected, secure, and private environment, linked to the college's portal myAVC for authentication. Reliability is ensured through the use of a test server whereby local Blackboard administrators can evaluate patches and upgrades in a test environment. Blackboard Managed Hosting creates regular backups of the production server and, in addition, faculty and local administrators can create backups of specific courses and download them to local hard drives for safe keeping. Other platforms used include; AVCOnline, a limited pilot of Canvas as part of the OEI Readiness Pilots, and publisher based services associated with faculty required learning materials.

In Spring 2016, the college will begin the process of assessment of the current LMS, the state of the industry and offerings, and where AVC may or may not want to leverage the CCCCO Open Education Initiative's Learning Management Solution, with an objective of allowing sufficient time for selection and implementation, should an alternate platform be selected, prior to the current contract's expiration in 2017.

Faculty / Classroom Needs

ITS assists in the Faculty Professional Development program by providing technical training workshop events throughout the year (see FPD calendar) and maintaining the FPD Contract System whereby faculty log in to report their FPD obligations, monitored by deans. The college's subscription to Lynda.com's library of learning modules dramatically expanded the professional development resources available to faculty and staff, providing learning modules addressing specific needs. Between March 2015 and March 2016, the college logged 158 active users, 1269 logins, 523 distinct courses, 6431 total views across 427 hours.

Recognizing that a one size fits all modality is rarely successful in support of instructional programs, ITS crafts services and support dependant up on the unique needs of the program, as identified by discipline faculty. Examples include:

- The Child Development Center has new requirements for their instructors to document, while in the classroom, interactions and assessments of students. This required the redesign of their technology utilization. Wireless interfaces from computers and iPads direct to large LCDs allow instructors the flexibility in display of instructional media, and a platform for instructors to complete their needed direct observations.

- Shifting demands in the market for cyber security professionals lead to a partnership between the Computer Sciences Department and ITS to establish a segregated/secured training network, off the campus normal grid, and a dedicated cyber training lab, where instructors are able to train students with the latest operating systems and diagnostic tools, without compromising the college's infrastructure. This lab is also being used to re-establish a Cisco Training Academy on campus, to support industry demands and provide students pathways to both degree and certification.

- ITS maintains over sixty computers labs. They vary in mission, equipment, and available software. Keeping these labs current has been a continual challenge for the college, especially during the 2008-2014 recession. A working spreadsheet is maintained tracking rooms, hardware, software, and manufacture date of the hardware for planning purposes (Lab-Computer-Audit). Between the Palmdale Center and main campus ITS maintains over a dozen laptop carts, secured across campus, providing flexibility in deployment to fit the instructional needs of programs spanning English and the Learning Center's Success Center to the Sciences and Nursing.

- A subset of the labs discussed above are seven unique Apple Macintosh labs. Six are for direct instructional programs in Digital Arts, Photography, Journalism, and Commercial Music. Each lab has its own unique requirements, applications and conditions of use. A dedicated lab technician directly supports these programs, working with faculty to ensure needs are met. The seventh lab was configured as the Faculty/Staff Training Lab, and is configured as a dual boot lab, providing a learning environment in the platform the employee is most comfortable in.

- A pilot program and partnership between the college and the California Department of Corrections and Rehabilitation has lead to a unique cohorted degree pathway program for inmates at the local prison. The needs of this program presented several unique challenges. This required the design and implementation of two isolated instructional computers labs, negotiation and collaboration with CDCR on standards and systems security, build and systems management, and a mechanism for managing the upload of learning materials to digital readers, to support course requirements. This project is still in its planning and implementation stage, with an anticipated start in late May of 2016 (Quarterly Activity Report Inmate Program).

- An example of our partnership in support of distance education is the college's participation in the Ramp-Up Grant. Administered by Victor Valley College, the program is designed to establish Immersive Conference Classrooms with twenty-three participating institutions to provide two-way / video-conference instructional capabilities. These immersive conference classrooms are configured to allow full classroom

participation from any connected location. The rooms are equipped with ceiling microphones, voice activated cameras, screen sharing, and document cameras in every location.

- With the construction of the Health Sciences Building (opened in 2012) a Virtual Sciences Lab was constructed, but due to cost management the implementation of the unique projection systems was eliminated. With funding now identified, a request for proposals is in process and the projection system will be installed over the summer of 2016. This system will allow for high resolution, 3D, and virtual lab projection across a number of disciplines, such as; Astronomy, Physics, Engineering, Fluid Dynamics, and Art History.

Instructional MultiMedia Center

The Instructional MultiMedia Center (IMC) was moved under the Executive Director of Technology, who designated the Instructional & Support Services Manager as its operational manager. IMC provides learning materials and media, deposited by faculty, for student instructional needs, as well as in-classroom audio-visual support. IMC also assists faculty in the production of podcasts, which are generally recorded Powerpoints with voiceover lecture recordings that are converted to an .mp4 format. Podcasts are made available directly at podcast.avc.edu, or via Apple's iTunesU, and includes closed captioning. IMC's responsibilities are being expanded to include support for faculty in bringing their instructional materials into compliance with ADA 508 standards and high quality videography. With the 2015-16 funding requests, IMC was granted a standing line item of $45,000 annual to support closed captioning and replacement of content that cannot be supported. IMC and the Technical Trainer will be taking lead on developing training and services to assist faculty in developing fully compliant content and online course.

Technical Training for Faculty and Staff

To better facilitate effective training, services, and needs, the college's technical trainer has been physically relocated within the IMC, to enhance collaboration in training and the support services delivered by IMC. The college's Technical Trainer's page is a gateway to many resources, including growing library of recorded sessions to provide online access to materials. In addition, the trainer provides in-person, one-on-one and one-to-many in lab settings (Technical Training Reports).

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

AVC has made substantial progress in enhancing the processes and services to encourage

engagement from multiple constituencies in both the participatory governance structures and wider program review and budgetary request cycles where institutional and instructional technology are impacted.

In mid-2013 the college began the process of restructuring institutional planning toward a three-year model (Planning Calendar). To ensure planning provided the framework for budgeting decisions, and not the reverse, the Strategic Planning and Budget Council separated into two individual committees: Strategic Planning Committee and Budget Committee (SP-BC Flow Chart 2014). No one individual may serve as a voting member of both the SPC and the BC to ensure the integrity of the process and to allow for a broad campus constituency representation in the strategic planning and budgeting planning process. ITS and the Information Technology Committee (ITC) have regular input into the priorities and application of available funding, with the director, staff members, and/or committee members serving on both committees (SPC Representative List; BC Representative List).

Because the SP / BC split occurred in the middle of the budget cycle, the committee focused on establishing a resource allocation prioritization process in order to ensure that resources were available in a timely manner. At the September 23, 2015 Budget Committee meeting, the charter of the Budget Committee was established (Budget Committee minutes 9.23.15). Broadly, it includes:

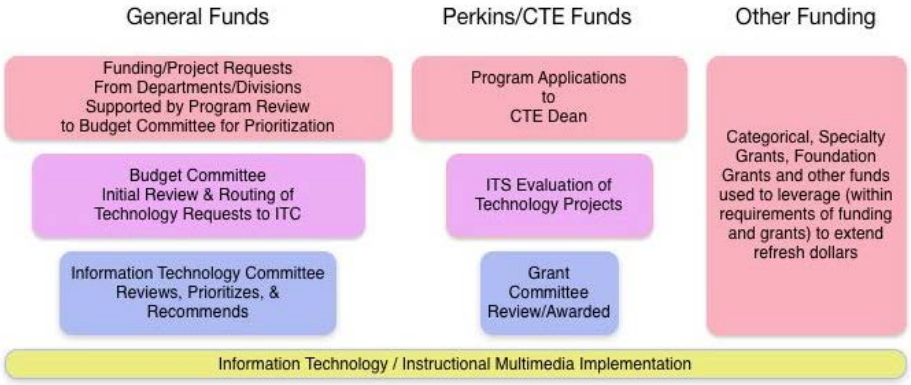
- Developing objective and fair criteria of allocation of financial resources to support the Educational Master Plan, strategic plan and institutional goals

- Scoring, evaluating and prioritizing budget requests based on the established criteria (From Budget Committee minutes 2.24.16)

- Analyzing financial impacts in developing resource allocation

Strategically the college develops the Educational Master Plan (EMP) and the Facilities Master Plan. In support of these, ITS and the ITC produced the current Technology Master Plan, adopted in June 2014. The TMP will be updated in 2017, following the 2015-16 planning cycles for the Educational and Facilities Master Plans, which are currently being developed in tandem (Educational + Facilities Master Planning presented to All College Retreat 9.25.15). Operationally, the annual planning cycle flows through Program Review and the Strategic Planning Committee (i.e., Fall 2012 ITS Program Review). The annual funding requests, supported through program review, are reviewed by the Budget Committee. Technology

Proposals are forwarded to ITS and the Information Technology Committee for evaluation, prioritization, and funding.



The TMP was constructed to document significant needs in the college's infrastructure and services. A portfolio of twelve initiatives was identified as critical needs to address instructional or institutional needs. These initiatives were mapped to the seven goals of the Educational Master Plan 2013 (pages 43-51). Since adoption by the ITC and acceptance by the Board of Trustees, ten of the twelve initiatives have been funded in full or portions, and have been completed or substantial progress has been made.

AVC EMP Goals & Technology Master Plan Alignment

	1. Provide students with an environment which supports learning and facilitates student success	2. Increase the transfer rate to Cal States, UC, and private colleges	3. Expand and diversify Career Technical Education options for students	4. Increase student success in Basic Skills and ESL courses	5. Utilize campus resources efficiently and effectively	6. Maintain and enhance community partnerships	7. Increase resources to enhance technology's support of the college mission and processes
Enterprise / Operational Initiatives							
Banner Suite/ Business Process Redesign							
Disaster Recovery / Business Resumption							
Public Safety							
Wireless							
Instructional Initiatives							
Classroom / Instructional Media Modernization							
Desktop and Application Virtualization							
Learning Management System							
Training for Faculty & Staff							
Services for Students							
Degree Audit & Planning Tools							
Digital Signage							
Identity Management							
Next Generation Portal & Content Mangement							

Among the successes of the 2014 TMP: college wide wireless access (Wifi Coverage Map); Next Generation Portal & Content Management; completion of Banner implementation; and fulfillment of training for faculty and staff, with creation of faculty/staff training room and an agreement with lynda.com for professional development courses. Significantly, for the first time in institutional memory, a modest start to a dedicated refresh budget for technology in 2014. This funding was dedicated exclusively to refresh of desktop systems, and aging projectors in the classrooms. Additionally, funding allocation in 2015 was tripled to $300,000 to address infrastructure needs, long neglected due to a lack of funding.

Ongoing efforts include: disaster recovery / business resumption, initiated with data replication to disaster recovery site in June 2014; public safety cameras initial deployment spring 2016; Learning Management System, review of packages started spring 2016 with target completion date of August 2017; digital signage initial screens deployed fall 2014 roll out ongoing; and identity management, funded in Spring 2016. Most of the smart classrooms on campus are antiquated and in need of a refresh. Initial efforts to update the design were aligned with deployments to the Health Sciences Building, completed in 2012. As the rooms came into use issues with stability and usability began to surface. A high level assessment of the design finds that the rooms are over engineered, looping hardware interfaces back and forth between a sub closet and the instructor's podium. The programming with the controls are difficult to understand for end-users, and present recurring stability issues.

Only desktop and application virtualization remains unaddressed, as its success is closely linked to the Identity Management Initiative which will get under way Summer of 2016. A Degree Audit and Planning Tool initiative has been placed on hold pending the outcome of the state's Ed-Planning Initiative, currently in pilot at six institutions (CCCEdPlan.org).

ITS works closely with the Distance Education and Technology Committee (DETC). Three official services are provided for faculty to make their instructional material available online whether for traditional or distance education courses: AVCOnline, Blackboard, and podcasts. AVC Online provides a basic authenticated access for faculty to post materials for download. Blackboard is the official LMS for the college, and is authenticated against the same credentials as the college portal (myAVC) and cloud based Google Services. Shells for every course are provisioned with each term. Faculty are given control to activate Blackboard shells, should they choose to utilize them.

The college is engaged in reassessment of its LMS platform as the existing Blackboard contract expires in August 2017. Discussions have occurred within DETC regarding timing (e.g., DETC minutes 9.8.15) and the committee began assessment in Spring 2016 with an objective of a new contract being in place to support a full two semester transition, if needed. In other cases a determination is made in the administration of needs for the enterprise and site licensing is procured such as the Enterprise and Student Administrative System (Banner), Microsoft and

Apple licensing for operating system and desktop applications, and/or Adobe with their Creative Suite to enhance productivity.

The relocation of the Palmdale Center to a newer larger facility (Substantive Change Proposal; Substantive Change Approval; Lease Agreement), currently scheduled for Spring 2017, presents an opportunity to leverage the Classroom/Instructional Media Suite Modernization initiative (see TMP, p. 11), and develop a new simplified standard. The design reduces connection points and programming, and consolidates the standard smart classroom hardware footprint to a single cabinet within the instructor's station, offering the potential of offering courses simultaneously on campus and streaming lectures between sites or with other remote partner sites.

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

The Executive Director of Technology is charged with ensuring compliance with BP 3720 - Computer Use, and AP 3720-22 - Computer, Network, Acceptable Use, regarding security and data integrity. Many improvements have been made to

The 2015 annual technology survey highlighted a growing demand on campus for wireless services -- a majority of students bringing portable or smart devices to campus, over 83% bringing laptops and 74% bringing a tablets to support their course work. The demand for an expansion of wireless services drove a reallocation of community development money for the project. In May 2014 the college completed the expansion of its wireless infrastructure, expanding limited coverage from the Health Sciences Building and the Palmdale Center to coverage for the entire Lancaster and Palmdale campus sites (ITC minutes 5.22.14; Coverage Map). The current deployment provides an unauthenticated / public network for student access (AVC Public), and an encrypted access for employees (AVC Secure). Upon completion of an identity management project, targeted for Spring 2017, authenticated and secured wireless will be available for students as well.

The college maintains over 60 instructional computing labs across all sites (Labs Page) including Palmdale, Rosamond, and Fox Field. Some labs are dedicated to specific disciplines, for example: the Cyber Security Network and its segregated network and virtual infrastructure; Statistics and its SPSS Lab; Digital Rendering Labs / AutoCAD / Digital Photography & Design Labs; and Library Science study in L 118. Others are open access labs allowing drop in access allowing use of basic applications in support of online research or production of coursework / assignments. Various strategies for password security, firewalls, and limited access to sensitive data are employed throughout the college. To promote security to the end-user level, across the college, AVC licenses anti-virus software for the use of all employees.

Banner is the system of record for all business operations, human resources, student records,

financial aid, and data management. AVC was granted fiscal independence by the Board of Governors and Los Angeles County Office of Education in January of 2016. Access to Banner data is restricted and limited based on job function. A Banner account request form must be approved by the requestor's supervisor, trainer, and department/division head. Physical access to the Banner server hardware is tightly restricted to ITS employees with job functions that require access to the data center.

Disaster recovery and business resumption needs are evaluated regularly. To facilitate recovery the college has established a tertiary data repository, via MOU with San Joaquin Delta College (Board Minutes 6.16.14). All critical data is replicated on a hourly cycle, and services are provisioned with sufficient virtual servers to resume basic services. The establishment of the MOU with SJDC is an initial step toward a future institutional Disaster Recovery Plan, as outlined in the TMP (page 8). Backups are staged and staggered in their replication as outlined below:

- Real time replication
  - Active Directory LDAP
- Every four hours
  - Banner Production
  - Student portal data
  - Degreeworks Production
  - Website databases and data
  - Web application database and website, including employee payroll and student service usage
  - Network shares (Staff, Student)
- Nightly
  - Student LDAP
  - Document Imaging Systems Data (OnBase, Xtender, Singularity)
  - Bookstore ERP
  - Room Scheduling System (AdAstra)
  - Private Key Infrastructure server
  - Quickbooks data
  - Databases for other miscellaneous systems (Deep Freeze, tool inventory, etc)
- Weekly (over weekend)
  - Website servers (snapshot of server and software)
  - Student portal servers
  - Student Authentication servers (CAS, Shibboleth)
  - Mail Relay server
  - Data reporting system (Argos)
  - eTranscript processing system
  - Document Imaging Systems Web Tier (OnBase, Xtender, Singularity)
  - Telephony
  - Electronic lock/access systems
  - Irrigation control system
  - Archibus (Facilities work order tracking system)

- RADIUS authentication server

Long term plans to enhance resilience and dramatically business resumption timelines include a migration of the Banner ERP off of its current proprietary platform, HP/UX, to RedHat Linux with more advanced blade servers. This will allow replication and migration across blades, avoiding the potential dramatic interruption of services with a hardware failure, and allowing a snapshotting of these virtual machine as cold standby backups to the DR site.

In March of 2014 a network infrastructure redesign was completed with the implementation of virtual networks segregating instructional, public, and protected networks. In May of 2015 the college's password standards were revised in response to recurring security threats. In addition more enhanced web filtering and a security education program is in development to better prepare faculty and staff for the recurring threats to protected data (AVC Password Help).

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

The training needs of staff and faculty are assessed in various ways. The college has on-staff a technical trainer that delivers one-on-one, and workshop based trainings. These offerings are available via the Technical Training Page (Technical Training Reports).

An annual technology survey includes questions to solicit perspective in training needs of faculty, staff, and students. Eighty-seven percent of respondents reported no technical training needs (2015 ITS Spring Survey, Q4). Seventy-seven percent responded that they would utilize a self-paced online learning resource if available. In 2014 the College licensed Lynda.com to service this need for faculty and staff. In its first year (Technical Training Reports) 102 employees have viewed over 172 hours of instructional video, comprising over 2,212 videos for professional development. Now into its third year of serving employees, between March 2015 and March 2016, utilizations shows 158 active users, 1269 logins, 523 distinct courses 6431 total views, across 427 hours.

In addition, specialized trainings are developed and delivered by the technical trainer or subject matter experts, such as training developed by the Business and Finance staff as the college completed its Finance implementation of its ERP Suite, Banner (training materials), or with the 2015 upgrade of Ad Astra, the college's room and resource scheduling suite.

Students often receive technology training through courses offered at AVC. These may be basic computing courses such as CA 103 Introduction to Microcomputers, or more advanced computer science courses related to computer programming. Courses can be highly specialized such as the variety of computer-aided drafting courses and geographical information systems courses. Resources are also available on AVCOnline to assist distance education students.

Faculty are also first level support for their students on Blackboard. In addition, Blackboard maintains a 7 x 24 help desk for technical issues. Specialized technology software training may be provided to students in a class utilizing specialized software applications. An example of this is when Air Conditioning students receive instruction related to utilizing air conditioning simulation software in the air conditioning course.

A walk-in help desk is in the early stages of planning for faculty, staff, and students. Clearly defined service level statements are in development to establish clear expectations of service. In addition to password change assistance, end-users will likely be able to get basic help on installing and updating college authorized anti-virus software, basic configuration of wireless access, assistance with pay-for-print services, and access to downloads associated with Microsoft's Office 365 licensing.

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Policies and procedures that guide the use of technology in the teaching and learning process at AVC are as follows:

Administrative Policies

- AP 3720 - Computer, Network and Telecommunications Use
- AP 3721 - Network Remote Access
- AP 3722 - Acceptable Use

Board Policy

- 3720 - Computer Use

Distance Education and Technology Committee

- Antelope Valley College Regular, Effective Contact Policy for Online Instruction approved by the Academic Senate on February, 2, 2015 (minutes, item 7a).
- Guidelines for Designing an Online Course
- Web Accessibility Design Guidelines
- Distance Education and Technology Committee Handbook

Beginning in spring 2014, the Distance Education and Technology Committee has overseen the college's participation as a pilot college for the Quest for Success student readiness component (CCC OEI Announcement) of the Online Education Initiative (OEI). Selected online courses are being designed to the OEI Course Design Rubric to improve student retention and success. The goal of the DETC is to share the rubric with all online instructors and provide support to enhance

the quality of all online courses. Courses that have been evaluated and approved by the OEI through the pilot program to date are Child and Family Education 102 and Political Science 101. (Online Education MOU; DETC Minutes 4.14.15; CFE102 Course Review Application; CFE102 Course Design approval)

Standard III.D: Financial Resources

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation, reallocation, and enhancement of programs and services. The institutional plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Business Services manages the finances and accounting for the district. The college continually evaluates and improves its processes to ensure fiscal health, transparency, and integrity. Despite the financial challenges during the state budget crisis, the college has provided sufficient revenue to sustain educational programs and support prioritized educational improvements.

Through strategic management of resources, steadily built reserves since the last 2010 self-study are noted below:

Year	Beginning Balance and Revenue	Expenditures and Other Outgo	Ending Balance
2009-2010	$69,885,098	$66,013,066	$ 3,872,032
2010-2011	$67,855,625	$65,621,954	$ 8,924,571
2011-2012	$71,998,486	$63,388,026	$ 8,610,460
2012-2013	$75,771,473	$64,130,771	$11,640,702
2013-2014	$79,278,248	$67,904,523	$11,373,725
2014-2015*	$83,783,240	$72,090,985	$11,692,255

Sufficient unrestricted fund reserves have been maintained in excess of 5% over the last 3 years (Business Services Audits; Adopted Budgets) . The goal is for the district to develop and establish its planning ahead of any funding shifts and then adjust the plan based upon available funding from the State. Adequate reserves allow the district to have a buffer from these funding shifts and essentially buys time to make adjustments to the plan minimizing any negative impacts on the educational programs of the district. As a result, the district has been able to move away from a reactive planning model and navigate to a more strategic planning model. The integrity of financials are ensured through well established procedures (SSB Budget Queries Manual),

proper segregation of duties, routine review, internal audits (internal audit report of bookstore, cafeteria and the associated student organization), as well as public presentation in multiple and various forums. Additionally, the district's financials are posted publicly on the Business Services website (Financial Reports; Audits). Financial reports are submitted to the Chancellor's office via the CCFS311 Report and confirmed through independent financial audits (see, AVCCD Financial Statements 2015). Because of adequate fiscal controls, there have not been any major audit exceptions for the last six fiscal years starting in 2009-2010.

Through the strategic planning and budgeting process outlined in the 2015-16 Adopted Budget Report (section 1, pages 11-13), resources are allocated according to the mission and goals of the college, prioritization rubric and supporting data in program reviews (see section 1, pages 14-20), and in support of goals of the Educational Master Plan. Whether in a growth mode or in a resource contraction mode, this process relies on data for fiscal decisions and joins planning, resource allocation and enrollment management in a manner that assures the college can operate within the anticipated revenues pursuant to AP 3250 - Institutional Planning. In years of revenue reduction and uncertainty, enrollment data is analyzed to provide reduced enrollment goals that can be strategically implemented to reduce the impact to educational programs and services.

Formerly this process was facilitated through the Strategic Planning and Budget Council (SPBC). However to ensure planning provided the framework for budgeting decisions, and not the reverse, the Council separated into two individual committees: Strategic Planning Committee and Budget Committee (SP-BC Flow Chart 2014). No one individual may serve as a voting member of both the SPC and the BC to ensure the integrity of the process and to allow for a broad campus constituency representation in the strategic planning and budgeting planning process. The mission of the Strategic Planning Committee was developed at the April 1, 2015 meeting (SPC minutes 4.1.15, see item 7 and attachments). Broadly, it includes:

- Integrated planning
- Monitoring the existing strategic plan
- Developing the 3-year strategic plan

Because the Budget Committee split occurred in the middle of the budget cycle, the committee focused on establishing a resource allocation prioritization process in order to ensure that resources were available in a timely manner. At the September 23, 2015 Budget Committee meeting, the charter of the Budget Committee was established (Budget Committee minutes 9.23.15). Broadly, it includes:

- Developing objective and fair criteria of allocation of financial resources to support the Educational Master Plan, strategic plan and institutional goals

- Scoring, evaluating and prioritizing budget requests based on the established criteria (Budget Allocation Rubric)
- Analyzing financial impacts in developing resource allocation

Although they exist as two distinct committees, joint meetings are conducted for the SP to align with BC on the adopted goals and initiatives prior to the evaluation of budget requests, and subsequently to inform the SP of the BC's ranking of those requests. Joint meetings continue to take place throughout the year as needed to ensure effective communication and progress (e.g., SP and BC Joint Meeting Minutes 7.15.15).

III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

The Educational Master Plan (EMP) is the cornerstone for the college's planning process. The Facilities Master Plan and the Technology Master Plan, are developed to support the goals and objectives of the EMP. In 2014, the district advanced the development of the EMP, creating an advisory group to solicit input from community leaders on current and future workforce development needs of industry (College Planning Retreat Agenda 9.25.15). This information is evaluated and incorporated into the college's EMP and annual board goals.

In order to accomplish the goals of the EMP, divisions and areas utilize their program review and action plan process to link Institutional Learning Outcomes (ILO's), Student Learning Outcomes (SLO's), Program Learning Outcomes (PLO's) and Operational Outcomes to resource requests (see, Program Reviews and Program Review Instructions pages 8 and 14). The budget is driven by the strategic planning process of the college which utilizes these plans and outcomes in developing the criteria for resource allocation and evaluation. An outline of the Resource Allocation Process can be found on page 12 of the 2015-16 Adopted Budget Report. In addition, multi-year financial projections are provided to show the impact of funding decisions over the long-term so that financial stability concerns are considered and addressed as shown on page 39/Section 5-2 of the 2015-16 Adopted Budget Report The president, in conjunction with the Executive Council, reviews all recommendations prior to presenting to the Board of Trustees for final approval. This progression involves widespread coordination throughout the district, an effort simplified by clear, well communicated instructions and deadlines posted on the Business Services website:

- Budget Request Instructions
- Budget Calendar

- Budget Call Memo
- Resource Allocation Proposal - Academic
- Resource Allocation Proposal - Operational
- Budget Prioritization Form

One of the challenges identified in the previous accreditation cycle was adequately tying the various outcomes, goals and planning documents to resource allocation. As a result of the 2010 recommendations, there were two areas that required more focus in order to properly integrate goals and outcomes with the financial planning of the district: 1) prioritization of budget requests, and 2) objective evaluation of budget requests.

To properly align budget requests with the EMP, the EMP goals were prioritized by the college's Administrative Council and reviewed in a campuswide planning retreat in 2014-15. The top three goals were identified as follows:

- Educational Master Plan #4-The College will increase student success in Basic Skills and English as a Second Language (ESL).
- Educational Master Plan #1-The College, as a community, will provide students with an environment which supports learning and facilitates student success.
- Educational Master Plan #3-The College will expand and diversify Career Technical Education options for students.

Subsequently, the Budget Allocation Rubric was modified to include a higher weight to these prioritized goals. This allows those requests that fit within the prioritized EMP goals to have a higher consideration than those that may not fit within those prioritized goals.

Secondly as part of the continuous process improvement cycle, the Budget Committee's review of the 2014-15 rubric scores revealed a disparity between academic and operational areas of the college. Following the recommendations of its members to more fairly allocate resources between academic and operational needs, the Budget Committee created a separate request form specific to operations:

- Resource Allocation Proposal - Academic
- Resource Allocation Proposal - Operational

As a further guarantee of sound financial policies and procedures, Board and Administrative policies were reviewed, modified and presented to the College Coordinating Council in 2015-16 in an ongoing effort to improve transparency and effective practices (College Coordinating Council Policy Review).

III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

The Educational Master Plan provides the foundation and framework for financial planning and budget development. Historically, the Strategic Planning & Budget Committee ("SPBC") was responsible for the financial application of the EMP annually. However during the budget recession, it was noted that strategic planning took a back seat to pressing budgetary updates, hindering the effectiveness of institutional planning and the ability to be flexible in adjusting with the rapid information changes. To make certain strategic planning does not get lost during the boom and bust budget cycles, the SPBC split into two distinct committees: a Strategic Planning Committee and Budget Committee, with representation on these councils established to ensure a broad participatory governance structure (SPC Representatives; BC Representatives). Some members are permanent by nature of their position, while others are elected to terms by their constituent groups. Membership includes representatives from the two unions, faculty, classified staff, confidential management and supervisory employees, the student body as well as deans and directors. By accepting membership on these committees, individuals accept the responsibility to represent the views of the constituency group and keep their respective constituent groups apprised of committee business. To safeguard the integrity of the planning and budgeting process, no one member may serve on both the SP and the BC, yet regular joint meetings are held to maintain effective communication as well as focus on the clear and common goal of placing the EMP in action.

In addition to the Community Advisory Board created in 2014, the district conducted Executive Council and Administrative Council sessions and a college wide planning retreat for initial assessment and construction of the update to the existing EMP (Administrative Council and College Wide Planning Retreat Presentation 8.14; College Wide Planning Retreat agenda 9.25.15). The current EMP is being coordinated by a consultant involving multiple constituencies on campus and is being produced in concert with the Facilities Master Plan (Educational Master Plan Timeline; Educational and Facilities Master Planning Presentation 9.25.15).

The college operates on a three year planning cycle (Planning Calendar 2014-2017). The budget process begins with a Budget Call initiated by the Executive Director of Business Services / Budget Committee Co-Chair, via email to Administrative Council members. Training was conducted for the Administrative Council for the last two years, and was expanded to department chairs for the 2016-2017 budget process (Budget Development Process 2014; Budget Development Process Training 2015). Budget request instructions, guidance and forms are available on the school website as follows:

- Budget Request Instructions
- Budget Calendar
- Budget Call Memo
- Resource Allocation Proposal - Academic
- Resource Allocation Proposal - Operational
- Budget Prioritization Form

The budget call is for new requests above the baseline budgets. Clear deadlines are also communicated and accessible to all on website. Email reminders assist the college in submitting their request in a timely manner. For 2016-17, the budget call was initiated six months earlier than the historical timeline, strategically aligning budget requests with the program review and EMP prioritized goals currently in place.

Planning and budget overviews are regularly presented by the Business Services Director to the campus community at Opening Day and Townhall Meetings (i.e., Fall 2015 Opening Day; Spring 2016 Opening Day; Townhall Finance Presentation 5.17.16), Administrative Council meetings, and the public through the regular meetings of the Board of Trustees.

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

The Budget Committee is led by two co-chairs, the Executive Director of Business Services and the Academic Senate President or representative (BC Representatives). The Executive Director of Business Services is responsible for the development of the adopted budget. The primary function of this position is to maintain close contact with the California Community College's Chancellor's Office and advocate groups such as the California Community College League to stay informed of funding trends and issues at the state level. The adopted budget is based on projected spending and the estimated revenue that the college plans to receive. Development of the adopted budget includes estimating for the necessary resources to achieve the fiduciary stability (Strategic Goals and Initiatives, president's long term goal #7), and approved resources allocations (i.e., budget requests) that are recommended for funding from the prioritized budget request process. The adopted budget is reviewed by Budget Committee, Strategic Planning Committee and Executive Council. In June of each year, the Board of Trustees approves the tentative budget, while the adopted budget is typically approved by the Board in September of each year. The Budget Committee refers to this information as the basis for planning and budgeting for the current and for multi year projections (Three Year Budget Projections).

A Program Review is required before budget requests will be considered. The budget allocation process allows for funding priorities to be clearly connected to the goals, planning documents and outcomes of the college to achieve the college mission. Both instructional and non-instructional departments/programs are required to make an annual assessment of their Operational Outcomes, Program Learning Outcomes, and/or Student Learning Outcomes (see WEAVEOnline, ID AVCuser; password marauder). This is referred to in the Program Review and the analysis is used to establish annual goals and funding requests for the programs. Program Reviews is a foundational step in updating the EMP.

The Budget Committee utilizes the college mission, Educational Master Plan, and the Board of Trustees Goals and Initiatives. The Educational Master Plan is reviewed annually by the Strategic Planning Committee and other constituents to assure the college's ongoing needs are addressed. The Facilities Master Plan, Technology Master Plan, and Enrollment Management Plan are developed from the outline of the EMP. Current development of the 2016 Educational Master Plan and Facilities Master Plan was presented to attendees (over 100 participants of administrators, faculty, and classified staff) of the All College Planning Retreat on September 25, 2015 as a starting point for discussion, input, and feedback (Educational + Facilities Master Planning presentation; 2016 Facilities Master Plan draft; Educational Master Plans).

When budgets have been tightened, the schedule and resources have been strategically reduced. The goal is for the college to develop its plan ahead of any funding shifts and then adjust the plan based upon availability funding from the State. This process allows for flexibility, for example, the Workload Restoration Table in Section 1, Page 5 of the 2015-16 Adopted Budget shows the allowable FTES, projected FTES, and actual FTES for the last five years. When the college is in a growth mode, projections are based on FTES since funding is based on that figure. However, when the college is in a reduction mode, the projections are based on Lecture Hour Equivalency (LHE) which has a more significant connection to estimating budget expenditures. During the growth phase the State typically paid for over cap FTES so AVC sought to maximize FTES. During the reduction phase AVC switched to targeting LHE based on the funds available for courses. The district will continue to monitor the funded FTES from the Chancellor's Office and plan on a 2% above funded FTES enrollment target.

AVC's long range planning is captured in the 2016 Facilities Master Plan, an update to the 2011 Facilities Master Plan, that is tied to the EMP and longitudinal student data and community needs. The college campus will be reorganized to reflect the consensus solidified at the College Planning Retreat in August 2015, that Student Services should be the heart and center of the campus to give students a more powerful sense of belonging and to create a vibrant hub of energy upon entering the campus. Furthermore, buildings will be organized by overall fields of study, i.e., the sciences, humanities, arts, etc., more like a university setting. The Facilities Master Plan was presented to the Board of Trustees as well as the campus at a recent Town Hall meeting (Facilities Master Plan Board Presentation 4.11.16; Town Hall Facilities Master Plan Presentation 5.17.16). The current Educational Master Plan is being produced by two consultants

hired by the district, Dr. Fred Trapp of Cambridge West Partnership and Deborah Shipley of Gensler. The work of the EMP and FMP are being done in collaboration to assure that the facilities plan is driven by the Educational Master Plan. Progress on the EMP was also presented to the Board of Trustees on April 11, 2016, along with the FMP (EMP presentation to Board 4.11.16; Board of Trustees Agenda 4.11.16). The expected approval date of both plans is September 12, 2016.

III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Historically, the college used Peoplesoft, the financial system mandated through the Los Angeles County Office of Education (LACOE). All general ledger transaction budgets were posted to this system and reports were extracted from the Reports And Data website and published to a drive where all managers could review the status of the available funds against their accounts. Information was updated on a weekly basis. The County's financial system is mainly geared towards K-12 which does not accommodate student accounts or financial aid. In 1999 the district implemented the Banner student module. Activity in student accounts and financial aid were manually put into the mandated financial general ledger system. In 2015, the district purchased the remaining Banner modules for finance, HR and payroll and is working towards a fully integrated enterprise system.

The growth of the college made it difficult to manage the manual effort required due to the fact that the two systems that are not integrated. Beginning with fiscal year 2016, AVC implemented Banner Finance as the new general ledger software system with the assistance of Strata Information Group ("SIG") consulting services. This transition has finally allowed integration with the Banner Course Scheduling, Student Accounts Receivable and Financial Aid modules employed years ago. The Banner Human Resource module went live January 1, 2016 and the migration will continue with payroll being placed into production on July 1, 2016. This system advancement will greatly streamline communication, processes and reporting for our district. Banner is a common solution for institutions of higher learning and offers end users with more visibility into budget status reports and detailed transaction information, keeping them abreast daily of any changes. Temporarily, all information in Banner is currently interfaced with Peoplesoft and analyzed weekly to ensure the accuracy of the data.

Careful study of best practices and guidance from LACOE were used to develop the Fiscal Independence Plan (approved at the October 12, 2015 Board of Trustees meeting). An independent audit (Fiscal Independence Audit 11.16.15) was conducted under the

recommendation given by LACOE to the BOG. The Los Angeles County Office of Education (LACOE) recommended fiscal independence in its letter dated December 4, 2015 (LACOE Approval 12.4.15). On January 19, 2016, the district was approved by the Board of Governors of California (Chancellor's Office Letter 3.3.16) to become fiscally independent effective July 1, 2016 from the Los Angeles County Office of Education. While the district moves towards a general ledger system independent of LACOE, accountability measures will still be in place for annual reporting requirements to LACOE. LACOE will still provide recommendations each year in order for the district to maintain its fiscal independent status. A comprehensive internal controls check list has been developed by the independent auditing firm and is included in the report to ensure there are appropriate check and balances and internal controls to support the integrity of the financial transactions.

This implementation has served as the springboard for further enhancement of processes including the use of software products such as Argos and OnBase. Argos is a reporting tool that allows us to quickly gather and customize data in an arrangement that addresses the question, reconciliation, or required financial information at hand. OnBase is an online document management system that promotes the gathering of key supporting documents in one online database. End users may easily upload quotes, board communications, contracts, memorandums, etc. to requisitions to be easily viewed by the department director and approvers ensuring the authority, legality, and correct accounting of transactions as well as proper payment.

Purchase requests and contracts are subjected to a multi-layer review and approval process. Once it is signed by the originator, it is reviewed by the manager of the department or division. This review is to ensure there are sufficient funds and that the purchase or contract is an appropriate use of funds. Commitments over $1,000 must be approved by the appropriate executive director or vice president. Commitments over $5,000 require review and approval by the Executive Director or Business Services. All commitments are reviewed by Business Services to ensure proper procedures have been followed and sufficient funding is available. All purchases and contracts require the approval of the Board of Trustees. The multi-level approval process serves as a check and balance approach to provide effective oversight of finances. This practice is the common thread that is applied to all purchases and contracts regardless of funding source. Additionally, managers have access to current account balances on the fiscal reports drive. This process ensures that funds are expended in a fiscally responsible manner.

The hiring of both a Manager of Fiscal Services and Manager of Purchasing were made to support the expanding operations of the district, ensure conformity with best practices and maximize opportunities for advancement. The two teams under the guidance of the Executive Director of Business Services, have worked closely together to evaluate and refine procedures including:

- The need to consolidate requisition and payment requirements into a more user friendly format led to the creation of a document checklist available on the Purchasing Guidelines web page for all requestors.
- All training sessions are publicized on the school website to include education of district employees on utilization of the new financial system, contract code requirements, and use of account codes. Banner training systems took place monthly from May 2015 through December 2015. Contract training sessions are currently on going and further education of account codes will begin in the Spring of 2016.
- One-on-one meetings are currently underway to review department budgets to increase understanding of the how funds are used and ensure they are reported appropriately.

Each fiscal year, all funds of the district are audited by an independent contracted firm. Compliance testing is performed to ensure adherence to the applicable laws and regulations. Audits consistently show that the district conforms with Generally Accepted Accounting Principles (GAAP) and the Government Accounting Standards (GASB) and is in a favorable position. No material exceptions have been cited in six years starting in 2009-2010. Audit reports are available on the college's public website and are regularly presented to the Board of Trustees.

The college takes a conservative approach to financial matters and maintains sufficient reserve for emergencies, maintaining a reserve in excess of 5 percent every year since 2004 with the exception of 2006-2007, at which time a decision was made through the strategic planning and budgeting process to reach the targeted goal of 10,000 FTES. The Board of Trustees established a minimum 8 percent unrestricted reserve (Board Communication 4.9.12). Utilizing a fiscally conservative approach to financial matters has proved its merits in the recent years of budget uncertainty with unrestricted fund balance growth. The college has been able to maintain a reserve above the 5 percent recommended by the California Community Colleges Chancellor's Office which has resulted in minimizing negative impact to the educational programs of the college while preserving jobs among full time employees.

III.D.6. 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.

On an annual basis, a budget calendar is established showing the necessary steps from budget development to the adopted budget. Prior to soliciting budget requests much assessment and pre-planning takes place. The district issues a budget call requesting resources that are tied to program review, planning documents, educational master plan, institutional learning outcomes and board goals (Budget Request Instructions). Starting in fiscal year 2014-2015, each resource request is scored based on a Budget Allocation Rubric process that ensures quality education, student achievement and student learning are at the forefront of funding decisions while

addressing the facility needs to support the desired outcomes. Once the Board of Trustees approves the annual tentative budget, the district executes against the budget in accordance with the mission and established plans of the college. Part of the tentative budget includes the prior year unaudited actuals, current budget year and a three-year budget projection for the district's unrestricted general fund.

On a quarterly basis, the Board of Trustees is given the Quarterly CCFS311 actuals-to-budget report and a more detailed district financial report. This measures performance against the budget. Additionally, the district submits an all-encompassing annual CCFS311 report that includes metrics to include status toward the 50% law, various revenue and expense streams and balance sheet information, as well as the next fiscal year's budget. This information is posted to the Business Services website for the community, staff and all constituent group. The college also releases annual reports to the public that shows the financial position of the district (e.g., AVC Annual Report 2014-15 pages 10-11).

The district continues to improve the budget process through an annual evaluation asking three questions:

1. What did we like about the process?
2. What do we think we can do better?
3. What changes should be made?

This evaluation process has led to significant improvements, such: as the creation of a separate operational request form for the 2015-16 budget year; and changing the prioritization of one's requests to a categorization from "Critical, Need, Enhancement" to a traditional numeric ranking. It is expected these improvements will continue in the quest to make the budgeting process and financial decisions more transparent, collaborative, and most effective to enhance student and operational success.

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Each year, the college contracts with an independent auditor who reviews the district's and Foundation financials separately. Various compliance tests are conducted by the auditors to ensure adherence to the applicable laws and regulations. Per the Office of Management and Budget, the auditors also perform tests on the federal programs administered by the district. Any noncompliance is reviewed for materiality and reported, if necessary, in order to rectify or create a corrective action plan to remedy. The auditors provide a report by January of each fiscal year showing the changes in the financial position of the district. This includes the Balance Sheet, Income Statement and Cash flow Statement. The district provides input to the audit report in the Management Discussion and Analysis, which shows the economic factors that affected the

audited fiscal year, as well as projections based upon the information at the time (e.g., 2014-15 District Audit Report). The audit report is presented to the Board of Trustees each fiscal year, which gives the members and the public an opportunity to review and comment on the financial position of the college. Audit reports for the last several years are available on the Business Services public website. The auditors also perform a Proposition 39 audit of the Measure R funds to ensure that funds are spent in accordance with the Ballot and Resolution (e.g., 2013-14 Proposition 39 Performance Audit).

Since 2009-2010, there have been no major audit findings on the district financials or Proposition 39 financials. The district continues to work to maintain compliance with financials at the federal, state and local levels. In order to maintain a clean audit report, proper training of staff is critical on upcoming changes from Office of Management and Budget, Department of Education, Internal Revenue Service, Governmental Accounting Standards Board, etc. This training is received primarily through participation in area conferences, review of legislative and policy updates as well as webinars.

III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

In addition to the established controls, the district uploads the line item budgets after the budget is adopted by the Board of Trustees and monitors the use funds regularly. Because expenses may vary from year-to-year, the district has a budget augmentation process that allows managers to move budgets from one line item to another. Payroll is currently posted through the LACOE Human Resources System (HRS). This system interfaces with Peoplesoft to ensure that payroll is posted to the general ledger. The payroll function will migrate to Banner in July 2016. When budgeting for salaries, projections are done to include step and column changes. Benefits are reviewed each year by individuals and the plan that they are enrolled in. Currently the college uses LACOE's distribution of information when projecting increases to benefits such as PERS and STRS, and Unemployment Insurance. As these change, the Business Office projects the impact to the developed budget before it gets adopted. Once adopted, if changes occur, the budget augmentation process is utilized.

The Business Office developed a Fiscal Independence Plan (approved at the October 12, 2015 Board of Trustees meeting), which assisted in a successful independent audit of internal controls, recommendation of fiscal independence from the County Superintendent of Schools and ultimately, approval of fiscal independence status from the California Board of Governors.

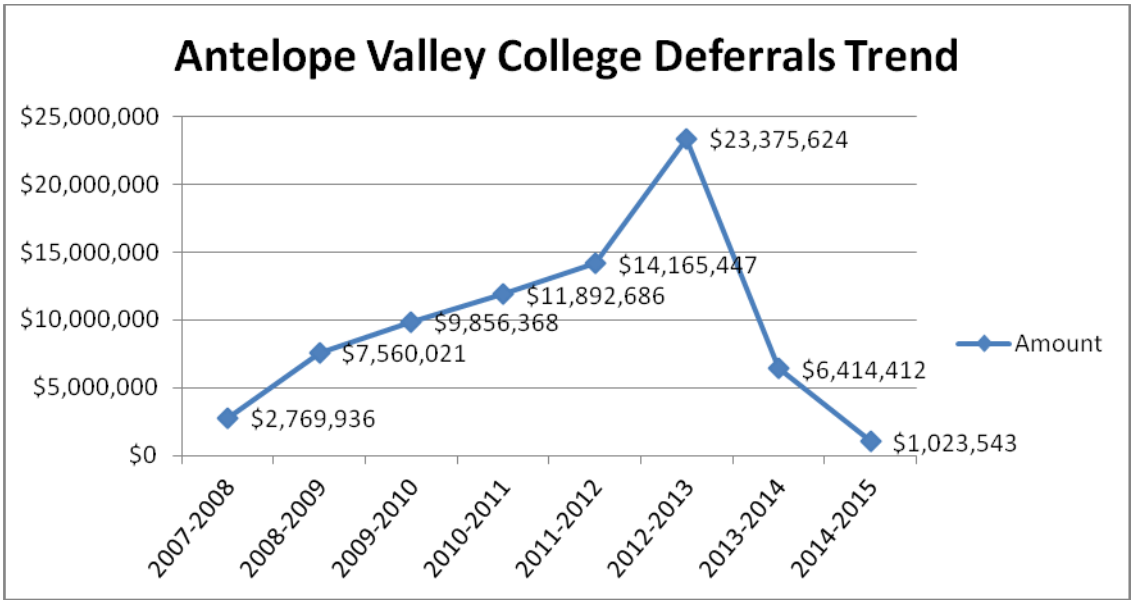
For budgeting, using the new Banner Finance module budget transfers can be identified as permanent or temporary. Moreover, authorized users can initiate their own budget transfers, within authorized parameters and controlled through a series of approval queues. While this will enable flexibility at the user level that has been long sought by the individual departments, there

is a need to reaffirm the district's proper understanding and use of account codes. This training began in January 2016 with one on one meetings with department heads to review budgets and discuss proper placement of funds for the upcoming budget year. These guidelines will be reinforced in late spring 2016 when budget transfer capability is rolled out to the departments. The Business Office will continue to monitor those major expenditure classifications to ensure that changes are communicated timely to the Board of Trustees.

The Business Office will continue to evaluate the fiscal independence plan and keep it up to date with any required changes.

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Part of the tentative and adopted budgets include the prior year unaudited actuals, current budget year, and a three-year budget projection for the district's unrestricted general fund. The district issues a budget call requesting resources that are tied to the planning documents, educational master plan, institutional learning outcomes and Board of Trustee goals. The Business Office produces cash flow projections on a monthly basis to ensure that there is adequate funding to support expenditures. While the Chancellor's Office has a policy that a minimum prudent reserve be no less than 5% for the unrestricted funds, when 80% of revenues come from a volatile source as in with California State funds, higher reserves are needed in order to manage boom and bust budget cycles. The graph below shows the impact of deferrals to the district as a result of the recent recession.



*Spike in 2012-2013 included Education Protection Account (EPA) funds of $8.8 million not received until the end of June 2013.

Part of AVC's fiscal management practices include multi-year budget projections that are given to the Board of Trustees and shared with the campus. Long-term debt is managed by ensuring that less than 5% of the general unrestricted operating revenues are tied to annual debt payments. Unrestricted reserves have increased consistently over the last several years. These reserves allow the district to manage uncertainty of state funding, which is approximately 80% of the college's revenue. The Board of Trustees implemented no less than an 8% reserve requirement, which is being re-evaluated at a higher level.

2006-2007: 3.91%
2007-2008: 6.51%
2008-2009: 8.28%
2009-2010: 10.68%
2010-2011: 15.04%
2011-2012: 13.23% (intentional one-time deficit spend down due to reduction in workload)
2012-2013: 16.82%
2013-2014: 16.0%
2014-2015: 17.4%

The result of having higher reserve levels, ensured that when deferrals were at their highest, the district borrowed less money through the use of Temporary Tax Revenue Anticipation Notes (TRANs). One of the challenges that the college will continue to have is ensuring that contingencies are built into the budget to protect from uncertainty and emergencies.

The district is working to develop a contingency reserve plan to manage risk and volatility. While the reserves are at about an average of a 15% level, if an emergency were to occur on campus, a well-established contingency reserve would ensure funding is available to address the emergency without placing an undue burden on the annual budget that could negatively impact the educational programs of the district. A contingency would also help for those positions that are currently grant funded that the district may decide to retain for sustainability provisions that are identified within the grant.

III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Board Policy Chapter 6 (Business and Fiscal Affairs) and Administrative Procedure Chapter 6 (Business and Fiscal Affairs) guide the district's management of funds and effective oversight practices.

General Funds

Restricted and unrestricted apportionment is deposited in the college accounts and traced by utilizing the accounting system of Los Angeles County Office of Education (LACOE). The Business Services department compares these general ledger reports to the apportionment schedule on a monthly basis published by the Chancellor's office (Exhibit A) to verify that the amount of revenue received matches the anticipated revenue as outlined on the report. Reports are posted on the network file server and are available to department and division managers to use to monitor expenditures and budget balances.

All purchase requisitions are signed by the originator and reviewed and signed by the responsible manager. Anything over $1,000 requires approval by the appropriate executive director or vice president. Purchases over $5,000 require approval by executive director of business services. Finally, all purchase requests are reviewed by the business services to assure proper procedures have been followed and sufficient funding is available before the purchase is processed. All purchase orders require the approval of the Board of Trustees. A Summary of Expenditure and Purchase Report is provided at the regularly scheduled board meeting showing each purchase order for consent approval.

Audit reports reflect "unqualified" opinions, with no material findings. Minor audit findings are addressed by the Business Services Department in a timely manner by providing a corrective action plan and monitoring progress towards eliminating the finding.

Financial Aid

Funds for Financial Aid, excluding FWS and CalWorks work study programs, are disbursed to students via a Higher One debit card. Financial Aid is available to students thru fee waivers, Cal Grants, PELL Grants, Direct Loans, EOPS grants, CARE grants, FSEOG grants, Federal Work Study and CalWorks programs, and various scholarships. The review and reconciliation of awards is performed and documented in the Business Office. In addition, the Student Financial Aid Blue Book by the U.S. Department of Education is used a resource.

The disbursement of financial aid to students is outlined as follows: Financial aid disburses the awards to the students' accounts. The Cashier's Office, specifically the Student Accounts Technician, runs a job to produce the refunds to the students. This information is sent to the Business Office which is responsible for ensuring funds have been received, drawn down, and are available to use. The Business Office wires the refund list and funds to Higher One. Higher One loads the refunds on to the students' debit cards. The refunding process is documented in the Business Office and is simplified for students on the Student Services web page.

Oversight mechanisms for Financial Aid funds follow state and federal regulations. This process is extensive and has a high degree of integrity and consistency. Every process within the financial aid area has a looping system of reports and duplicate signatures.

Grants

The college receives funding from approximately 50 different categorical funds or grants. Restricted state funds are received through the apportionment process while grants disburse funds on a reimbursement basis. The categorical accountant is dedicated to the task of accounting for these funds. A three-year trend (Restricted Programs) has been established on the Business Services website showing the trend in grant awards received. Each categorical fund has a project manager who is responsible for submitting proposals for funds, quarterly and annual reports, establishing any oversight committees or planning teams that may be required, and initial approval of any Purchase Requisitions that are accessing these funds (Master Schedule of Reports and Assessments). On a quarterly basis, the Board of Trustees receives a budget-to-actuals report for the unrestricted and restricted funds to ensure there is proper oversight of funds.

There is a multi-level approval process for purchase requests to include the fund manager, Vice President and Business Office (to include the categorical accountant). Each year AVC is audited by an independent company that performs several compliance tests. One is specific to federal requirements and if it is a part of the program cluster audit, then it's specific to the program requirements.

For example, the college is currently managing a STEM grant and a Perkins grant. Oversight for the Perkins grant occurs in the proposal process. There is a group that is made up of different members that reviews the proposal requests. Once approved, the fund manager works with the business office to ensure budgets are established, fiscal tracking is setup to ensure progress is made within end of fiscal year timelines and if not, then the fund manager can redirect unused funding (Perkins Proposals 2015-16).

Redevelopment Funds

Even with the dissolution of redevelopment agencies, local education agencies (LEAs) still receive pass through payments. The college receives redevelopment funds from the City of Lancaster and the City of Palmdale. These funds are distributed to the college by each city in a lump sum twice a year.

Auxiliary Funds

Auxiliary funds are special purpose funding streams that are not part of the normal public funding sources. These are funds that are generated by various campus groups such as student clubs or specific educational programs. Funds placed in auxiliary accounts typically are the result of some type of fee for service or performance, such as ticket sales. Various purchasing forms are on the Business Services website for employees' access.

A form must be submitted to the executive director of business services to establish an auxiliary account. The form must clearly state the name of the account, the specific purpose of the funds, and the dean or director responsible for the funds. Purchases utilizing auxiliary funds are submitted on an Auxiliary Services Requisition rather than the normal Purchase Requisition. The Auxiliary Services Requisition requires the signature of the originator, and the Approval of the designated dean or director. Purchases over $1,000 also require the approval of the appropriate vice president. While the Associated Student Organization is technically not considered as an auxiliary fund, it functions in a similar manner.

Bookstore and Cafeteria

The Bookstore and Cafeteria are enterprise funds. The income generated from the sale of goods and services is used to pay for operations and personnel costs. Currently, the Cafeteria operates at a loss and the Bookstore income is used to offset this loss. This arrangement is in accordance with guidance from the Board of Trustees. Income and outflow of funds is maintained in accounting software systems by each entity. Monthly statements are submitted to the executive director of business services for review by the Board of Trustees at their regular meetings. Balance sheets for these entities are reviewed on an annual basis by the Board of Trustees (i.e., Board of Trustees Bookstore Balance Sheet 1.11.16; Board of Trustees Cafeteria Balance Sheet 1.11.16).

Foundation

The mission of the Antelope Valley College Foundation is to increase the resources, raise funds, and create friends and partnerships to support the mission of Antelope Valley College. The AVC Foundation is a nonprofit organization 501(c)3 providing IRS tax deductions to those private and corporate donors supporting Antelope Valley College. Per board policy, all Antelope Valley College fundraising and gifts received must go through the AVC Foundation. The AVC Foundation Board of Directors meets regularly to oversee the governance and fund raising efforts in support of the college (e.g., Board of Directors meeting agenda 2.5.16). The AVC Foundation, in partnership with the superintendent/president, who is a voting member of the board of directors, establishes the AVC Foundation's goals and priorities developed at the annual Foundation retreat. The AVC Foundation develops three-year strategic plans (Foundation Strategic Plan Overview) to work in partnership with the college leadership in identifying needs and providing support for the district. The AVC Foundation annually reviews its Bylaws and Policies and Procedures. Standing Committees include an Executive committee, Finance and Investment Committee, Audit Committee and others geared towards prospect cultivation, donor acquisition and stewardship (Foundation Bylaws).

The firm of Payden & Rygel oversees the management of the investment portfolio in accordance with the AVC Foundation's Policies and Procedures. Payden & Rygel provides monthly reports to the Finance and Investment Committee, and gives biannual presentations to the entire AVC Foundation Board of Directors. The financial activities are reported to the President, Executive Director of Business Services and the AVC Board of Trustees on a regular basis.

More than 160 program funds are managed by various district fund managers, including deans, directors and faculty. Two signatures are required to request funds on the Request for Foundation Funds form. The executive director of business services must approve all expenditures in addition to the superintendent/president or the pertinent executive director, dean or vice president overseeing the fund division, department, or area. The executive director of institutional advancement and foundation provides verification of fund availability prior to distribution, and the accounting assistant II provides all financial management of these funds. The Foundation's Annual Reports are posted on the college website and distributed to campus constituents upon publication. The money raised and disbursed for scholarships and campus needs are explained in every issue (e.g., Annual Report 2013-14 page 15; Annual Report 2014-15 pages 10-11).

The multi-level approval processes serves as a check and balance approach to provide effective oversight of finances. This practice is the common thread that is applied to all expenditures regardless of funding source and assures that funds are expended in a fiscally responsible manner and in accordance with the goals of the college.

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Since the district receives over 80% of its the general fund revenues from the State of California, long-term student enrollment projections, unduplicated headcount, and FTES are linked to strategic planning and budgeting based on the availability of funding. FTES targets are refined as new information becomes available from the state. This review is a constant and continual process to ensure that there are sufficient resources to support growth or if a decision needs to be made to reduce offerings in order to maximize funded FTES. The enrollment target is 2% above funded FTES targets.

In order to ensure that there is adequate facility space on campus to accommodate enrollment, the Facilities Master Plan provides the comprehensive plan and strategies for providing the necessary physical resources to support the college's evolving programs and services and achieve its mission. The Facilities Master Plan is developed from the Educational Master Plan which is the institution's guiding strategic document**.** The previous comprehensive 2003 Facilities Master Plan, updated in 2011, effectively guided the recent campus expansion made possible by a local bond measure of $139 million and state funding of $60 million.

The local Measure R General Obligation bond was passed to update existing infrastructure and construct buildings to enable the offering of state-of-the-art programs. The $139 million has been used to significantly improve and add infrastructure projects (e.g. 1,000 additional student parking spaces, new telephone system, separation of domestic/fire/landscape water systems, new central plant, upgrade campus roads, solar covered parking structure, sewer system, and electrical connections), construct a new football, track and baseball field, Environmental Horticultural Sciences building, Maintenance and Operations building and the Auto Body building. In addition, construction was completed on the new Performing Arts Theater and Health & Science Facility. An updated Facilities Master Plan will be developed and completed by June 2016 and will be tied directly to the new Educational Master Plan, as explained at the All College Planning Retreat on August 25, 2015 (Educational + Facilities Master Planning presentation; 2016 Facilities Master Plan draft; Educational Master Plans).

Some examples of ongoing projects with long and short term obligations are:

- After review of the local area, the need to expand services, courses, and programs in the Palmdale Center became apparent; however, space limitations caused a review of other potential sites. A substantive change proposal was submitted to the ACCJC on November 4, 2015 to relocate the Palmdale Center, and the approval letter dated December 10, 2015

was received. A new Center location lease agreement was approved by the Board of Trustees on February 8, 2016. The Palmdale Center Staffing Plan addresses hiring needs for the larger Palmdale Center, which can tentatively handle up to 7500 students and is scheduled to start operations in spring 2017. The lease for the new location was approved by the Board of Trustees on February 8, 2016 (Board of Trustee minutes 2.8.16; Lease Agreement).

- AVC was approved to offer a bachelor's degree in airframe manufacturing technology. The BS Degree in Airframe Manufacturing Technology proposal was accepted and approved by the Chancellor's Office on January 20, 2015. The college submitted its Substantive Change Proposal November 4, 2015 to the ACCJC and received an approval letter on December 10, 2015. The development and implementation plan for this program is provided in the BA in Airframe Manufacturing Technology program Action Plan Tracking. The bachelor's program is slated to commence offering classes at AVC by fall 2016. The bachelor's program is expected to start with a cohort of 25 students with an expectation of increasing this same amount each semester with a maximum expected enrollment of 100 students in the program once fully implemented. Based upon this expected growth, the president approved a new full time faculty position that was proposed through the faculty hiring prioritization process and the hiring process started in March. In addition, adjunct faculty have been hired to increase the coverage for the courses in the AA degree and an institutional assistant has been hired for instructional support. Additional positions will be hired as the need arises and as presented through the position prioritization processes.

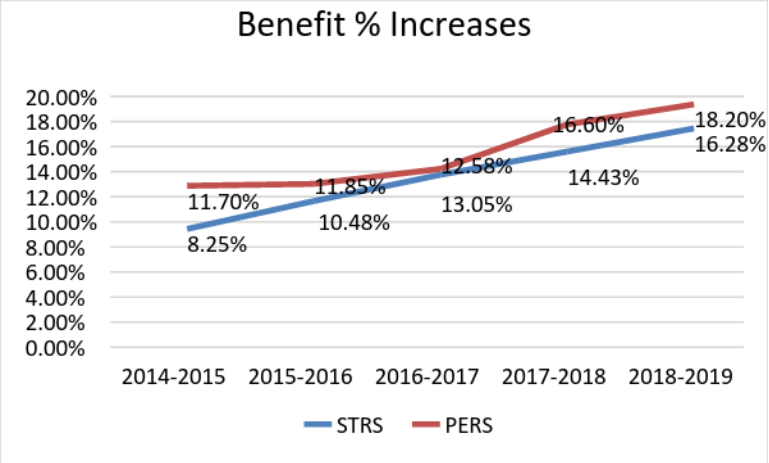
- In addition, Antelope Valley College has a partnership agreement with both the local high school and California State University Bakersfield (CSUB). The Students on Academic Rise (SOAR) program allows for high school students to also attend college-level courses before graduation. There is a site on the Antelope Valley College campus to introduce these students to the college environment and also to expedite the matriculation process. California State University Bakersfield (CSUB) has an extended campus located on the Antelope Valley College campus. Recently, CSUB has expanded its offerings and degree programs, making attainment of a Baccalaureate degree program more convenient to residents of the Antelope Valley. Additional consortium agreements have been established with other high schools and community colleges to allow for grant revenue to support programs necessary to increase access to postsecondary educational opportunities.

In the 2015-2016 adopted budget, the college estimated receiving over 80 percent of its general fund revenues from the State of California. Local sources account for fifteen percent such as property tax and the remaining four percent are federal revenues mainly received from grants. Since the majority of the funding is received from the state, long-term financial planning is centered on decisions necessary to maximize funded FTES and fiscal solvency.

An area of consideration to the district's financial planning is the potential for prior year recalculations. Prior year recalculations occur when actuals differ estimates. The challenge is that these recalculations occur in February following the previous fiscal year when commitments have already been made and expenditures have reflected those commitments. In order to manage these adjustments, the budget includes a deficit each year that equates to approximately 0.5%. When the budget is fluid or uncertain, important areas to focus on are financial reporting, analysis and communicating the impact to the campus community. Constant review enables accurate real-time financial reporting information to those who have to make quick decisions necessary to mitigate any changes that could adversely affect the district. The new integrated Banner System will assist in making this possible. During these lean budget years, another source of revenue for the college is generated through the AVC Foundation, which builds community relationships and receives private donations necessary to supplement support for college programs and activities. Through the generous community and corporate donations the AVC Foundation is able to offer scholarships to students and has provided support for students. Over 80 percent of the general fund annual expenditures are from salary and benefits. The remaining amount are for supplies, services such as legal and auditing, and capital expenditures. Financial planning involves first directing funds to support the necessary operational expenditures to maintain critical educational and institutional programs in lean years. During more robust years, staffing may be increased to expand course offerings and support functions.

When revenues are reduced or growth funding is not available, scrutinizing all expenditures and soliciting cost reduction ideas from the campus has been the district's initial strategy, which was effective. Aside from the cost of personnel, utilities also make up a significant cost to the college. Continually reviewing the reduction of demand or generating energy, would help minimize expenditures in this area. The more money saved through these efforts would allow for the availability of funding to be spent in the classrooms or on other operational needs. More recently, there has been an influx of funding from the State. When this happens ensuring effective utilization of resources is essential so new programs and requests are reviewed by Executive Council.

On the expenditure side, employer contributions to pensions continue to increase. STRS and PERS increases are planned in the multi-year budget projections.



A significant liability to the district is the obligation from the Other Post Employment Benefits (OPEB). Government Accounting Standards Board (GASB) [30] 45 requires employers to measure and report the liabilities that are associated with post employment benefits. Actuarial studies are conducted on a biennial basis to determine the Annual Required Contribution (ARC) to identify deficiencies or excesses in past contributions. The actuarial study is conducted by an independent party, Total Compensation Systems.

Through effective planning over the last decade, the district was able to manage through a difficult recession. Essential educational programs and full time staffing was preserved, fund balances grew and compliance measures such as the FON and 50% law were all met. There were also no major audit findings in the past 6 fiscal years starting in 2009-2010. During the tight budget times, proactive measures were taken by the Strategic Planning & Budget Council in conjunction with the Enrollment Management Committee. Through this process, positions were frozen and expenditures were minimized or reduced in the areas of travel, additional duty, and overtime. SPBC and the Budget & Finance Committee continually meet to assess the changes in funding that come from Sacramento. The separate of Strategic Planning and Budget into two separate committees (SP-BC Flow Chart 2014) has allowed for a more rapid progression to strategic planning. Before, the budget recession overshadowed and prevented planning processes. By broadening and separating the groups, starting the process much earlier and having campus wide dialogue through planning retreats, it ensures that the plan is developed ahead of funding allocation from the State. This allows adjustment to the plan should another recession become a reality and assist with a less reactive approach to managing resources to support the educational programs of the district.

In 2015-2016, the district was fully restored from the 2011-2012 workload reductions; however, the loss of purchasing power for California community colleges in lack of COLAs to the State grew to $1.4 billion. This is still being restored. The enrollment target is 2% above the funded growth. FTES is adjusted to maximize funding levels, when needed.

By planning and building reserve levels, this allowed for less borrowing as a result of the state wide deferrals, ultimately reducing interest expense. Campus wide communication was issued when news was received from the Chancellor's Office, Legislative Analyst's Office or the California Community College League. This enabled transparency in the decision making process and strengthened collaboration among all constituent groups.

In order to mitigate the possibility of a prior year recalculation that could negatively impact the current year apportionment, the college now budgets for potential recalculations and revenue deficits. Analysis and financial reports are provided to the regularly scheduled Board of Trustees meetings on a quarterly basis, and are provided publicly on the Business Services website (Financial Reports).

III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Recommendation #4 emanating from the 2010 Self Study resulted in many improvements to the college's OPEB funding plans and practices (see 2012 Follow Up Report; 2013 Follow Up Report; 2014 Follow Up Report; 2015 Follow Up Report).

In accordance with Governmental Accounting Standards Board (GASB) 43 & 45, every two years, the district conducts a retiree health liability actuarial study. The district has developed 3 year budget projections that includes funds to pay for liabilities and upcoming obligations. In order to make progress on the OPEB Comprehensive and Substantive Plan, the district established the Retirement Board of Authority (RBA), which held its first meeting April 24, 2014. The district contracted with RPM Consulting services for assistance with RBA education, investment policy, by-law development, issuing a request for proposal for trust and investment services and assistance with developing the comprehensive and substantive plan for managing the district's long-term retiree health liability. The RBA met regularly every other month for a year (RBA agendas). During this time, the RBA issued a formal Request for Proposal for irrevocable trust investment services and selected the Futuris Program through Keenan & Associates.

The Antelope Valley College Board of Trustees has been provided with multi-year budget projections that include funding the trust each year. The Board of Trustees is committed to setting aside $387,113 each year until the full liability is funded. The first disbursement of $387,113 was deposited into the irrevocable trust account in June 2015. The second

disbursement of $387,113 was put into the trust in early Fall 2015. As of fall 2015, a total of $774,266 has been deposited into the irrevocable trust.

The district contracted with Crowe Horwath to conduct an audit of the trust account that is required annually. The RBA now meets quarterly and reports out to the Board of Trustees annually between February and April on status of the comprehensive/substantive plan, actuarial study results and investment status. The first report from the RBA to the Board of Trustees occurred in February 2015.

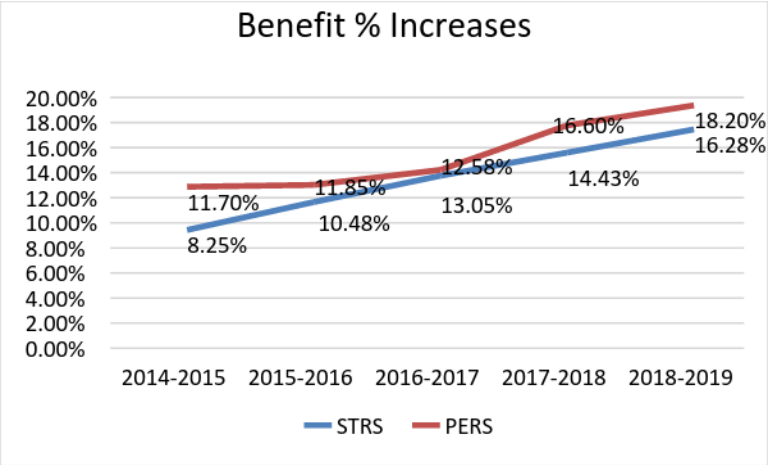
The district has been working with RPM consulting services on the district's substantive plan, resulting in work on the substantive plan that fills four binders located in the Business Services Office.

The district has also received the actuarial results from the July 2015 study that was conducted by Total Computation Systems. There have been several changes to the assumptions in the valuation report that have increased costs and liabilities greater than normally expected. One is the new Actuarial Standard of Practice 6 which requires using an "implicit rate subsidy" reflecting that non-Medicare retiree rates are not at a self-sustaining level. The second is that the amortization period had been changed from 30 years to 25 years. Last, long-term inflation assumptions have been reduced from 3% to 2.75%.

In October 2015, the district requested a second actuarial study to reflect what the reduced liability would be considering the investment into the trust account as well as the long-term commitment to fund the trust each year until the liability is covered. The progress of funding the liability shows the following:

	As of July 1, 2015	
	Without Trust	*With Trust*
Projected Rate of Return	4.50%	6.50%
Actuarial Present Value of Total Projected Benefits (APVTPB)	$17,164,282	$13,555,494
Actuarial Accrued Liability (AAL)	$10,385,223	$9,093,980
Annual Required Contributions (ARC)	$1,389,475	$1,190,259
Pay-as-you-go	$482,158	$482,158
Added Cost	$907,317	$708,101

The CalSTRS and CalPERS employer contribution rates are increasing significantly over the next several years. The multi-year budget projections include the increase assumptions.



The district continues to make contributions to the retiree health liability until that liability is fully covered.

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Payment schedules for the debt instruments are used in the budget development cycle that occurs each year and is included in the multi-year budget projections. The district includes the current portion of long-term debt in annual budget cycle.

The district will continue to include debt payments in short and long range planning projections. (See, 2015-2016 Adopted Budget, section 6-2, account 7100)

III.D.14. 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.

The district is continually committed to looking at how to find the most cost-effective strategy resulting in the maximum return to the local taxpayer. Short and long term debt instruments go through an extensive review process prior to issuance. For annual verification, the college

contracts with an independent auditor who reviews the district's financial status. Various compliance tests are conducted by the auditors to ensure adherence to the applicable laws and regulations and ensure that funds and debt instruments are consistent with the intended purpose. Per the Office of Management and Budget, the auditors also perform tests on the federal programs administered by the district. Any noncompliance is reviewed for materiality and reported if necessary in order to rectify or create a corrective action plan to remedy. The auditor's provide a report by January of each fiscal year showing the changes in the financial position of the district. This includes the Balance Sheet, Income Statement and Cash flow Statement.

The business office develops the Management Discussion and Analysis (MD&A) that is included in the annual audit report. The MD&A shows the economic factors that affected the audited fiscal year, as well as projections based upon the information at the time. The audit report is presented to the Board of Trustees each fiscal year, which gives the members and the public an opportunity to review and comment on the financial position of the college. The auditors also perform Proposition 39 audit of the Measure R funds to ensure that funds are spent in accordance with the Ballot and Resolution. The auxiliary funds include the cafeteria and bookstore area. They are enterprise services and generate their own accounting and financial reporting that is submitted to the business services for inclusion in the regularly scheduled Board of Trustees meeting. The auxiliary service areas are also independently audited to ensure compliance with Generally Accepted Accounting Principles.

Cash handling procedures are tested to ensure that there is proper fiscal management in high risk areas such as cash management. The Associated Student Organization (ASO) also generates their own accounting and financial reporting that has recently been included in the monthly regularly scheduled Board of Trustees meeting, by submitting these documents to the business services office. The ASO utilizes the Associated Student Body Accounting Manual & Desk Reference provided by the Financial Crisis and Management Team (FCMAT) to ensure that funds are spent in accordance with these guidelines. All expenditures are also reviewed by the ASO, allowing for an additional layer of oversight to ensure that recorded transactions are accurate and transparent.

By having business services as the central point for financial statements, the income statements and balance sheets are reviewed and validated on a monthly basis before being reported to the Board of Trustees. The business office also conducts quarterly internal financial audits of the bookstore, cafeteria and ASO, with reporting findings given to the management of the area and with the Executive Director of Business Services. This allows the district to proactively address any financial issues before they have the potential to become an audit finding. The results of the quarterly audits are shared with the independent auditing firm during the annual audit cycle. Each fiscal year, the various funds of the district are audited by an independent contracted firm. Under the umbrella of this audit are the general funds, CDC, redevelopment, bond and scheduled maintenance, all grants, auxiliary funds, Financial Aid, and the Foundation. Compliance testing is performed to ensure adherence to the applicable laws and regulations.

The final audit report is sent to numerous agencies such as the Department of Education and Clearinghouse for the Federal Government. The various federal grants are tested to ensure that expenditures are in accordance with the program guidelines and allowable under the scope of the grant. This includes providing supporting documentation to sampled items in order to demonstrate compliance. The district fund managers are interviewed to ensure their familiarity and knowledge of the program rules and regulations. Because of the various grants that are administered by the district, individual programs are subject to audit from the appropriate office of the California Community College's Chancellor's Office or the fiscal agent for the grant separately than the annual independent audit. This can happen randomly and at any time the Chancellor's Office or the fiscal agent deems necessary to support the expenditures of the program. The Office of Administrative Services (formerly Business Services) handles all audit inquiries regarding the district financials and provides the necessary information to the various agencies upon request.

Financial aid awards are subject to audit, not only from the independent contracted audit firm, but also from the various entities that provide the award. These entities include the United States Department of Education Office of the Inspector General, California Student Aid Commission, and the California Community Colleges Chancellor's Office.

For short-term debt, Temporary Tax Revenue Anticipation Notes have been used as short term borrowing in order manage deferrals of revenue and pay for obligations. For long-term debt, the district manages debt in a fiscally responsible manner by ensuring that less than 5% of the general unrestricted operating revenues are tied to annual debt payments. The district also carefully considers the existing debt to identify ways to ensure that the local tax payer get the best value for voter-approved bond measures.

In 2010, a Certificate of Participation (COP) was issued for the financing of the solar panel parking lot project. Review from crediting agencies and a Preliminary Official Statement are issued showing the financial position of the district. Credit ratings are then issued based on cash flows, audits reports, and responses from the district to extensive questionnaires from credit rating agencies that are then shared with potential bondholders. Prior to issuance of the COP, a credit analysis was performed to show how AVC compared to other community colleges and determine what is the appropriate long-term debt ratio for the district before being perceived as a higher risk to credit agencies.

In 2015, the district issued lease revenue bonds in the amount of $13 million in order to expand offerings in Palmdale, renovate our Foxfield classrooms and purchase the audio visual equipment necessary to make use of the district's Health & Sciences virtual sciences laboratory. An extensive process similar to what was outlined in the COP was done prior to the issuance of the bonds.

As part of the continual evaluation of the Antelope Valley College's fiduciary responsibility, the district explored several options to save the local taxpayer money by evaluating current market interest rates versus what the Measure R bonds were sold for originally. Similar to refinancing a house for lower interest rates, the district used this same principle. As a part of the fiduciary responsibility of the district and ensuring that the college is good stewards of taxpayer dollars, evaluation is done on the existing debt instruments and measures to see if there are opportunities to save money. In 2014 and 2015, analysis was done on the existing 2006 & 2007 bond issuance that was done as a result of the 2004 Measure R ballot measure approved by the local taxpayers. Market rates had dropped from the original issuance and by capitalizing on the lower interest rates, savings would go directly back to the local taxpayers of the Antelope Valley. The bond refunding resulting in a savings of approximately $24 million in reduced property tax collections to the local Antelope Valley community. Over the past six years, the college has maintained a reserve over the five percent recommended by the California Community Colleges Chancellor's Office every year. Additionally, the district has built up reserve levels to assist with fluctuations that can occur with anticipated revenue and expenditure projections.

Because of the amount of grants that are administered by the district and to ensure compliance for all transactions processed against these grants, Antelope Valley College has established a categorical accountant position to assist the program managers in the fiscal compliance of the various programs.

Additional evidence of sound fiscal planning and management can be found in the audit reports that state changes in financial position and cash flow conform with Generally Accepted Accounting Principles (GAAP) and the Governmental Accounting Standards Board (GASB). They also found that the district was in full compliance, in all material respects with the requirements and found no instances of noncompliance related to the internal control, major program requirements (federal and state compliance).

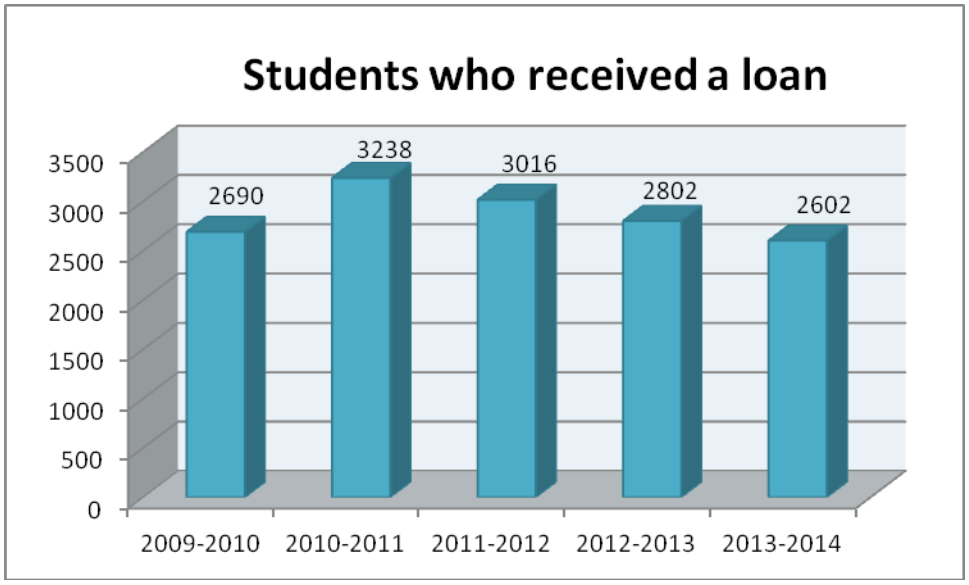
The district has had no material findings for the past six years starting in 2009-2010. This includes any federal grants, the foundation and auxiliary funds. Integrity is demonstrated by the performance of the audit through an independent auditor and then provided to several agencies for their review. The audit reports are also published on the Business Services public website.

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Student Loan Defaults

AVC management of default federal Financial Aid has been a consistent ongoing task to assure that students who take loans that are supported by the federal government are repaid. In 2012, the default rates skewed, due to the economy from 2008-09 to 2012-13. Additionally, in 2012 the cohort years were adjusted from two to three year windows. This adjustment, with the poor economy, caused the default rates to be adjusted from 19.3 to 32.6 which throws the AVC loan program out of compliance.

In previous years the Financial Aid Office had one technician process all loans. A change in loan processing policies and the increased workload has made it necessary for all technicians to process loans. In 2009-2010, 2,690 students received a loan compared to 3,238 in 2010-2011, an increase of 548 students that received a loan.



The Financial Aid Office was concerned by the number of students taking out a loan and the rising default rate. In 2012, a default management team was created to evaluate what direction,

under Financial Aid's leadership, needed to move. The Default Prevention and Management Plan was created which implemented additional workshops and entrance and exit counseling, identifying at risk students and more communication with exited students due to a drop in the default rate and a projection of it continuing to drop. The Financial Aid Office started requiring in-person entrance loan counseling workshops for all students interested in taking out a student loan. In the workshop the staff presents the necessary information needed to take out a loan, discusses how a master promissory note works and the consequences of default. Students are counseled about interest rates, repayment options, and additional financial literacy publications. (Default Management Plan; Default Management Action Items Updated)

Also in fall 2012, AVC FAO began one-on-one counseling with students with an aggregated loan balance of $30,000 or higher. They were required to complete additional loan counseling and meet with their financial aid technician. For the 2012-2013 aid year, 176 high loan borrowers were counseled. Starting fall 2013 AVC FAO decided to cast a broader net and required students with $20,000 or higher total loan balance to received one-on-one loan counseling. For the 2013-2014 aid year a total of 497 high loan borrowers were counseled.

The financial aid staff saw an increase in the Cohort Default Rate. Schools with three years of default rates over 30% are at risk of losing federal financial aid and state Cal Grant programs.

After the implementation of additional workshops -- entrance and exit counseling, identifying at risk students, more communication with exited students -- there has been a drop in the default rate and a projection of it continuing to drop.

In fall 2014, AVC went under contract with a third party default management organization (ECMC) to monitor default rates. Financial Aid Department will continue to monitor the default rates as well as monitor the contractor to assure there are strong and positive results of a compliant default rate. The default rate has reduced since adopting the third party servicer; the current FY 2012 rate is now 26.1.

Revenue Streams

AVC has various grants that have been awarded including SB70 for over 2.2 million; collaborative grants such as the California Career Pathways Trust with a local and regional consortiums to $4.5 million and a recent Title V, First Year Experience for $600 thousand. Each of the grants has commonalities as how to manage them. AVC is dedicated to follow the step by step plans requirements of each grant as with all funding to the college.

The college has a comprehensive website that identifies the process and basic guidelines for all grant funds.

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

All contracts must conform with Board Policies 6330 (Purchasing) and 6340 (Bids and Contracts), as well as Administrative Procedures 6330-6360. The procedures and forms for processing contracts are included on the Purchasing and Contract Services Department's web page. A purchasing bid limits grid and requisition checklist have been created to assist requesters in understanding the various requirements of education code, government code and public contract code. Contracts for facilities or services in excess of $15,000 require prior approval by the Board of Trustees. The Superintendent/President has received delegated authority from the Board of Trustees for those service contracts that are urgent and $25,000 or less.

Most contracts fall into three major categories: leases for property, electronic systems or materials, or contracts for services. Standard and Non-Standard Contract Flow Charts assist requesters in the process, and boilerplate contract templates that were reviewed by legal counsel and approved by the Board of Trustees is also available.

A listing of active contracts can be located by requesting it from the executive director of business services. Standard contracts are typically listed under account code 5100 and 5600 and for capital projects under 6100 or 6200. Examination of this listing indicates the types of facilities and services that are contracted. These facilities and services closely mirror those services required to sustain our mission, the health and wellbeing of students and employees, or facilities and services that are driven by goals and objectives associated with the college Educational Master Plan. Contracts for new leased facilities or contracted services are reviewed and approved by the board of trustees.

Other contracts are required to maintain a healthy and safe environment for both students and employees on campus. While some of these tasks are functions of the college maintenance department, many times, these services are more economically provided by specialized contractors.

The multi-level approval process used for purchases is also used for initiating contracts via a Request for Contract form. This process is outlined in the District Board Policies, Administrative Policies, Purchasing and Contract Services Department's website and the Fiscal Independence Plan. This approach provides for multiple opportunities to review the contract prior to it being approved. All contracts have renewal clauses and are reviewed on a periodic basis to assure that the contracted facilities and services are still necessary to the district and are providing value. Contracts that are not meeting expectations or are no longer needed are not renewed. Additionally, all contracts contain language that allows the college to terminate the contract prematurely with specific notification given to the contractor.

Standard IV: Governance and Leadership

Standatrd IV.A: Decision-Making Roles and Processes

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Since the last self-study, there has been a significant change in the leadership at Antelope Valley College. The new college superintendent / president (CEO) has emphasized a foundation for encouraging innovation and collaboration. When ideas for improvement have far-reaching effects across the campus, the college engages in systematic processes that ensure campus-wide discussion, along with effective planning and implementation. Faculty, staff, and students are encouraged by leaders to contribute ideas for improvements on campus.

Through town hall meetings, coffee chats with the president, campus-wide retreats, and visits to participatory governance meetings, the CEO continually seeks innovative ideas for improving services and institutional effectiveness and excellence. The CEO has encouraged faculty, staff, and administrators to examine their environment and identify new and more efficient practices across the campus, to include forms, processes, organizational structures, and campus operations.

Due to some inconsistencies in the planning cycle in the past, the new CEO implemented a three-year planning calendar and an annual schedule of planning retreats for different leadership groups, beginning with the Board of Trustees, Executive Council (Executive Council Retreat Agenda 5.22.15), Administrative Council (Admin Council Retreat Agenda 8.5.14; Admin Council Retreat Agenda 7.31.15), and finally, all college planning retreats held in 2014, 2015, and 2016 which will continue annually (College Wide Planning Retreat Presentation 2014; All College Planning Retreat Agenda 9.25.15; All College Planning Retreat Power Point 9.25.15)

Some examples of new ideas from various campus constituents leading to institutional improvements are as follows:

Baccalaureate Degree in Airframe Manufacturing

Antelope Valley is recognized as "Aerospace Valley" with community employers that include Edwards Air Force Base, NASA Armstrong, Mojave Spaceport, several defense and aerospace contractors in the vicinity. When the opportunity to apply for a Bachelor's level degree in science arose, AVC began the process of planning and submitted an application to the Chancellor's office to offer a baccalaureate degree in airframe manufacturing technology to provide students with affordable degrees and a better employment outlook. The Baccalaureate degree in Airframe Manufacturing illustrates collaboration and innovation between the college

and local industry leaders. Beginning September 9, 2014, the Dean of Career Technical Education, the college president, and Aircraft Fabrication (AFAB) and Airframe and Powerplant (AERO) faculty worked together to submit a proposal to the Chancellor's Office for consideration of becoming one the 15 participating community college districts to offer one baccalaureate degree program each to meet local workforce needs as long as it did not duplicate a baccalaureate degree program already offered by the CSU or the UC systems. Participating districts were to submit plans for their program to the Chancellor's Office for review which would then be submitted to the Board of Governors for approval.

On October 6, 2014, the AFAB & AERO faculty brought the BS Degree in Airframe Manufacturing Technology proposal to the October, 6, 2014 Career Technical Education Division meeting (Division meeting minutes 10.6.14). It was then brought to the joint AFAB/AERO Advisory meeting with industry partners on November 6, 2014 (AFAB Advisory Meeting minutes 11.6.14). Industry provided overwhelming support and direction for developing the BS degree. On November 6, 2014 the Academic Senate voted to support the submission of the proposal to the Chancellor's Office (Senate Agenda 11.6.14).

On December 8, 2014, the Board of Trustees supported and approved the submission of the proposal to the Chancellor's Office (Presentation to Board 12.8.14). The Application to Participate in California Community Colleges Baccalaureate Degree Pilot Program was submitted to the Chancellor's Office on December 17, 2015, and the BS Degree in Airframe Manufacturing Technology proposal was accepted and approved by the Chancellor's Office on January 20, 2015. The college then submitted its Substantive Change Proposal November 4, 2015 to the ACCJC and received an approval letter on December 10, 2015. The development and implementation plan for this program is provided in the BA in Airframe Manufacturing Technology program Action Plan Tracking . The proposed bachelor's program is slated to commence offering classes at AVC by fall 2016. The AFAB/AERO faculty have been continually working with industry partners since February 2015 (Northrup Meeting minutes 4.3.15 and 4.17.15); with AVC faculty outside the discipline; and with other educational institutions to develop the courses needed for the BS Degree in Airframe Manufacturing Technology and the program is set to begin in fall 2016.

Faculty Professional Development

Faculty Professional Development (FPD) at AVC has undergone improvements due to faculty in collaboration with the CEO. For many years, and at the time of the last comprehensive self-study, AVC had a 60 hour per year contractual obligation to professional development for full time faculty with part time faculty required to complete the number of hours equivalent to their LHE teaching load. In the Fall 2013 the FPD committee sent out a survey to all AVC faculty (full time and part time) to evaluate the FLEX program (FPD Spring 2014 Survey Results). The results indicated that a majority of adjunct faculty did not want a change in hours required;

however, the opposite was true of full time faculty, who did want a reduction. After reviewing several different options for a reduction in hours, a decision was made on February 11, 2015 to reduce FPD hours from 60 per academic year to 48 (FPD Minutes 2.11.15). This number was chosen for several reasons including the academic calendar (class blocks) would not need to be revamped which would have been a tremendous amount of work for college employees , department chairs and deans for class scheduling. In addition to 48 hours of professional development, 12 hours were still required for assessment and planning activities, i.e., program review, SLOs, etc.

The change in hours was passed unanimously as an action item in the Academic Senate (Academic Senate minutes 3.19.15). The recommendation then went to faculty union negotiations where it was agreed and a memorandum of understanding was approved by the Board of Trustees on May 11, 2015 to implement the change in the 2015- 2016 academic year. A one-year extension for 2016-2017 was negotiated in the Spring of 2016. For Spring 2016, the new FPD co-chair is conducting campus wide surveys, forums, and senate discussions in order to maximize the benefits of the program for all faculty.

In addition to the reduction in hours, the activity categories were reduced from 4 to 3 standards to further simplify the process. The contract process also went from a paper system to an automated online system for recording attendance and hours for FPD, saving staff and faculty a significant amount of time for input and contract approval (FPD Contract System manual). Upon review this first year, the ITS department will continue to adjust the on-line system based upon faculty.

Institutional Learning Outcomes

Because of the improvements to the ILOs, the data gathered from their assessments should provide faculty and others providing instructional support with richer information with which to gauge the success of the college mission and to determine where improvements need to be made and priorities set based on students' learning of these overarching skills. There was a growing feeling among faculty, the Department of Institutional Effectiveness, Research, and Planning (DIERP) and administration that the ILOs could be improved in order to connect them more tightly to SLOs and PLOs, to design more workable and fruitful assessment measures, and to match up better with the Educational Master Plan as well as the new college mission revised in 2014. Along with the Dean of DIERP, faculty made a decision at the Outcomes Committee meeting on November 10, 2014 (minutes item 8b), to form a subcommittee to develop new ILOs. In January 2015, a task force of faculty and the Dean of IERP/LS were charged by the Strategic Planning and Budget Council (SPBC, which officially split into two separate committees: the Strategic Planning Committee and Budget Committee during the spring 2015 semester) and the Outcomes Committee with researching best practices for ILOs and developing new ILOs with

measures. From spring to fall 2015, the task force reviewed SLOs and PLOs across disciplines, other colleges' ILOs, and the 5 Learning Categories of the Degree Qualifications Profile (DQP). The new ILOs with accompanying measures were drafted and taken for input to the Outcomes Committee, Academic Senate on May 21, 2015 (item 9c), SPC and Joint SPC-BC, Executive Council on July 20, 2015, and finally to the Board for approval at its September 14, 2015 meeting. The new ILOs will be posted on the Outcomes Committee website and implemented during spring 2016. A subcommittee was formed by the Outcomes Committee on October 26, 2015 to further develop the measures for the ILOs and a plan for their college wide implementation.

Strategic Planning and Budget Committee Split

Recognizing a need to improve resource allocation processes and ensure that planning continues to drive the budget, the former Strategic Planning and Budget Council (SPBC) was split into two committees; the Strategic Planning Committee (SPC) and the Budget Committee (BC).

Through the strategic planning and budgeting process outlined in the 2015-16 Adopted Budget Report (section 1, pages 11-13), resources are allocated according to the mission and goals of the college, prioritization rubric and supporting data in program reviews (see section 1, pages 14-20), and in support of goals of the Educational Master Plan. Whether in a growth mode or in a resource contraction mode, this process relies on data for fiscal decisions and joins planning, resource allocation and enrollment management in a manner that assures the college can operate within the anticipated revenues pursuant to AP 3250 - Institutional Planning. In years of revenue reduction and uncertainty, enrollment data is analyzed to provide reduced enrollment goals that can be strategically implemented to reduce the impact to educational programs and services.

Formerly this process was facilitated through the Strategic Planning and Budget Council (SP/BC). However to ensure planning provided the framework for budgeting decisions, and not the reverse, the Council separated into two individual committees: Strategic Planning Committee and Budget Committee (SP-BC Flow Chart 2014). No one individual may serve as a voting member of both the SPC and the BC to ensure the integrity of the process and to allow for a broad campus constituency representation in the strategic planning and budgeting planning process. The mission of the Strategic Planning Committee was developed at the April 1, 2015 meeting (SPC minutes 4.1.15, see item 7 and attachments). Broadly, it includes:

- Integrated planning
- Monitoring the existing strategic plan
- Developing the 3-year strategic plan

Because the Budget Committee split occurred in the middle of the budget cycle, the committee focused on establishing a resource allocation prioritization process in order to ensure that

resources were available in a timely manner. At the September 23, 2015 Budget Committee meeting, the charter of the Budget Committee was established (Budget Committee minutes 9.23.15). Broadly, it includes:

- Developing objective and fair criteria of allocation of financial resources to support the Educational Master Plan, strategic plan and institutional goals
- Scoring, evaluating and prioritizing budget requests based on the established criteria (Budget Allocation Rubric)
- Analyzing financial impacts in developing resource allocation

Although they exist as two distinct committees, joint meetings are conducted for the SP to align with BC on the adopted goals and initiatives prior to the evaluation of budget requests, and subsequently to inform the SP of the BC's ranking of those requests. Joint meetings continue to take place throughout the year as needed to ensure effective communication and progress (e.g., SP and BC Joint Meeting Minutes 7.15.15).

AVC has developed an environment for encouraging innovation and seeking self-examination for the purposes of improving efficiency and effectiveness. In order to ensure the continuation of the effort for campus-wide collaboration and planning, the CEO holds monthly "coffee chats" and has instituted an annual campus-wide retreat where interested parties may attend and voice not only their concerns, but also their ideas for process improvements. The results of the retreat are then used as part of the institutional planning process. Other innovations and improvements that faculty and administrators are involved in include applying for and managing STEM grants, a senate task force that is revising the tenure evaluations forms and processes, and faculty and administrators working to develop the AVC2CSU program.

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provision for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

The core of the decision-making and student participation policy across the campus is derived principally from Board Policy 2510 and the Administrative Procedure 2510. Through AP 2510, the Board recognizes and the CEO outlines, the authority of the Mutual Agreement Council (MAC) and the College Coordinating 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 (CCC Representatives List). Student participation as student trustee on the Board of Trustees is

outlined in BP 2015 and AP 2015. The current Board members including student trustee are posted on the Board of Trustee's website.

The CCC allows the voices of administration, faculty, classified staff, confidential management staff, and students to be heard equally. Part of responsibility of the CCC, which is explained in AP 2510, is issue management and establishing/revising participatory governance committee structures when a committee or council sends forward mission or membership change recommendations. The MAC, as outlined in AP 2510, was established to facilitate the portion of the Academic and Professional Matters that require mutual agreement. Thus, the membership of the MAC is limited to administration and faculty leadership. The MAC meets on an as-needed basis. The most recent meeting of the MAC on August 6, 2014, concerned issues of security in the new Health & Sciences building.

The Academic Senate is also governed by BP 2510 and AP 2510, whereby the Senate is "an organization whose primary function is to make recommendations with respect to academic and professional matters, and the Board of Trustees through a process of 'collegial consultation.' The duties of the senate president, and the first and second vice presidents are detailed in the Academic Senate Operating Handbook. Senators are drawn from every academic division on campus, and includes adjunct and student representatives (representative list).

When participatory governance committees or councils conduct a self-evaluation, any recommendations to the mission or membership of the committee or council are submitted to the CCC for disposition. When the SPBC submitted recommendations to split into two separate committees in order to allow a more focused approached to strategic planning and budget management and the recommendation was sent to the CCC on December 3, 2014 (CCC minutes 12.3.14, item IV), the student representative discovered an inconsistency with student representation. It came to light that although there were two student representatives on the council, only one had a vote. Additionally, it was revealed that the confidential management staff was also not equally represented. After much deliberation, the CCC established, and agreed upon, first through consensus and then through a formal vote, the new memberships of the SPC and the BC. Consequently in doing so, AP2510 is being revised. Upon review by the Executive Council and the CCC, it will be updated to reflect the change.

Following AP 2510, the Vice President of Academic Affairs presented the idea of changing the academic calendar in the Spring of 2015 to the Calendar Committee, which is chaired by the Vice President of Student Services, the faculty union president, and the classified staff union president. The proposal would have eliminated the 5 week winter intersession and the 8 week summer session, replacing them with a 12 week summer session for which classes could run all 12 weeks or be broken down into two sessions, each 6 weeks in order to offer students more flexible options for summer and to increase student success rates. It also addressed concerns by math and science divisions that the current winter and summer schedule does not allow for enough time spaced out for students to benefit academically from the courses offered.

The Vice President of Academic Affairs sent the proposal and a list of FAQs with an overview of the process to inform discussion and feedback to the Academic Senate and the Academic Affairs Advisory council in fall 2015 (made up of chairs and deans) and faculty at large were encouraged in the email to speak to their senate representatives and chairs to voice their concerns; classified employees were provided forums for their input through the Vice President of Student Services.

The Associated Student Organization (ASO) conducted a survey (Student Survey Calendar Proposal 2015) to determine if students were in favor of the calendar change. Out of 222 students surveyed, the results were mixed. 178 answered yes they would attend summer school if AVC offered more classes in the summer; however, 141 responded that they would not be in favor of eliminating winter intersession in order to provide more summer classes.

Pursuant to the discussion at the Academic Senate meeting on November 19, 2015 (Academic Senate minutes 11.19.15), senators reported from their respective divisions their approval or opposition to the proposal with the majority being opposed. Some remained unsure and requested further information. The union representative reported that a majority of faculty (full and part time) were against the proposal. The Senate voted to oppose the calendar change with the caveat that the stance could be changed if senators wanted to revisit the issue with new information after the president's town hall meeting.

On December 3, 2015, the president held a Calendar Proposal Town Hall Meeting in order to explain the details of the proposal more fully, and to get input from the campus community. He also invited input via email for those who were unable to attend. Approximately 100 people attended the meeting. On December 11 and 18, 2015, the Academic Affairs Advisory Committee met to discuss the Calendar Change Proposal. Feedback and results were mixed and the college decided not to adopt the calendar proposal at this time.

Through Board Policy and Administrative Procedures, AVC has established policies and procedures that allow for faculty, staff, administration, and students the opportunity to voice their ideas, viewpoints, and concerns on an equal basis. Periodic reviews of Board Policy and Administrative Procedures by the College Coordinating Council are ongoing, and ensure that opportunities continue to exist so that all constituent voices may continue to be heard.

IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Administrative Procedure AP 2510 clearly identifies the governance councils and committees that provide opportunities for faculty, staff, students, and administrators an opportunity to participate in the participatory governance process. The AP outlines the procedures related to participatory governance committees and the process for determining and managing issues related to Academic and Professional Matters.

Through the Academic Senate and other faculty centered committees, there are numerous opportunities to participate in institutional governance, including policies, planning, and budgeting (Academic Senate Handbook 2014-2015). The mutual agreement clause in Article 2 of the Academic Senate Constitution states:

(4)Mutual Agreement---The Board of Trustees will come to mutual agreement with the Academic Senate for policies and procedures related to the following Academic and Professional Matters:

> (7) District and college governance structures, as related to faculty roles.
>
> (8) Faculty roles and involvement in accreditation processes, including self-study and annual reports
>
> (9) Processes for program review
>
> (10) Processes for institutional planning and budget development
>
> (11) Other academic and professional matters as mutually agreed upon

The committees listed below are all fully staffed and actively involved in these endeavors:

- The Academic Senate meets twice monthly and maintains representation from all academic divisions, both full and part time faculty, a student senator, and the matriculation officer. In addition to the academic senate president, there is an executive council with a vice president, first and second executive officers (representatives list). In 2014 the incoming senate president established a task force to review the Senate Constitution and make recommendations for improvement. The recommendations were approved by the Senate at the March 20, 2014 Senate meeting, and the new Senate Constitution was approved on May 7, 2015. Bylaws were also established, and the first articles, 1 and 3, were ratified at the 21 May 21, 2015 senate meeting (Senate minutes 5.21.15).

- The College Coordinating Council includes the CEO, the faculty and classified union presidents, the Academic Senate president, vice president of academic affairs, vice president of student services, vice president of human resources, dean of enrollment, an ASO representative, and a CMS representative (representatives list). It serves as a coordinating body for governance issues and develops recommendations to improve communication and participation amongst campus constituencies.

- In the past, the college managed planning and budget in one governance committee, the Strategic Planning and Budget Council (SPBC). To make certain strategic planning did not get lost during the boom and bust budget cycles, the SPBC split into two distinct committees: a Strategic Planning Committee and Budget Committee, with representation on these councils established to ensure a broad participatory governance structure (SPC Representatives; BC Representatives). Some members are permanent by nature of their position, while others are elected to terms by their constituent groups. Membership includes representatives from the two unions, faculty, classified staff, confidential management and supervisory employees, the student body as well as deans and directors. By accepting membership on these committees, individuals accept the responsibility to represent the views of the constituency group and keep their respective constituent groups apprised of committee business. To safeguard the integrity of the planning and budgeting process, no one member may serve on both the SP and the BC, yet regular joint meetings are held to maintain effective communication as well as focus on the clear and common goal of placing the Educational Master Plan in action.

- The Outcomes Committee consists of a faculty co-chair along with the dean of DIERP, and faculty representatives from every division, ASO student representative, with administrative support (representatives list). Minutes and agendas are posted on its website. It continually reviews SLOs and PLOs submitted by departments to ensure clarity and effectiveness. A recent change to improve effectiveness of the learning outcomes process was the result of confusion regarding due dates and data gathering requirements. The Outcomes Committee requires all disciplines and departments to assess all their learning outcomes every semester (Outcomes Committee minutes 4.27.15). Information is usually conveyed to the campus via email from the co-chair of the committee, through the division representatives, as well as at Opening Day (Opening Day Agenda Fall 2015). Another improvement involves communicating a consistent mapping method for assessing program learning outcomes across the disciplines. A fun and humorous 18 minute training video designed for new and existing faculty was created to promote the mapping method to the campus community and was shown at fall 2015 Opening Day. The Outcomes Committee also provides continuous training and resources for faculty. There is also an SLO facilitators training manual that was

developed for reference while inputting data. An issue currently being reviewed by a subcommittee formed by the Outcomes Committee is the continued use of WEAVEonline because it does not allow for numerical input or calculations and is only text oriented, slowing the procedure down. This is addressed in detail in the Quality Focus Essay accompanying the Self Study.

- Led by a faculty co-chair, Program Review Committee reviews and provides guidance and training for the development of effective program reviews that link campus, course, and program data to strategic planning and budgeting (program review procedures). Faculty must link their data to the Educational Master Plan and strategic goals in their program reviews (e.g., Business, Computer Studies, and Economic Development Program Review, page 15; new template for comprehensive program review, item 5.2) . The planning and budget committees use this information and prioritize funding in order to achieve the strategic goals that advance student learning (Budget Request Form; Budget Allocation Rubric, SP-BC Flowchart).

- Academic Policies and Procedures Committee (AP&P) is co-chaired by a faculty member and the vice president of academic affairs. Membership is comprised of deans, administrative support, student representatives, and faculty representatives from every division, and the articulation officer (representatives list). Agendas and minutes for every meeting reflect careful and rigorous attention to the quality of new courses and course revisions. Robust discussions of quality are also documented in CurricuNET where new courses and course revisions are routed amongst various constituents for their input before the course is approved by AP&P (i.e., Airframe 310 Curricunet Screenshot).

- The Distance Education and Technology Committee is co-chaired by a faculty member and the vice president of academic affairs. Members include faculty from a variety of disciplines, as well as the ITS director, technical trainer, and Blackboard administrator, and there is student representation (representatives list). As a result of the college's participation beginning in spring 2014 as a pilot college for the Quest for Success, student readiness component (CCC OEI Announcement) of the Online Education Initiative (OEI), selected online courses are being designed to the OEI Course Design Rubric to improve student retention and success. The goal of the DETC is to share the rubric with all online instructors and provide support to enhance the quality of all online courses. Courses that have been evaluated and approved by the OEI through the pilot program to date are Child and Family Education 102. (Online Education MOU; DETC Minutes 4.14.15; CFE102 Course Review Application; CFE102 Course Design approval)

- The Student Equity Committee consists of administrators, counselors, and faculty. It has a substantive and collegial dialog regarding student equity. Responding to the mandates of the Student Success Initiative 2012, many of these activities were reviewed by Student Equity staff and brought under the umbrella of the Student Equity Office, which was supported by funding and program development. Using data provided by the DEIRP, the 2014 Student Equity Plan and the 2015 Student Equity Plan informed the development of programs and services, as well as the hiring of a Director of Student Equity, Program Specialist, and Clerical III. The plans look at the following 5 key areas: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. Within these five groups, the Student Equity Committee broke down the data into the following categories: race/ethnicity, age, gender, economic status, disability status, current and former foster youth, and veteran status. Many events, projects and programs are being funding through Student Equity in instructional programs and through Student Services. One example is the Triumph Scholars, which links Basic Skills English 099 and Human Development 101 to be taught in a cohort with an African American focus. For this program all textbooks were purchased to ensure equitable access to the curriculum for all students. In November 2015, AVC brought 30 students, faculty members, and administrators to join other faculty, staff, administrators to the Umoja Conference in Oakland, California. Over 700 California community college students participated in the conference. The conference was a transformative experience with speakers, workshops, and a college fair which included a contingent of Historically Black Colleges and Universities. In 2016, the college anticipates joining the statewide Umoja consortium, and is taking a cohort of 20 students to Atlanta, Georgia to visit 5 historically black colleges. Additional endeavors include a "Spectrum Series" developed by faculty in collaboration with the Student Equity Committee and office to present culturally enriching opportunities to enhance literary knowledge, tolerance, historical empathy, and critical thinking for AVC students.

- AVC's Honors Program is monitored by the Honors Committee, which is composed of multi-disciplinary instructors from across campus and which sets the standards for program involvement, suggests professors for honors course instructors, and recruits students. The Honors Coordinator maintains the program standards with the support of Student Services, the Academic Senate and the Vice President of Academic Affairs. Students are required to maintain a minimum 3.25 G.P.A. and remain continuously enrolled in honors courses in order to remain part of the program and receive the benefits of this program. Successful students are recognized at Honors Convocation every spring and highlighted on the Honors website. There are currently over 300 active, engaged students. Upon transferring out of AVC, contact is maintained with students to the extent possible. The committee utilizes a dynamic discussion board on the Honors website to

get continual feedback from students. For example, students were surveyed about their interest in the offering of a hard science course. After a resounding positive response, AVC now offers an Honors Physics section that meets its student enrollment numbers easily.

The Educational Master Plan is the district's strategic plan that provides the foundation and framework for financial planning and budget development, informed by instructional and non-instructional comprehensive and annual program reviews across the campus (program review procedures), along with the Facilities Master Plan and the Technology Master Plan. In conjunction, each discipline analyzes their Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and student achievement data. Based on the analysis of these data, disciplines set goals to improve their programs and request resources (e.g., Math Science and Engineering Annual Update 2013-2014; Social and Behavioral Sciences / Anthropology Comprehensive Program Review 2013-2014 pages 7-24). Non-academic departments such as Veteran's Affairs and Office of Students with Disabilities also complete program review to analyze how well the college is supporting those students (Veteran's Affairs Comprehensive Program Review 2012-2013; OSD Comprehensive Program Review 2012-2013). In 2014, the Executive Council completed the first collective Comprehensive Program Review for all the college areas, analyzing the needs of each area and developing common goals (Executive Council Comprehensive Program Review 2014-15). The wide array of input of program reviews and master plans into the Educational Master Plan form the foundation for the 3-year planning calendar.

In addition to the Community Advisory Board created in 2014, the district conducts Executive Council and Administrative Council sessions and a college wide planning retreat for initial assessment and construction of the update to the existing EMP (Administrative Council and College Wide Planning Retreat Presentation 8.14; College Wide Planning Retreat agenda 9.25.15). The current EMP is being coordinated by a consultant involving multiple constituencies on campus and is being produced in concert with the Facilities Master Plan (Educational Master Plan Timeline; Educational and Facilities Master Planning Presentation 9.25.15).

The college operates on a 3-year planning cycle (Planning Calendar 2014-2017) with a timeline that fosters participation across the campus. The budget process begins with a Budget Call initiated by the Director of Business Services / Budget Committee Co-Chair, via email to Administrative Council members. Training was conducted for the Administrative Council for the last two years, and was expanded to department chairs for the 2016-2017 budget process (Budget Development Process 2014; Budget Development Process Training 2015). Budget request instructions, guidance and forms are available on the school website as follows:

- Budget Request Instructions
- Budget Calendar

- Budget Call Memo
- Resource Allocation Proposal - Academic
- Resource Allocation Proposal - Operational
- Budget Prioritization Form

The budget call is for new requests above the baseline budgets. Clear deadlines are also communicated and accessible to all on website. Email reminders assist the college in submitting their request in a timely manner. For 2016-17, the budget call was initiated six months earlier than the historical timeline, strategically aligning budget requests with the program review and EMP prioritized goals currently in place. Requests are reviewed by the Budget Committee using rubrics and faculty hires are prioritized in meetings held by deans and chairs using a new faculty hiring prioritization process. The narrative section of the adopted budget explains the linkage of institutional planning and budget priorities.

Planning and budget overviews are regularly presented by the Business Services Director to the campus community at Opening Day (i.e., Fall 2015 Opening Day; Spring 2016 Opening Day), Administrative Council meetings, and the public through the regular meetings of the Board of Trustees. From governance committees, program reviews, master plans, and budget and planning improvements, policies and procedures allow all constituent groups an opportunity to exercise a substantial voice in institutional planning and budgeting, with an Adopted Budget that is the result of multiple voices and substantive input from across the campus (2015-2016 Adopted Budget).

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Through the Academic Policies and Procedures (AP&P) committee, faculty and administrators have the responsibility for recommending curriculum and student learning programs. Its main responsibility is to oversee the development, review, renewal, and recommendation of curriculum to be approved by the Board of Trustees (Title 5: 55002). Curriculum review and development necessarily reflect the collegial decision to meet student needs for course work that is encompassed within basic skills, general education, transfer, and major programs of study, which include a wide array of occupational and liberal arts disciplines and areas. In addition, the process for establishing prerequisites, co-requisites, advisories, and limitations on enrollment falls under the purview of the curriculum committee (Title 5: 53200-2040). Effective curriculum review and development require that the curriculum committee utilize standards of practice that ensure the highest possible quality for the curriculum offerings that can be made available to students within the college's allocated resources.

The representation of the AP&P Committee consists of a faculty co-chair, the vice president of academic affairs as co-chair, as well as faculty division representatives, a library representative, and two members of the student body (one voting, one non-voting). Additionally, there is one academic division dean, one career technical division dean, and the student services dean representing administration. There are two academic affairs specialists who support the committee. New courses and course revisions are researched and discussed by discipline faculty and made in CurricUNET. Proposals to the course then routed through various constituents for approvals where comments are given to the course writer until submission of the course for approval in committee (see, AP&P Handbook; Course Revision Flow Chart).

Some accomplishments and improvements made by the collaboration of faculty, administrators, and the AP&P Committee since 2010 are:

Degrees and Certificates

AVC offers a wide variety of 73 degrees and 59 certificates:

- 27 associate of arts degrees
- 16 associate of arts transfer degrees
- 46 associate in science degrees
- 6 associate in science transfer degrees; and
- 59 certificates of achievement,
- 2 locally approved certificates of proficiency in 51 fields of study (AVC at a Glance).

In the 2010-2011 academic year, AVC began offering Associate Degrees for Transfer (ADT) in Math and Communication Studies. Since then AVC's offerings have grown to 22 approved ADT's now offered. These include the following:

Administration of Justice AS-T	Kinesiology AA-T
Anthropology AA-T	Mathematics AS-T
Art History AA-T	Music AA-T
Business Administration AS-T	Philosophy AA-T
Communications AA-T	Physics AS-T
Early Childhood Education AS-T	Political Science AA-T
Economics AA-T	Psychology AA-T
English AA-T	Sociology AA-T
Geography AA-T	Spanish AA-T
Geology AS-T	Studio Arts AA-T
History AA-T	Theater Arts AA-T

CCCCO Data Mart reports the following:

Degrees/Certificates	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Associate in Science for Transfer (A.S.-T)			4	6	17	70
Associate in Arts for Transfer (A.A.-T)			1	8	10	37
Associate of Science (A.S.)	314	348	353	389	455	448
Associate of Arts (A.A.)	436	488	500	614	867	920
Degrees Total	**750**	**836**	**858**	**1,017**	**1,349**	**1,475**
Certificate requiring 30 to < 60 semester units	203	240	251	324	322	519
Certificate requiring 18 to < 30 semester units	150	148	170	172	171	205
Certificate requiring 6 to < 18 semester units				3	5	3
Certificates Total	**353**	**388**	**421**	**499**	**498**	**727**
AVC Total	**1,103**	**1,224**	**1,279**	**1,516**	**1,847**	**2,202**

Bachelor's Degree in Airframe Manufacturing Technology Courses

To date, the faculty have completed the new program along with new upper-division courses as per the guidelines provided by ASCCC (Bachelor's Degree Breakout Session 2, Curriculum Institute 2015). The degree and the associated new courses were approved by the AP&P Committee (AP&P minutes 10.22.15; Senate minutes 11.5.15; Board minutes 11.9.15 Item 14.16) and the courses were approved by the Chancellor's Office on January 20, 2015. The sequencing of courses has been decided upon and approved, and the college is awaiting final approval of the program. (AFAB program narrative).

In spring 2016, the program offered English 115: Introduction to Technical Communication (English 115 COR approved 9.24.15). This class is specifically designed for students in the technical fields, including the AFAB bachelor's program. The decision to require 115 for entrance into the ATM program was made in order to provide students with training to become management level job candidates in the field, which requires an ability to communicate effectively about technical projects to a range of audiences. English 315 is designed to hone students' skills in working on large multi-stage team projects, which is reflective of the work environments of most technical fields (English 315 COR approved 10.22.15). English faculty consulted with several University faculty to develop the rigor necessary for both courses. The

decision was based on industry input and support, as well as research into other similar aviation programs in general, which found that most university programs required a technical writing course or a similar version of it (AFAB Advisory Minutes and 11.6.14).

Online Education

Online courses that are offered as part of a program of study are developed and initiated by department faculty who determine the need. Whether submitted as an existing course, a new course, or a revision to a Course Outline of Record (COR), the online component is submitted via a distance education proposal in CurricNET**,** which was developed in fall 2015**.** It is then reviewed by all stakeholders, including the division dean, the technical reviewers, and APP committee members.

Additionally, a Regular Effective Contact Policy was developed by the Distance Education and Technology Committee, and approved by the Academic Senate (Academic Senate Agenda and Minutes 2.19.15, item 7a), to make sure that faculty and student interaction is assured via email, online chat discussions, announcements, field trips, timely feedback on assignments, and other clear channels of communication and verifiable participation, in a time frame that is commensurate with an in class presence for both faculty and students. After the policy was approved, all distance education courses were re-approved by AP&P in order to verify regular, effective contact.

Documentation of Student Learning Outcomes in Course Revisions

Before any course can be considered for revision by AP&P, it must first have its outcomes and assessments approved by the Outcome Committee. The process is done through CurricUNET, and many parts can be done concurrently with AP&P's revision process.

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

The appropriate consideration of relevant perspectives and a desire to align decision-making with expertise are evident at AVC throughout its administrative structures, academic departments and divisions, and frequent cross-constituent communication on governance committees, public forums, and division and department meetings where discussion is encouraged and different perspectives are respected.

BP 3250 Institutional Planning ensures "that the District has and implements a broad based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research." AP 3250 Institutional Planning specifies the roles of governance committees such as the Strategic Planning and Budget Committees, along with program reviews, the Educational Master Plan, Facilities Master Plan, and Technology Master Plan, in a coordinated and integrated effort to develop and implement sound planning and allocation of resources in support of the mission of the college. Additionally, BP 4020 and AP 4020 addressing program and curriculum, give guidance to the CEO to "rely primarily" on the recommendations of the Academic Senate and the procedures outlined in the Academic Policies and Procedures Committee handbook. As a result of these policies and governance structures, growth and improvements can be seen in several key areas at the college regarding efficiency and student success, based on a broad spectrum of knowledge and expertise.

Reorganization 2013

The college underwent a reorganization in 2013. BP 3100 (Organizational Structure) provides the CEO with the authority to "establish organizational charts that delineate the lines of responsibility…" The corresponding AP 3100 (Organizational Structure) outlines who may request a change and the procedure for implementing the change, along with how information is to be communicated across campus constituents. The CEO proposed the restructure within the guidelines and timeframes by gathering information through town hall meetings, visiting various participatory governance meetings, visiting with the Academic Senate, and holding campus-wide "Coffee Chats with the President." Throughout the information gathering effort, the CEO listened to the concerns and suggestions of the various constituent groups on campus and implemented ideas of merit.. The revised organizational charts were presented to the Board of Trustees on January 13, 2014 (item 16.1).

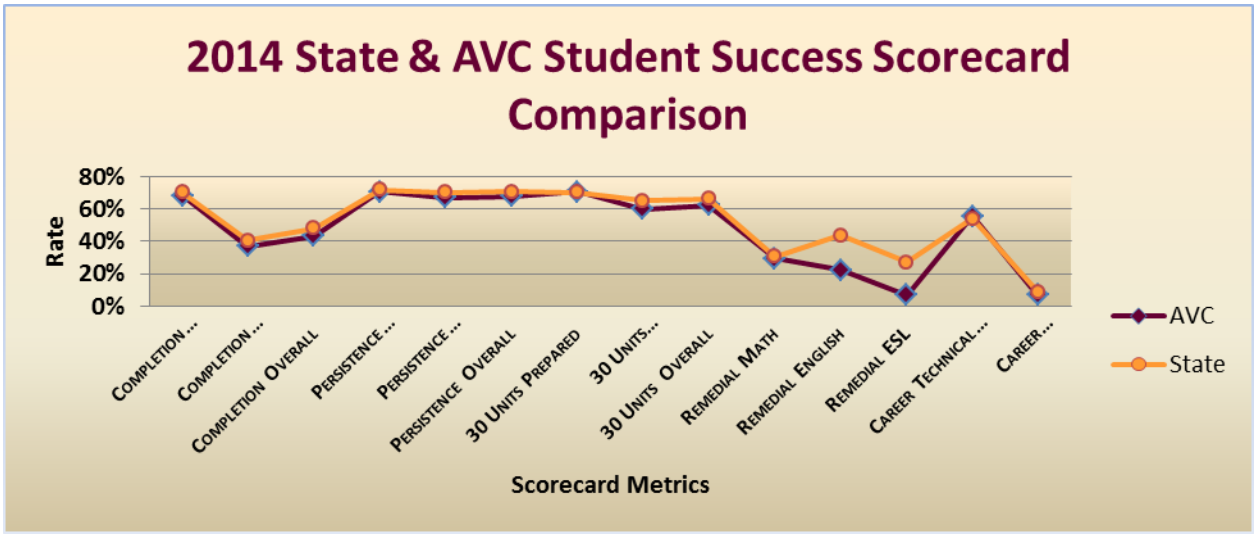
Establishment of Department Chairs

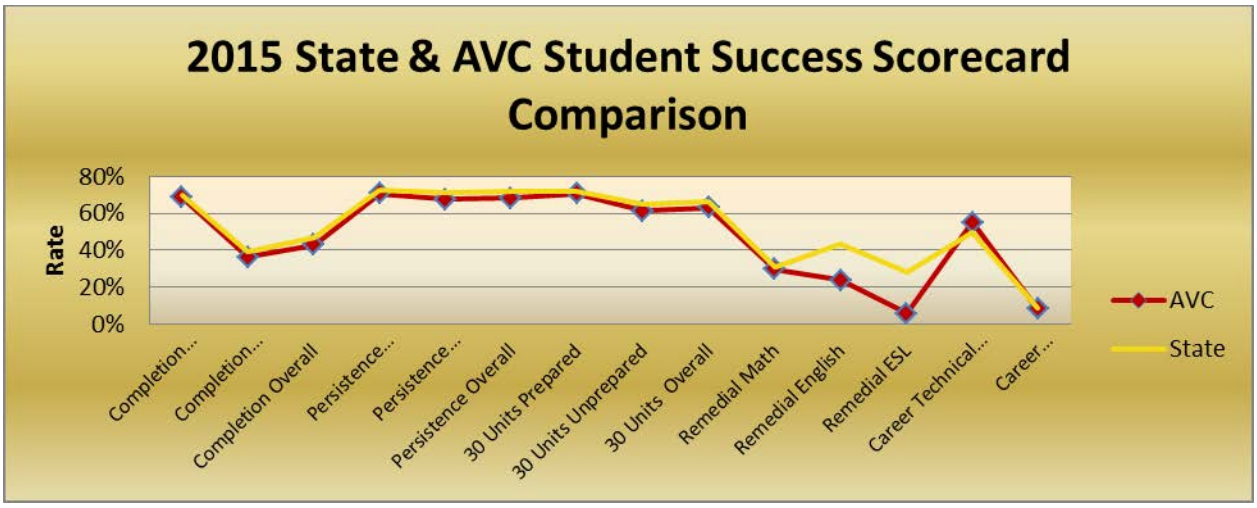
Another example of aligning expertise for the purposes of decision-making may be seen in the establishment of department chairs (Article and Side Letter of Agreement May 2014). Throughout 2014, the faculty union and college administration completed an agreement on the implementation of faculty department chairs throughout all divisions that was approved by the Board of Trustees at its June 16, 2014 meeting (Minutes 6.16.14, item 15.4). Although the Languages Arts and the Mathematics and Sciences divisions already utilized department chairs, other divisions did not have the structure in place. Using knowledge gained from the two divisions, duties, responsibilities, and compensation were identified through negotiations. In the Spring 2014 semester, the faculty union voted to ratify the department chair language and the

structure was implemented in the Spring 2015 semester.Chairs are nominated and elected by and through their respective divisions. A questionnaire is filled out by the candidate and reviewed by the division faculty for the vote. Scheduling, staffing, planning, budget, and divisional relations are now aligned through faculty department chairs who possess the expertise and experience to assist administration in managing day-to-day operations. To help ensure an effective organization, the college administration, along with the faculty union, provides department chair training to all faculty at the start of their term. An important element of the new chair structure is the role that chairs play in the resource request, budget allocation, class scheduling, and hiring prioritization process. Training is now given to chairs on budget development and enrollment management data to ensure they have the knowledge and expertise to participate with administration in the processes (Budget Development Process presentation).

Academic Development Department

Despite its many efforts over the years to move students from basic skills to collegiate levels the 2014 Student Success Scorecard data suggested that students in basic skills were stll not progressing at satisfactory levels. The college moved to create an Academic Development Department that oversees and coordinates all areas of Basic Skills.





The creation of an Academic Development Department (ADD) to oversee and coordinate basic skills courses stemmed from EMP goal #4 which became the number one priority of the Board of Trustees: "The college will increase student success in Basic Skills and ESL courses" (AVC Board Goals and Initiatives 2014-2015). The college president put forth the idea of putting all basic skills courses (English, Math, Reading, and ESL) under a new Academic Development Department with a dedicated faculty chair, presenting the idea as part of an overall campus reorganization to the Board of Trustees on January 13, 2014. A discussion at the Language Arts Division meeting on August 15, 2014 was held, and in the Math and Science Division on October 3, 2014, as well as the Academic Senate on October 2, 2014 (item 8a, page 4). On October 14, 2014, the college president sent a memorandum to the entire campus explaining the new department and the rationale behind it. An English faculty member is currently serving as the chair and the department began its work in spring 2015 (Academic Affairs Organization Chart).

Several improvements since the creation of the ADD have occurred such as: curricular changes offering more basic skills and ESL sections to meet demand; a new full time reading faculty hire started in fall 2015, allowing an increase in reading offerings from 23 to 27 sections in Fall 2015; hiring a part time Learning Specialist in Mathematics who works primarily at the Palmdale Center; in-class tutoring in a number of Basic Skills courses; developmental Math now has 10 courses with in class tutors (after previously having only one); and Developmental English has eight courses (after previously two). AVC's five-year trend data from the 2015 Student Success Scorecard released from the Chancellor's office in April 2016, shows that the college improved across all the metrics for the 2009-10 Cohort tracked for six years when compared with the 2008-09 Cohort and the college will use this and other measures to monitor the success of the ADD and students in Basic Skills courses.

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

All governance committees maintain updated public websites that contain agendas and minutes. Through Board Policies and Administrative Procedures, processes for decision-making and resulting decisions are designed in such a way that they may be documented and widely communicated to all campus constituents. AP 2510 clearly outlines the participation in local decision making responsibilities of participatory governance committees/councils regarding calls for agenda items and posting of agendas and meeting minutes.

The College Coordinating Council (CCC) brings together various constituent factions on campus to communicate and disseminate information in a coordinated manner. Its mission is:

To serve as the coordinating body for governance issues at Antelope Valley College, except academic and professional matters, and collective bargaining issues. The Council has four main functions:

- Issue Management
- Providing a communication network for distributing information to the campus constituent groups
- Determining the decision-making and recommending authority of campus-wide participatory governance committees
- Submitting recommendations to the President in areas of "effective participation"
- Agendas and minutes from the CCC are posted publicly on its website.

For all committee, division, and board meetings, agendas are sent to meeting participants in advance and minutes are taken by an administrative assistant. The college recognized that there was a problem in getting minutes finalized in a timely fashion due to a desire to provide more of a transcript than a summary of discussions and decisions.

On August 21, 2015, the college held a retreat for classified staff in order to norm the procedure for taking minutes so they would be more uniform and concise. Beginning in the fall of 2015, agendas and minutes are done on uniform templates that allow for clear distinction of items, documented discussions, and actions (i.e., Student Equity Committee 10.6.15; Outcomes Committee 10.26.15; Distance Education Committee 10.27.15). The new procedure applies to all non-Brown Act meetings, however, the college decided not to use the new format for the Academic Senate or the Board of Trustees. The template allows those responsible for documenting meetings to use a like format for both agendas and minutes, and will allow those outside of a committee to easily determine what will happen and what did happen in a meeting. The template requires three areas of discussion and documentation for each agenda item and note takers have been trained as follows:

- Issues Discussed: This is a summary of the issue, not a transcript of everything that was said. It should be complete enough so that someone outside of the meeting can read it and understand what the issue was. It may include bullet points.
- Action Taken: Any votes or decisions, even if that decision was to table the discussion.
- Follow Up Items: The name and action is listed of any work that is planned to be completed before another meeting takes place and a deadline date.
- Names: Minutes should try to stay away from using specific names unless required to make sense. In most instances, the information can be provided using a position, title, or the passive tense, for example, "Concerns were raised...." instead of "Marta Smith raised concerns about...."

The goal of the uniform templates and training for summarizing is to make sure staff take up less time finalizing minutes so they can be sent out promptly for review before the next meeting, and that people can spend less time reading them than they were in the past. However, the new format ensures that accurate and complete records are taken of meetings as well.

In order to communicate decisions widely across the campus, there are two mechanisms. One is that committee meeting agendas and minutes are posted on the committee's public websites (i.e., Academic Senate; Outcomes Committee; AP&P Committee). In August 2015, the college migrated to a new website server, causing some disruption to the currency of committee website pages, which has since been resolved. The other method of communication is that committee representatives report back to their respective divisions in monthly division meetings where each representative is given several minutes to update division faculty on matters of importance and decisions made. Some larger divisions, such as Language Arts, have representatives on many committees and are able to give oral reports at every meeting (Language Arts Division Meeting minutes). Other divisions do not have the breadth of committee representation and are unable to give oral reports for more than the Academic Senate and one other committee such as AP&P, or do not consistently agendize committee reports. The Academic Senate recognizes this problem and will be correcting it in spring 2016 by revising the by-laws to include a definition and requirement of reporting out to divisions. Further, the Senate president initiated a president's message after each Senate meeting that will highlight what took place in the meeting with instructions to contact the appropriate Senate representatives for more information.

At times, upon the implementation of a decision that affects the entire campus, the president will communicate to everyone by email. An example of this is the president's decision to reorganize the Foundation office, which he detailed in a letter to the campus community via email (Foundation Reorganization Summary 9.10.15).

Improvement has occurred since the last study in establishing consistency in the distribution of information from committee and council meetings. There is a new template that is used to make

the format and style of all agendas and minutes consistent as well (eg., Student Equity Committee 10.13.15; AP&P 10.8.15). With the revision of AP 2510 currently in progress to establish guidelines that will ensure the timely and consistent distribution of agendas and meeting minutes to all constituent groups, it is expected that these improvements will continue.

IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Periodic self-evaluations are used to evaluate the effectiveness of participatory governance committees and councils. The results are used as a basis for making changes when appropriate.

In 2014, the college hired an outside consultant to assist in the evaluation of committees and councils on campus guided by AP 2510. Stemming from discussions of process and evaluation of committee effectiveness, in addition to review of accreditation standards, the vice president of academic affairs suggested using a template form for all governance committees to report on their goals and accomplishments in alignment with the college mission and the strategic goals of the campus derived from the Educational Master Plan. This suggestion was brought to the College Coordinating Council on December 3, 2014, item V. At the February 11, 2015 CCC meeting, item #V, the VPAA showed the council the Year-End Committee Report Template and it was reported that the Senate President would use a slightly modified version for the Senate committee reports and use them to provide summaries to the president's office once per year. In order to evaluate leadership process and committee effectiveness and goals, the Academic Senate President holds a Senate Leadership Retreat each fall and spring semester (i.e. Senate Leadership Retreat Agenda 8.16.12; 8.2014), and the committee annual reports are submitted via the senate president to the VPAA for review.

Outcomes Committee

One self-evaluation that is underway is the role and structure of the Outcomes Committee. Originally, the Outcomes Committee was the Student Learning Outcomes (SLO) committee, a standing committee of the Academic Senate. However, when organizational outcomes were added to the mission of the SLO committee, the name was changed to Outcomes Committee, and some role ambiguity manifested from the change in the mission; faculty were not prepared, and in most cases not qualified, to manage organizational outcomes. Adding organizational outcomes to the committee's responsibility led to the inclusion of several non-faculty members to the committee, which then led many to believe that the committee no longer acted as a Senate

Standing committee, but rather appeared to be a campus-wide participatory committee, although it is not and remains a Senate standing committee.

As a result of the self-evaluation by the Outcomes Committee and the Senate leadership, it was found the overwhelming bulk of the time in committee was spent working on Learning Outcomes. This led to little or no work being done on Operational Outcomes. Additionally, the schedule for creating and assessing Learning Outcomes was completely different for those of Operational Outcomes due to the difference between faculty and administration schedules. Therefore a plan was brought forth from the Outcomes Committee through the Academic Senate and discussion is underway to potentially bifurcate the current Outcomes Committee - one a Senate Standing Committee (Learning Outcomes Committee) that would contain only faculty as members and would concentrate on SLOs and PLOs, and another (Outcomes Committee) that would have constituents from all areas and would focus on OOs and ILOs as well as the long term planning, coordination and dissemination of all Outcomes. The issue is currently under discussion and reflected in the college Quality Focus Essay.

Academic Senate

The Senate itself underwent some recent improvements as the result of evaluation of its processes. In fall 2013, the Academic Senate President resigned and the Senate Constitution was silent on succession. A special election was held and the newly elected president established a task force (Academic Senate minutes 2.6.14, item 8a) to make recommendations for improvement. The first recommendations of the task force were two constitutional amendment proposals to manage the immediate needs of the Senate: 1) Amend Article IV Senate Representation to take into consideration the reduction in divisions due to a college reorganization, which would have reduced the number of Senators from 22 to 4, and 2) establish Article XV Emergency Executive Powers, which would allow the Senate President to temporarily suspend narrowly focused portions of the constitution in order to manage unforeseen consequences of the organizational change, or the absence of language in the current constitution. The recommendations were approved by the Senate (Academic Senate minutes 3.20.14, item 6a).

To allow the Senate to remain intact and whole throughout the summer session, an amendment to the Senate Constitution was proposed by the sitting president that would allow him to temporarily set aside, under very strict and limited conditions set by the senators, provisions of the Senate Constitution that prevented the continuance of the full Senate throughout the summer session. The amendment was voted on and approved by the regular faculty and three executive orders were established to maintain continuity through the summer and provide for library representation (May 1, 2014 Senate meeting). The Emergency Executive Powers amendment is now a process that will allow for any unforeseen events that are not covered by the constitution.

Other major changes proposed by the Task Force included, but were not limited to, procedures for presidential succession; addition of a second adjunct representative; move beginning and ending dates for term of offices (to beginning of school year until the day before the beginning of the school year); and eliminate the Senator-at-Large positions. All of which have been incorporated in the new Senate Constitution.

Professional Training

As a result of a discussion during monthly meetings between the Academic Senate President and the CEO, the college offered two professional trainings that took place to ensure that effective decision-making processes and collegiality continue to occur and improve.

The Statewide Academic Senate President, the President Glendale Community College, and the President of the Community College League of California presented a workshop to AVC faculty leaders, administration, and classified staff on Participating Effectively in District and College Governance (Collegiality in Action Power Point). Participants included several vice presidents, deans, faculty leaders, and classified staff. The two- hour workshop covered AB 1725, Title 5, Educational Codes related to participatory governance. The Statewide Academic Senate President noted that AVC is one of the few community colleges that has processes in place when unresolved disagreement occur between Academic Senate and Administration. This includes the College Coordinating Committee (CCC) and Mutual Agreement Council (MAC).

Also as a result of dialogue between the Academic Senate President and the CEO, on October 23, 2015 there was an open invitation to all faculty, staff and administration to a Brown Act Training Workshop. Topics included procedure for meetings covered under the Brown Act, the roles of committee chairs, making motions, voting on motions, etc. AVC campus leaders and committee members attended from administration, faculty and student constituent groups, and questions about current AVC processes were discussed and answered (Brown Act Training Workshop Power Point).

Standard IV.B: Chief Executive Officer

IV.B.1. The Institutional Chief Executive Officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

In accordance with BP 2430 Delegation of Authority to CEO, the CEO of Antelope Valley College is responsible for administering the policies adopted by the Board of Trustees, and executing all decisions of the Board of Trustees requiring administrative action. In 2013, the Board of Trustees appointed a new CEO of Antelope Valley College who continues to serve as the college president. The CEO has the primary responsibility for the quality of the institution and for providing effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

A first time comprehensive program review for the CEO's office was completed in 2012, and one followed for the Executive Council in 2014. The members the Executive Council are: vice president of student services; vice president of academic affairs; vice president of human resources; executive director of business services; executive director of facilities and maintenance; executive director of information technology; dean of institutional research; the public information officer; director of foundation and advancement. This collaboration allows for a well rounded encompassing forum for all areas of the campus to be represented in leadership and decision making under the authority of the CEO.

Planning

The CEO consults with the Board of Trustees and the Executive Council to set annual goals and collaborative planning in all aspects of college operations on a three-year cycle. The goals are then aligned with the Educational Master Plan (EMP) through the Administrative Council retreats (Board of Trustees and President's Goals and Initiatives 2014-2015).

As part of the process of determining goals and the direction of the campus, the CEO utilizes forums, such as "Coffee with the President" and emails to the campus to disseminate information and gather feedback on important college issues. Questions and answers to a wide variety of topics have occurred at these forums and include: Campus Goals, the Palmdale Campus, Reorganization, Accreditation, Budget, Department Chairs, and Safety/Security Issues. Campus goals are distributed to all constituent groups through email, division/department meetings, and are posted on the president's web page. An annual report is presented to the Board of Trustees on the status of each EMP goal (i.e., May 12, 2015 Planning Retreat, item 5.1).

Due to some inconsistencies in the planning cycle in the past, the new CEO implemented the three-year planning calendar and an annual schedule of planning retreats for different leadership groups, beginning with the Board of Trustees, Executive Council (Executive Council Retreat

Agenda 5.22.15), Administrative Council (Admin Council Retreat Agenda 8.5.14; Admin Council Retreat Agenda 7.31.15), and finally, all college planning retreats held in 2014, 2015, and 2016 which will continue annually (All College Planning Retreat Agenda 9.25.15)

The new process is as follows:

- The CEO sets personal and operational goals in conjunction with the initiatives and direction provided by the Board of Trustees. The President's goals are designed to advance the initiatives of the Board for the whole college, but may be specific to the performance of the President.
- Institutional goals are developed by receiving input from the College Advisory Council of community college leaders and constituency groups, which is communicated to the Board of Trustees as they develop their initiatives over a three-year planning horizon.
- The Board formalizes their initiatives and goals at an annual planning retreat (Board agendas 6.17.14; 5.12.15; 5.10.16).
- The Board goals are communicated to the Executive Council and in turn the Executive Council formulates its plans.
- The Board initiatives are taken to the Administrative Council for prioritization within the goals of the Educational Master Plan. This annual retreat usually occurs toward the end of July or early August (August 5, 2015 Administrative Council Planning Retreat Agenda) where 3-4 goals are prioritized for the coming year.
- These goals are provided to the entire college at its annual planning retreat at the start of fall each year, along with an update as to the progress of the EMP goals (Agenda All College Planning Retreat 9.25.15; Goals and Initiatives 2014-2016; EMP Goals Update 2015).
- The individual units of the college are provided all the data and asked to align their program review with at least one of the broad initiatives of the EMP; thus the EMP, Board, and President's goals are integrated into the planning of the college in every area, both instructional and non-instructional. The comprehensive program review and annual update templates contain the following question in order to maintain the integrated connection of the EMP and strategic goals up and down the planning process:

  Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. *Discipline/area goals must be guided by district Strategic Goals in the Educational Master Plan (EMP).*

Budgeting

BP 6100 Delegation of Authority, gives the CEO ultimate authority and responsibility for financial matters of the college, including its budget. BP 6430 Bids and Contracts delegates to the president the authority to enter into contracts and to establish administrative procedures to manage them. The Educational Master Plan (EMP) is the cornerstone for the college's planning process. The Facilities Master Plan and the Technology Master Plan are also developed to support the goals and objectives of the EMP. The CEO has worked closely with the vice president of business services, the Budget Committee, and the Strategic Planning Committee, to improve the college's budget allocation processes to result in transparent and financially sound budget decisions that are driven by the college mission, and that serve the educational needs of the college.

A detailed explanation of the resource allocation process, the resulting funding priorities, and the president's role can be found on page 11 of the 2015-16 Adopted Budget Report. In order to accomplish the goals of the EMP, divisions and areas utilize their program review and action plan process to link Institutional Learning Outcomes ("ILO's"), Student Learning Outcomes ("SLO's"), Program Learning Outcomes ("PLO's") and Operational Outcomes to resource requests (see, Program Reviews and Program Review Instructions pages 8 and 14). The budget is driven by the strategic planning process of the college which utilizes these plans and outcomes in developing the criteria for resource allocation and evaluation. In addition, multi-year financial projections are provided to show the impact of funding decisions over the long-term so that financial stability concerns are considered and addressed as shown on page 39/Section 5-2 of the 2015-16 Adopted Budget Report The CEO, in conjunction with the Executive Council, reviews all recommendations prior to presenting to the Board of Trustees for final approval. This progression involves widespread coordination throughout the district, an effort simplified by clear, well communicated instructions and deadlines posted on the Business Services website:

- Budget Request Instructions
- Budget Calendar
- Budget Call Memo
- Resource Allocation Proposal - Academic
- Resource Allocation Proposal - Operational
- Budget Prioritization Form

One of the challenges identified in the previous accreditation cycle was adequately tying the various outcomes, goals and planning documents to resource allocation. As a result of reflection on the 2010 recommendations, there were two areas that required more focus in order to properly integrate goals and outcomes with the financial planning of the district: 1) prioritization of budget requests, and 2) objective evaluation of budget requests.

First, to properly align budget requests with the EMP, the EMP goals were prioritized by the college's Administrative Council and reviewed in a campus-wide planning retreat in 2014-15. The top three goals were identified as follows:

- Educational Master Plan #4-The College will increase student success in Basic Skills and English as a Second Language (ESL).
- Educational Master Plan #1-The College, as a community, will provide students with an environment which supports learning and facilitates student success.
- Educational Master Plan #3-The College will expand and diversify Career Technical Education options for students.

Subsequently, the Budget Allocation Rubric was modified to include a higher weight to these prioritized goals. This allows those requests that fit within the prioritized EMP goals to have a higher consideration than those that may not fit within those prioritized goals.

Secondly as part of the continuous process improvement cycle, the Budget Committee's review of the 2014-15 rubric scores revealed a disparity between academic and operational areas of the college. Following the recommendations of its members to more fairly allocate resources between academic and operational needs, the Budget Committee created a separate request form specific to operations:

- Resource Allocation Proposal - Academic
- Resource Allocation Proposal - Operational

As a further guarantee of sound financial policies and procedures, Board and Administrative policies were reviewed, modified and presented to the College Coordinating Council in 2015-16 in an ongoing effort to improve transparency and effective practices (College Coordinating Council Policy Review).

Organizing

To better utilize state funding, the CEO elected to reorganize the college structure to 1) review lines of authority for efficiency of operation; 2) develop parity of workload for Deans, Directors, and Supervisors; 3) ensure appropriate service to the community; 4) review and ensure effective assignment of all staff; and 5) examine department definition and review department chair structure. Several changes in organizational structure illustrate the CEO's commitment to these principles:

- Upon careful review of the 2014 Student Success Scorecard data, which suggested that students in basic skills were still not progressing at satisfactory levels, and pursuant to the Board of Trustees' Strategic Goals and Initiatives, placing EMP Goal # at top priority for the college (to improve success in Basic Skills and ESL, The CEO offered the idea of

putting all basic skills courses (English, Math, Reading, and ESL) under a new Academic Development Department with a dedicated faculty chair, presenting the idea as part of an overall campus reorganization to the Board of Trustees on January 13, 2014. After discussion and input from the Language Arts and Math and Science Divisions, as well as the Academic Senate, on October 14, 2014, the reorganization was finalized and the CEO sent a memorandum to the entire campus explaining the new department and the rationale behind it. An English faculty member is currently serving as the chair and the department began its work in spring 2015 (Academic Affairs Organization Chart). The ADD has instigated curricular changes such as offering more basic skills and ESL sections to meet demand and to increase student success, including non-credit courses and an intersession course at the Palmdale Center**.** A new full time Reading faculty hire started in fall 2015, allowing an increase in reading offerings from 23 in Fall 2014 to 27 sections in Fall 2015. Adjunct hires also opened up new sections of Learning Assistance courses. In addition, AVC hired a part time Learning Specialist in Mathematics who works primarily at the Palmdale Center. The college recognizes its responsibility in the successful transition and completion of students and made a purposeful change to defining the structure of the pathway to collegiate level work that was within the resources of the college under the leadership of a faculty chair, while still providing degree completion and transfer routes at the collegiate level. Based upon 2015 Scorecard data that showed an improvement of scorecard metrics, the college is committed to sustainability, and will continue to monitor data and adjust as necessary to maintain the momentum achieved.

- In Spring 2015 the CEO made a decision to reorganize the Advancement and Foundation Office after determining that the structure of operations was insufficient to support its daily operations and provide the base funding to sustain those operations. The president consulted with the office staff, conducted research of similar institutions, and analyzed the budgetary requirements to reach self-sufficiency in a five-year period, following procedures outlined in AP 3100. The resulting recommendations for the reorganization of the office is detailed in a July 14, 2015 letter to the Foundation Members, Board of Trustees, and AVC Campus Employees and was approved by the Board of Trustees on July 13, 2015 (Agenda, item 4.1; Foundation Reorganization Summary 9.10.15).

- Additionally, upon retirement of the events coordinator in 2014, a review was conducted for operational efficiency of the facilities department. Changes were made regarding positions and hours to better meet external standards and align hours more effectively for campus needs. (Facilities Services Reorganization Summary 9.10.15).

Selecting and developing personnel

Pursuant to BP 7110 Delegation of Authority, the Board grants the CEO the authority 'to recommend and authorize employment, fix job responsibilities, and perform other personnel actions.' AP 7110 states that "It shall be the responsibility of the College President to ascertain that applicants nominated for employment possess all qualifications established by law and Board policy for the position for which application is submitted. The College President is authorized to appoint regular, part-time, or substitute personnel on a temporary basis in case of an emergency and to authorize employment of short-term, classified, and confidential/management/supervisory personnel on a regular basis."

The process is monitored at four stages for Equal Employment Opportunity compliance, which are as follows:

- Evaluation of Pool by a hiring committee comprised of 4 or 5 persons chaired by the supervisor for the position.
- Minimum Qualifications is established.
- Determine job-related screening criteria to be used by the committee in selecting candidates to be interviewed and develop the instrument used for ranking applicants.
- Prepare interview questions, each set of questions shall include a diversity question and be read to each candidate.
- Screen and rate all qualified applicants independently and select the best qualified applicants to interview.
- Determine interview date, time and location.
- Interview qualified applicants.
- Pursuant to the committee's' recommendations, the CEO reviews and then forwards the recommendations to the Board of Trustees for final approval.

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

The CEO oversees and evaluates an administrative structure organized and staffed to reflect the purpose, size, and complexity of Antelope Valley College. The CEO delegates authority to administrators and others including the following: Assistant Superintendent/Vice President of Academic Affairs, Assistant Superintendent of Student Services, Assistant Superintendent of Human Resources, Executive Director of Institutional Advancement and Foundation, Director of Institutional Research, Facilities Manager, and Public and Governmental Relations Director. (Administration Org chart)

The CEO utilizes a collaborative approach to planning and organizing the administrative structure at Antelope Valley College. As an example, during 2013-2014 under the authority of BP 3100 Organizational Structure and AP 3100 Organizational Structure, the CEO initiated an organizational structure change process campus wide in order to improve efficiency and cost effectiveness of services and programs, and to provide career ladder opportunities for faculty and staff in the area of college leadership. Under AP 3100 Organizational Structure, all campus constituents were afforded an opportunity to provide ideas and input on the proposed organizational changes. The CEO reviewed all comments and suggestions from individuals as well as departments and divisions, and revised the structure based on that input.

After gathering input and discussing the results with the College Coordinating, the CEO presented new campus organizational structures to the Board of Trustees on January 14, 2014 (BOT agenda 1.14.14, item 16.1) with new goals to include leadership opportunities, commitment to instructional excellence, stimulation of instructional innovation, contribution to student development, and reduction of the number of administrative positions to help the district reduce its budget obligations (for example the elimination of the Assistant Superintendent/Vice President of Administrative Services position). (General Administration; Facilities Services; Business Services; Academic Affairs; Institutional Advancement; Technology Services; Student Services; Human Resources)

Evaluation of the new organizational structure is ongoing. Currently, 3 academic deans announced their retirements, stimulating another examination of the effectiveness of the academic organizational structure, the number of deans assigned to academic divisions, and an improved balance and compatibility of subject areas. Again, following the procedures and processes of BP and AP 3100, the CEO sought input from the campus at large both from individuals and from divisions who discussed the reorganization in their meetings. An email memorandum sent to the campus in December 2015 (CEO email 12.14.15) invited input from divisions as well as individuals. The VPAA also set up an email address -reorg@avc.edu, whereby people could communicate their suggestions. The resulting reorganization was approved in April 2016 (Academic Affairs Organization Chart 2016).

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **Establishing a collegial process that sets values, goals, and priorities;**
- **Ensuring the college sets institutional performance standards for student achievement;**
- **Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **Ensuring that the allocation of resources supports and improves achievement and learning; and**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Collegial process that sets values, goals, and priorities

In conjunction with BP 1200 District Mission, AVC's stated the philosophy, vision, mission and values are publicly posted on the college website. The strategic initiatives and goals developed by the CEO, Board of Trustees, and driven by the Educational Master Plan are also posted publicly on the college website, on the president's web page. Pursuant to Board Policy 1200 (page 4), the mission is reviewed annually by the Academic Policies and Procedures committee (AP & P) and the Strategic Planning and Budget Committees before being forwarded to the Board of Trustees. In 2013, efforts began to revise the mission, with the new CEO leading the efforts to ensure a large college-wide participation for input. After reviewing environmental scanning information in 2014, the mission was revised by AP&P on May 5, 2014; SP&BC on July 30, 2014; the Academic Senate on May 29, 2014; as well as the Administrative Council on August 5, 2014, followed by obtaining input on the proposed mission from college wide constituents at a planning retreat on September 26, 2014 (College Wide Planning Retreat Presentation), before going to the Board for approval on November 10, 2014 (board agenda 11.10.14, action item 15.22).

The previous mission statement was:

> Antelope Valley Community College District provides a quality comprehensive education to a diverse community of learners by placing student success and student-centered learning as our number one priority through high quality educational standards and innovative programs and services in a professional, team-driven environment. We are committed to student success, offering value and opportunity to all members of our community.

It was revised to:

> Antelope Valley College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success, offering value and opportunity, in service to our community.

There was consensus that the new revised statement, more concise than the previous version, welcomes any learner in the community who is interested in the overarching goal of higher education, including students who access courses through distance education. The statement summarizes the college's commitment to student success.

College Set Institution Standards

The CEO works closely with the Dean of DIERP and the vice president of academic affairs to determine institution-set standards for achievement, which are reported to the ACCJC yearly, and are published on the AVC Accreditation web page (2014 Annual Report to ACCJC; 2015 Annual Report to ACCJC; 2016 Annual Report to ACCJC) and are published on the AVC Accreditation web page. Data reflecting AVC's progress on the standards are also presented in the AVC Fact Book. Internally, the five institutional set standards that were developed to accompany the 2013 EMP (page 39) and updated data for each of these standards follow below. The college is currently finishing work on the 2016-2026 EMP, as well revising the institutional set standards based on current data, AVC's new ILOs, changes in state requirements e.g. State Scorecard, Institutional Effectiveness Partnership Initiative (IEPI) and to better reflect the new plan.

Completion

The Chancellor's Office definition of completion as students receiving a grade of A, B, C, CR, or Pass was the basis for this standard. Based on the historical data examined in 2012, a slight upward trend, with an average 67.2% success rate during five years and 68.7% within 3 years. The standard for completion was set at **68%** to fall between these numbers. Updated trend data for how the college currently meets and exceeds (at 68.9% for fall 2014) this standard for success are presented below, along with course retention rates:

Term	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Success	65.6%	67.5%	68.3%	70.5%	69.1%	68.9%
Retention	85.4%	85.2%	84.7%	87.6%	86.4%	86.6%

Fall-to-Fall Retention

The ARCC approach, which tracked student cohort retention from fall-to-fall, was used to determine this standard. The cohort of students enrolled during fall semester that did not transfer or graduate prior to the subsequent fall term were tracked. The data examined in 2012 indicated a slight upward trend in fall-to-fall retention with an average of 59.1% retention during the five years and 60.5% within the 3 years. The standard for fall-to-fall retention was set at **60%** and fell between these numbers. Updated trend data below show that the college is below this standard (at 52.4% for 2014-15). However, since this standard was set using ARCC methodology, which was discontinued in 2013 and somehow incorporated transfer and degrees awarded, the retention numbers in the table below (students enrolled in the preceding fall semester who returned the following fall), are lower than if the ARCC methodology was still being utilized:

Fall-to-Fall Retention	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Rate	51.2%	52.8%	54.0%	52.5%	52.4%

Degrees and Certificates Awarded

The Chancellor's Office reports on the number of degrees awarded annually were used to develop this standard. For the historical data available in 2012-13, the data indicated a downward trend in degrees awarded with an average of 837 degrees awarded during five years and 815 within 3 years. It was recommended that the standard should fall between these numbers and the standard for degrees awarded was set at **826**. Presented below are updated trend data for how the college has not only met but has been exceeding this standard since 2010-2011, with 1,475 degrees awarded in 2014-15.

Similarly, the Chancellor's Office reports on the number of certificates awarded annually were used to determine this standard. For the historical data available in 2012-13, an average of 336 certificates were awarded during five years and 387 within 3 years. It was recommended that the standard should fall between these numbers and the standard for certificates awarded was set at **362**. This standard has been consistently exceeded since 2011, with 727 certificates awarded in 2014-15.

Four-Year Transfer

The National Student Clearinghouse (NSC) methodology of tracking all AVC students in the NSC database for five years was utilized during 2012-13 to develop this standard. There was an average of 1,688 transfers within five years and 1,491 within the 3 years. Based on the downward trend observed in the number of transfers, the standard for four-year transfers was set at 1,033. At 946 total transfers to CSU, UC, private, and out-of-state institutions during 2013-14, and 920 total transfers during 2014-15, the college does not meet this standard.

As a result, AVC has been making a concerted effort to improve upon its transfer rates (at 31% for the 2008-2009 Cohort tracked for six years). The number of transfers, which has increased steadily from 414 for the 2003-04 Cohort to 622 for the 2008-09 Cohort, is being tracked as AVC works to further facilitate transfers to CSU and UC via the 17 AAT and 5 AST degrees, which have been developed during the last 5 years. Based on more current data and the various developments in state requirements, as well as the 2016 EMP currently under development, the standards need revision. For example, the State added the Institutional Effectiveness Partnership Initiative this year. The college is currently creating a set of institutional standards that reflect the goals of the new EMP.

Evaluation and planning rely on high quality research and analysis of external and internal conditions

The CEO and the DIERP work closely together to ensure that the internal and external research used to guide decision making are based on valid sources and methods. Numerous reports and studies are generated from the research provided by the DIERP that the CEO and the campus rely on, for example:

- The 2013 Educational Master Plan and the current 2016 Educational Master Plan for which a consultant has been hired to manage the collection of data and organization of the report;

- The Student Equity Committee and Student Equity Office produce annual Student Equity Plans (SEP 2014; SEP 2015), which are used to determine which demographic student populations will be targeted with specific programs and activities for improvements;

- Program review writers depend heavily on accurate data that is provided by the DIERP on the program website under the tab "data elements," and that are also embedded in links directly on the comprehensive program review template and the annual update template.

Educational planning is integrated with resource planning and allocation

BP 3250 Institutional Planning and AP 3250 Institutional Planning outline the responsibilities of the CEO to ensure that the district has implemented a broad based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research. The CEO serves as an ex-officio member of the Strategic Planning Committee and Budget Committee. All institutional planning and resource documents are reviewed by the CEO including: program reviews, Educational Master Plan updates, the Computer and Information Technology Plan, the Facilities Plan, the Communication Plan, the Marketing Plan, Enrollment Management Plan, Finance Plan, Student Equity Plan, Basic Skills Plan, Matriculation Plan, and the Human Resources Staffing and Equal Employment Opportunity Plans. All of these documents are shared with the Strategic Planning and Budget Committees prior to being submitted to the Board of Trustees.

The CEO takes a proactive rather than a reactive approach to planning. By instituting a three-year planning calendar with annual review at planning retreats scheduled during the summer, along with regular annual retreats for input from all constituents on campus, the emphasis is on using data to improve both the operations of the campus and student learning and success.

The Educational Master Plan (EMP) is the cornerstone for the college's planning process. The Facilities Master Plan and the Technology Master Plan are also developed to support the goals and objectives of the EMP. The CEO has worked closely with the vice president of business services, the Budget Committee, and the Strategic Planning Committee, to improve the college's budget allocation processes to result in transparent and financially sound budget decisions that are driven by the college mission, and that serve the educational needs of the college.

A detailed explanation of the Resource Allocation Process and the Executive Council and Strategic Planning Committee's role can be found in the narrative of the 2015-16 Adopted Budget Report. In order to accomplish the goals of the EMP, divisions and areas utilize their program review and action plan process to link Institutional Learning Outcomes ("ILO's"), Student Learning Outcomes ("SLO's"), Program Learning Outcomes ("PLO's") and Operational Outcomes to resource requests (see, Program Reviews and Program Review Instructions pages 8 and 14). The budget is driven by the strategic planning process of the college which utilizes these plans and outcomes in developing the criteria for resource allocation and evaluation. In addition, multi-year financial projections are provided to show the impact of funding decisions over the long-term so that financial stability concerns are considered and addressed as shown on page 39/Section 5-2 of the 2015-16 Adopted Budget Report The CEO, in conjunction with the Executive Council, reviews all recommendations prior to presenting to the Board of Trustees for final approval.

One of the challenges identified in the previous accreditation cycle was adequately tying the various outcomes, goals and planning documents to resource allocation. As a result of reflection on the 2010 recommendations, there were two areas that required more focus in order to properly

integrate goals and outcomes with the financial planning of the district: 1) prioritization of budget requests, and 2) objective evaluation of budget requests. The Budget Allocation Rubric was modified to include a higher weight to these prioritized goals. This allows those requests that fit within the prioritized EMP goals to have a higher consideration than those that may not fit within those prioritized goals.

Secondly as part of the continuous process improvement cycle, the Budget Committee's review of the 2014-15 rubric scores revealed a disparity between academic and operational areas of the college. Following the recommendations of its members to more fairly allocate resources between academic and operational needs, the Budget Committee created a separate request form specific to operations:

- Resource Allocation Proposal - Academic
- Resource Allocation Proposal - Operational

Allocation of resources supports and improves achievement and learning

BP 2430 outlines the CEO's role in making recommendations to the Board of Trustee and BP 3250 details the CEO's responsibilities in allocation of resources. The CEO ultimately makes recommendations to the Board of Trustees to approve the budget, hiring, and grant applications, as well as substantive changes to the college such as the relocation of the Palmdale Center.

The 2010 AVC Institutional Self Study Report detailed a need to obtain a larger site that would allow for long-term enrollment growth. Subsequent to the 2010 Substantive Change Proposal, the ACCJC approved the substantive change proposal on July 11, 2011. AVC conducted student surveys and community meetings with officials and members of the City of Palmdale and followed through on the need to expand services in the Palmdale community by relocating and expanding the Palmdale facility (Palmdale Center Survey 2013; Palmdale Center Survey 2015). On November 4, 2015, the college submitted its Substantive Change Proposal to Change the Location of the Palmdale Center. The Palmdale Center Staffing Plan addresses hiring needs for the larger Palmdale Center, which can tentatively handle up to 7500 students and is scheduled to start operations in spring 2017. The lease for the new location was approved by the Board of Trustees on February 8, 2016 (Board of Trustee minutes 2.8.16; Lease Agreement). The college will be opening its new Palmdale Center location in Spring 2017 (Palmdale Lease approved 2.8.16 by Board of Trustees). Once the college opens the new Palmdale Center, offerings will increase to enable students to complete many of the STEM-related AA/AS degrees offered by AVC without having to take any courses at the Lancaster Campus. The change in location will provide the capacity to increase the number of class sections offered, increase and expand various student support services.

Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution

The CEO guides institutional improvement through collegial communication and assessments that set institutional values, goals, and direction. The collegial communication and assessment process relies on quality research with communication and input from the Department of Institutional Effectiveness, Research, and Planning (DIERP), Board of Trustees, the College Coordinating Council, the Mutual Agreement Council, union membership/leadership, classified staff, Confidential/Management/Supervisory employee leadership, and the Associated Student Organization. The CEO meets regularly with the President's Executive Council (members consist of President and Vice Presidents), Director of Institutional Advancement, Executive Director of Foundation, Director of Public and Governmental Relations, the Academic Senate President, the faculty and classified union Presidents, the Associated Student Organization President, and Student Trustee. Additionally, the Administrative Council, a group comprised of all Vice Presidents, Deans, Directors, and Supervisors meets monthly to discuss issues regarding the district.

The CEO utilizes the Opening Day forum to inform college faculty and staff of current and changing values, goals, and priorities. In addition, the CEO utilizes Administrative Council Retreats (agenda 2014; agenda 2015), Executive Council retreats, and the Annual All College Planning Retreat to gather information and ideas, and inform the college community. The CEO has placed a strong priority on planning, with the the bachelor's degree in airframe manufacturing technology and the move of the Palmdale Center to new facilities, tripling current capacity.

IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission Policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Board Policy 3200 Accreditation sets forth the responsibility of the CEO to ensure that the district complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges. The corresponding AP 3200 Accreditation requires that a Board of Trustees member serve on the Accreditation Committee and sets forth the organizational structure of the Accreditation Committee. The administrative procedure also requires presentations to the Board of Trustees concerning the accreditation standards and process, and includes the Board of Trustees among the groups that should review the findings of the visiting team and develop institutional goals to implement any findings.

In accordance with AP 3200 Accreditation, a trustee was appointed by the Board of Trustees to serve on the Accreditation Committee during the 2010 Accreditation Self Study, 2012 Progress

Report, 2013 Midterm Report, and the 2013 Follow Up Report. The Board of Trustees met with the accreditation evaluation teams that visited the college in 2010 and 2013. Two Board members are serving on the Standard IV Committees for the 2016 Accreditation Self Study (members list, standard 4). Since the previous accreditation self study, the Board of Trustees has reviewed and approved the required Follow Up Reports and Midterm Report sent to the Accrediting Commission for Community and Junior Colleges, as well as the two Substantive Change Proposals, and Annual Reports, as posted on the AVC Accreditation website.

Administrative Policy 3200, revised in March 2015, sets forth the organization and process of the accreditation committee to include faculty, staff, and administrators from a wide array of disciplines and areas across the campus. The Accreditation Committee is co-chaired by the Accreditation Liaison Officer (ALO) who is appointed by the superintendent/president, and a Faculty Accreditation Coordinator (FAC). The selection of the FAC is described in the Academic Senate Handbook: "The Academic Senate will select the Faculty Accreditation Coordinator after consultation with the college president and Accreditation Liaison Officer, per mutual agreement, to oversee the self-study process and subsequent report i.e., follow-up and midterm reports." The FAC's job duties are outlined in the Academic Handbook and Academic Senate Bylaws Article IV Section B405.11. Along with the CEO and the ALO, the FAC leads the campus effort in the writing of reports, gathering evidence, and communicating with the campus at large on issues related to the accreditation reports.

Faculty members fulfill various positions on the accreditation committee including team leaders, experts, and collaborators (accreditation committee website). In May 2014, with input from the CEO, the VPAA / accreditation liaison, the faculty accreditation coordinator, the Academic Senate president, and the dean of institutional research, the committee adopted a restructuring to accommodate the demands of the self study and attempt to make the process more efficient under the new standards (Accreditation Committee minutes 5.20.14). The official accreditation kickoff meeting was held on August 22, 2014 (*Power Point 8.22.14). The FAC and the committee also wrote an Accreditation Handbook, First Edition, as there had previously been no written guidance as to how to organize the committee and write the self study. The committee was divided into four teams, one for each standard. Each team is lead by a team leader. Relevant standards are assigned to "experts," those who have the most direct knowledge and information. "Collaborators" from across disciplines and areas make up the remainder of each team to provide input, review, and assistance. For the 2016 self study, team leaders include the dean of institutional research, the director of human resources, two faculty members, and classified staff member. Experts and collaborators are a mix of staff, faculty, and administrators who have collaborated productively in numerous meetings and writing sessions on the 2016 report. Some faculty who serve on the accreditation committee as experts and collaborators are also co-chairs of other committees that are relevant to accreditation such as the Outcomes Committee, Budget Committee, AP&P, Strategic Planning, Program Review, as well as the Academic Senate president, which created numerous opportunities for continuous dialogue and

collaboration. The Academic Senate Handbook also describes faculty co-chairs' responsibilities for contributing to the efforts of accreditation in the job descriptions (i.e., Program Review Coordinator; Outcomes Committee Co-Chair; Distance Ed and Technology Co-Chair).

The president works closely with the faculty accreditation coordinator and the accreditation liaison officer by helping to set goals and deadlines, guide and advise regarding the process, advise on ACCJC updates, and interpret the standards. In addition, he regularly informs the campus about the progress of the accreditation committee and the importance of campus awareness and involvement in adhering to the standards and assisting in providing evidence for the reports.

The CEO presents to the Board of Trustees all required accreditation reports for their review and approval prior to submittal, and periodically the FAC gives updates to the Board of Trustees on the progress of the self study (i.e., Board minutes 6.16.14). The Board of Trustees receives frequent updates on accreditation from the CEO at their monthly meetings.

IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that the institutional practices are consistent with the institutional missions and policies, including effective control of budget and expenditures.

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that college practices are consistent with the district mission and policies, including effective control of budget and expenditures, through an annual review of Board Policies and Administrative Procedures. The CEO effectively controls the budget and expenditures through a shared governance structure and in collaboration with the Strategic Planning Committee and the Budget Committee.

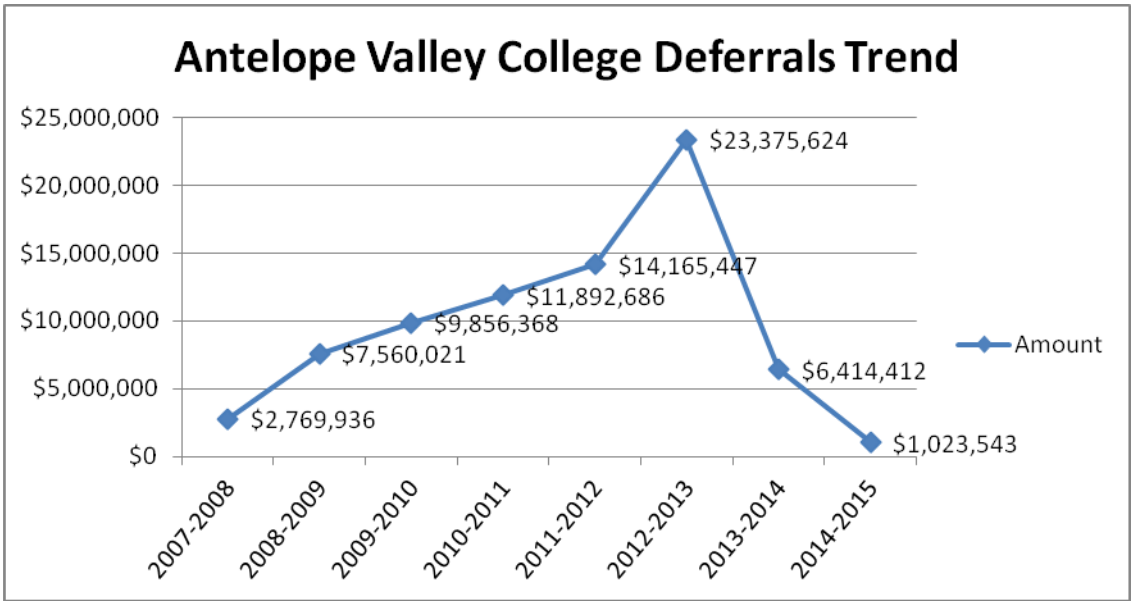
The Office of the CEO provides support for Board operations, including the development and maintenance of Board Policies; analysis of items requiring Board action; and preparation of agendas, coordination of logistics, and management of Board meetings. The Office of the CEO also bears responsibility for coordination of regularly scheduled Administrative Council, Citizens' Oversight Committee, Coffee with the President, Education Master Plan Committee, Annual All College Planning Retreat, and President's Executive Council meetings, and the Student Equity Plans (2014 and 2015).

During an annual review each fall semester, the CEO directs the Executive Council to review Board Policies and Administrative Procedures. Additionally, when there is a change through Title 5, the CEO refers the information to each respective Vice President or Dean for their review. BP 2410 and AP 2410 are used to propose any new policies or revisions to existing policies The BP & AP Approval Process is posted on the Academic website and a spreadsheet tracking progress on updates is kept by the CEO's administrative assistant.

When a policy is proposed as new, or revised, BP and AP 2410 states in part:

> A recommendation for a change in, or new, policy or administrative procedure from a campus wide participatory governance committee, recognized campus constituent group, or administrator will be distributed to all faculty, ASO, classified staff, and administrators for feedback at least 30 days prior to making a recommendation to the College Coordinating Council and CEO. The campus wide committee, recognized constituent group, or administrator initiating the recommendation must review the feedback from the campus constituent groups prior to forwarding a final recommendation to the College Coordinating Council and the CEO.

Budget and expenditure recommendations are presented to the CEO through the Strategic Planning Committee and Budget Committee. Part of the tentative and adopted budgets include the prior year unaudited actuals, current budget year, and a three-year budget projection for the district's unrestricted general fund. The district issues a budget call requesting resources that are tied to the planning documents, educational master plan, institutional learning outcomes and the Board and President's Goals and Initiatives. While the Chancellor's Office has a policy that a minimum prudent reserve be no less than 5% for the unrestricted funds, when 80% of revenues come from a volatile source as in with California State funds, higher reserves are needed in order to manage boom and bust budget cycles. The graph below shows the impact of deferrals to the district as a result of the recent recession.



*Spike in 2012-2013 included Education Protection Account (EPA) funds of $8.8 million not received until the end of June 2013.

Part of AVC's fiscal management practices include multi-year budget projections that are given to the Board of Trustees and shared with the campus. Long-term debt is managed by ensuring that less than 5% of the general unrestricted operating revenues are tied to annual debt payments. Unrestricted reserves have increased consistently over the last several years. These reserves allow the district to manage uncertainty of state funding, which is approximately 80% of the college's revenue. The Board of Trustees implemented no less than an 8% reserve requirement, which is being re-evaluated at a higher level.

2006-2007: 3.91%
2007-2008: 6.51%
2008-2009: 8.28%
2009-2010: 10.68%
2010-2011: 15.04%
2011-2012: 13.23% (intentional one-time deficit spend down due to reduction in workload)
2012-2013: 16.82%
2013-2014: 16.0%
2014-2015: 17.4%

The result of having higher reserve levels, ensured that when deferrals were at their highest, the district borrowed less money through the use of Temporary Tax Revenue Anticipation Notes (TRANs). One of the challenges that the College will continue to have is ensuring that contingencies are built into the budget to protect from uncertainty and emergencies. The District is working to develop a contingency reserve plan to manage risk and volatility. While the reserves are at about an average of a 15% level, if an emergency were to occur on campus, a well-established contingency reserve would ensure funding is available to address the emergency without placing an undue burden on the annual budget that could negatively impact the educational programs of the district. A contingency would also help for those positions that are currently grant funded that the district may decide to retain for sustainability provisions that are identified within the grant.

The CEO uses several means of communication to inform the campus community about issues affecting the budget, including, but not limited to, the Opening Day forum, Coffee with the President forums, the Annual All College Planning Retreat, and through memos sent to the campus employees and students about budget issues. The CEO makes updates to the Board of Trustees on a regular basis.

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

The CEO works and communicates effectively with the communities served by Antelope Valley College and seeks to enhance and expand relationships through the creation of partnerships, increasing recruitment efforts, and by raising awareness of college programs and services.

The CEO participates in the 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). The CEO has served on accreditation teams for the Accrediting Commission for Community and Junior Colleges.

The CEO continually enhances and expands relationships and collaborative partnerships with the external community through the creation of partnerships with school districts, universities, community organizations, and businesses; increases recruitment efforts; and raises the awareness of college programs and services.

- The CEO makes presentations to the Cities of Lancaster and Palmdale on a regular basis as well as meeting with their elected officials and senior management.

- The CEO and Antelope Valley College Foundation organize the AVC Achievement Awards Dinner which raises thousands of dollars for scholarships, equipment, and program support for AVC students. Members of the campus, the business community, volunteers, residents, students, and faculty, attend the themed event with dinner, drinks, entertainment, and a community award ceremony conducted by the CEO. (Casablanca Theme 2010; Movie Theme 2011; Celtic Theme 2012; Paris Theme 2013; March Madness Theme 2014; The Right Stuff Theme 2015.)

- The president oversees the Antelope Valley College Foundation, and annual reports are published by the Marketing and Public Information Office on financials, donor information, and highlighted accomplishments of the college to provide the community with information about the college and ensure donors are recognized. It is published online and in paper form, and provided to all local chambers, cities and the County of Los Angeles. (Annual Reports 2009-2015)

- The CEO was selected to serve as honorary commander of Edwards Air Force Base for 2014-2015, strengthening the relationship between the college and the base (Edwards Airforce Base, *Team Edwards welcomes new honorary commanders*, 3.12.14)

- The CEO hosts a semi-annual reception called the AVC Meet-and-Greet with community leaders with the participation of the Board of Trustees.

- The CEO formed the Antelope Valley College Advisory Council consisting of community business and industry leaders as well as local elected officials. This group provides regular input into the needs of the community that Antelope Valley College can address (College Advisory Council Member List; College Advisory Meeting Handout 3.24.15);

- The CEO hosts semi-annual Evening with the Arts in conjunction with the Antelope Valley College Foundation (invitations 9.10.14, 3.27.14, and 9.9.15)

- The CEO meets regularly with the Students on the Academic Rise (SOAR) High School Principal. SOAR is a specialized high school located on the Antelope Valley College campus, but remains a part of the Antelope Valley Joint Union High School District and is an Early College High School, which integrates college course into the high school curriculum. The CEO and board members attend SOAR graduations

- Every summer, AVC has a booth at the Antelope Valley Fair where staff, faculty, and the CEO volunteer to give information out and interact with the community to promote the college.

- The CEO has been involved with the Science, Technology, Engineering, and Mathematics program (STEM), which has established pathways to develop homegrown engineers to support local and regional aerospace employers and to develop school teachers with interest in teaching K-12 science and mathematics. The CSULB Bachelor of Science Degree Completion Program in Lancaster provides a seamless pathway for students at AVC and CCCC to transfer to CSULB to complete the remaining requirements and obtain a Bachelor of Science degree at fully-equipped facilities in Lancaster, rather than Long Beach. Many of AVC's engineering classes were overhauled to meet revised standards to satisfy transfer requirements. Other STEM classes in the degree pathways also received updated equipment and technology. This fledgling engineering degree program has become an ABET (Accreditation Board for Engineering and Technology) and WASC (Accreditation Board for Engineering and Technology) accredited program awarding degrees in electrical and mechanical engineering. Students in the CSULB cohort have 97% retention and graduation rates. Graduates enjoy a 100% employment rate. (STEMposium Presentation 2015; CSULB Power Point)

- AVC was one of fifteen California Community Colleges to be selected for the pilot Bachelor Degree program. Antelope Valley College hopes to begin their Bachelor Degree program in Airframe Manufacturing Technology in 2016. Under the leadership of the CEO, the college is working closely with leaders of the aerospace industry in the Antelope Valley to meet their employment needs. (Substantive Change Proposal; Approval of Substantive Change)

- In an effort to serve students seeking a four-year education, Antelope Valley College maintains a relationship with California State University Bakersfield that includes a presence on the Antelope Valley College campus. CSUB-AV currently rents modular buildings that are physically located on the north end of the Antelope Valley College campus, and offers four-year degree programs that benefit from transfer general education courses at Antelope Valley College.

- The CEO was instrumental in offering classes at Rosamond High School and in the planned expansion of the Palmdale Site to newer and larger facilities with more student services and labs (Substantive Change Proposal to Change the Location of the Palmdale Center; ACCJC Approval)

Standard IV.C: Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

The Antelope Valley College Board of Trustees and the Superintendent/President, which consists of 5 elected members and a student trustee, work together in ensuring that the quality, integrity, and effectiveness of the student learning programs and services, and the financial stability of the district are met through its board policy and administrative procedures. Board policies and administrative procedures support the mission and require that quality and improvements in student learning programs and services are made.

Through board policy and administrative procedures, the Board of Trustees and the CEO work together to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the district.

The following policies and procedures have also been adopted to ensure the following:

- Board Policy 2200 Board Duties and Responsibilities: defines the role and procedures of the Board of Trustees in the leadership and governance of the district
- BP 3250, BP 4020, BP 4025: Academic Quality, Institutional Planning / Program, Curriculum, and Course Development / Philosophy and Criteria for Associate Degree and General Education
- BP 4100, BP 4220: Integrity, Graduation Requirements for Degrees and Certificates / Standards of Scholarsh
- BP 5300: Effectiveness, Student Equity
- BP 6250, BP 6300: Financial Stability, Budget Management / Fiscal Management

Examples of the Board acting consistently with these policies are:

- April 13, 2015 Board Agenda 15.5 Approval of Memorandum of Agreement Between the Aero Institute and the Antelope Valley College for Developing Collaboration for Education and Workforce Development.
- April 13, 2015 Board Agenda 15.8: Approval of a study regarding minority male retention and success at the institution—"San Diego State University Research Foundation, Minority Male Community College Collaborative"
- February 9, 2015 Board Agenda 14.3: Approval of audit reports
- December 8, 2014 Board Agenda Item 16.2: Approval of Memorandum of Understanding (MOU) Between Mental Health America of Los Angeles and Antelope Valley College

- November 10, 2014 Board Agenda Item 15.4: Memorandum of Understanding Between Kern Community College District and Antelope Valley Community College District for Proposition 39 Clean Energy Workforce Program Grant

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

A high level of collegiality and collaboration exists amongst the AVC Board of Trustees. Due to board members' extensive community contacts and involvement, board members communicate often with various community constituents and act as a sounding board for what the community desires from the college. The Antelope Valley Chamber of Commerce, Antelope Valley Board of Trade, the Antelope Valley Union High School District, and more, all give input to the college via the board members, to include college improvements and decisions. Monthly public meetings ensure that the Board hears from campus constituents on a regular basis. Even if there is a split vote, it is expected that all members will act to support the decision.

The following policies and procedures have been adopted to help ensure that the board acts collectively in its decision making:

- BP 2330: The Board acts as a collective entity. Quorum and Voting, "The Board shall act by majority vote of all of the membership of the Board… No action shall be taken by secret ballot" (p. 14).
- BP 2720: Board members act in support of decision. Communications among Board Members, "Members of the Board shall not communicate among themselves by the use of any form of communication (e.g., personal intermediaries, e-mail, or other technological device) in order to reach a collective concurrence regarding any item that is within the subject matter jurisdiction of the Board" (p. 35).

Following are three decisions that exemplify the board's ability to act collectively and support the decisions made:

Bachelor's Degree

The application for AVC to participate in a state pilot program to offer a bachelor's degree is one example of the board's collective enthusiasm and support for a decision made by the college in a collaboration that included faculty, administrators, and staff.

Faculty and deans, with the input of the local aerospace industry, developed the BS Degree in Airframe Manufacturing Technology proposal, on December 8, 2014, the Board of Trustees supported and approved the submission of the proposal to the Chancellor's Office (Presentation to Board 12.8.14). The program is set to begin in fall 2016, and the Board is updated as needed (i.e., Board minutes 6.8.15). The bachelor's program is expected to start with a cohort of 25 students with an expectation of increasing this same amount each semester with a maximum expected enrollment of 100 students in the program once fully implemented. Based upon this

expected growth, the president and the Board approved a new full time faculty position that was proposed through the faculty hiring prioritization process and the hiring process started in March. In addition, adjunct faculty have been hired to increase the coverage for the courses in the AA degree and an institutional assistant has been hired for instructional support. Additional positions will be hired as the need arises and as presented through the position prioritization processes.

The entire board of trustees is excited to offer this degree to the community and employers, and gives its full commitment to assuring it has the support that it needs to be successful.

Palmdale Center

The current Palmdale Center site serves 1,500 students. Moving to a new location will enable the college to serve 7,000 students in the Palmdale region. The 2010 AVC Institutional Self Study Report detailed a need to obtain a larger site that would allow for long-term enrollment growth. Subsequent to the 2010 Substantive Change Proposal, the ACCJC approved the substantive change proposal on July 11, 2011. AVC conducted student surveys and community meetings with officials and members of the City of Palmdale and followed through on the need to expand services in the Palmdale community by relocating and expanding the Palmdale facility (Palmdale Center Survey 2013; Palmdale Center Suvey 2015). On November 4, 2015, the college submitted its Substantive Change Proposal to Change the Location of the Palmdale Center, approved by the board on September 14, 2015. The college will be opening its new Palmdale Center location in Spring 2017, with the Palmdale Lease approved on February 8, 2016 by the board. Once the college opens the new Palmdale Center, offerings will increase to enable students to complete many of the STEM-related AA/AS degrees offered by AVC without having to take any courses at the Lancaster Campus. The change in location will provide the capacity to increase the number of class sections offered, increase and expand various student support services. All of the board members are proud to offer the expanded campus and programs to the community of Palmdale and are dedicated to continuing to support its success.

Inmate Education Pilot Program

With the support of the board, in July 2015 AVC applied for and received a grant from the California Community Colleges Chancellor's office for a pilot program for the development of Inmate Education at the Lancaster HUB Prison (Inmate Education Grant Application; Grant Agreement July 23, 2015). The program was approved by the Board of Trustees on August 10, 2015. The grant is managed by the dean who oversees Corporate and Community Services (Quarterly Activity Report). This Pilot Program commenced in July of 2015 and will transition to a regular off-site location in 18 months. As an innovative program designed to educate some of the most marginalized members of the Antelope Valley community, the board is proud of this program and the potential it has to change people's lives. Support from the Board continues after decisions are made such as providing input through the president's office, approving budget

items for ongoing expenses, revisions as needed, unforeseen expenses requiring approval, and other support to departments as needed.

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

The policies that define the selection and evaluation of the CEO are:

- BP 2431 CEO Selection
- BP 2432 CEO Succession
- BP 2433 Evaluation of CEO
- AP 2431 Superintendent/President Selection
- AP 7120 Recruitment and Hiring
- AP 2435 Evaluation of Superintendent/President

The most recent search for a CEO began with the anticipated retirement of the previous CEO announced at the June 1, 2012 Board Meeting, effective as of June 30, 2013. The agenda and minutes from the October 8, 2012 meeting note a closed-session discussion regarding the search for the CEOs replacement, as well as Communication No. 48-2012/13-HR regarding a discussion as to whether there should be a statewide or nationwide search, following Title 5 regulations and AVC's own policies and practices. The November 12, 2012 meeting minutes and Communication No. 60-2012/13 S document a lengthy discussion regarding the makeup and selection of the Presidential Screening Committee. Subsequently, the CEO was involved in a career-ending automobile accident in April of 2013, two months shy of his retirement date. At a special meeting of the Board on April 26, 2013, the Board appointed an interim, a former faculty member who had not applied for the permanent position, in order to make a selection that would not inhibit or influence the continuing search process. The process was completed in accordance with Title 5 and Board Policy and the June 2013 Board meeting was the CEO's first meeting upon hiring.

Pursuant to AP 2435, the current CEO was evaluated by the Board in closed session on May 12, 2014 and May 11, 2015. The entire campus also has the opportunity to evaluate the CEO's job performance with a survey that is sent out to all employees.

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

The Board of Trustees for the Antelope Valley Community College District is comprised of five members elected by the Antelope Valley community and one student trustee elected by the student body. Board of Trustee members are elected to office for a four-year term with terms staggered such that at least two positions are elected every two years. The student trustee is elected annually by majority vote of the student body. Through BP 2200 Board Duties and

Responsibilities, the Board of Trustees is committed to advocating and protecting Antelope Valley Community College District while representing the public interest. Additionally, through BP 2710 Conflict of Interest and BP 2715 Code of Ethics/Standards of Practice, board members may not be financially interested in any contract made by the Board of Trustees, and must maintain high standards of ethical conduct, which includes exercising authority only as a whole

The following policies and procedures have also been adopted to help ensure the following:

- BP 2010: Independent / policy making. "The Board shall consist of five members elected by the qualified voters of the District."
- BP 2345: Reflects public interest / educational quality. "The Board shall provide opportunities for members of the general public, including district employees, to participate in the business of the Board."
- BP 2340: Advocates and defends. "An agenda shall be posted adjacent to the place of meeting at least 72 hours prior to the meeting time for regular meetings. The agenda shall include a brief description of each item of business to be transacted or discussed at the meeting..."
- BP 2716: Political Activity. "Members of the Board shall not use District funds, services, supplies or equipment to urge the passage or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the governing board."

Under California law, the AVC Board gave permission to the CEO to hire a consultant to determine if the district is in need of breaking up the voting districts for the board elections in order to ensure minority representation by working with the Chancellor's 16.2 Demographic Consultant for Board Elections - At Large vs. Zones. This occurred as a result of numerous challenges to municipal and schools board election under the Voters' Rights Act regarding ethnic polarity. There is no immediate legal requirement for the consultant, but rather recent legal challenges that prompted the Board to determine if voter polarity existed in the college's "at large" elections, and if so, potential remedies through organizing the Board via voter demographic and geographic districts/zones/areas, etc.

IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

The governing board of Antelope Valley College has adopted policies consistent with the mission of the college which ensure quality, integrity, and improvement of student learning programs and services, along with the resources necessary to support them. Policies established

in support of the mission require that quality and the improvement of student learning programs and services be considered with regard to any evaluation and changes include the following:

- BP 4010 Calendar
- BP 4020 Program Curriculum Development, and Course Development
- BP 4025 Philosophy and Criteria for Associate Degree and General Education
- BP 4040 Library and Learning Support Services
- BP 5120 Transfer Center
- BP 5130 Financial Aid
- BP 5140 Disabled Students Programs and Services
- BP 5150 Extended Opportunity Programs and Services
- BP 7120 Recruitment and Hiring

Policies adopted to ensure the integrity of the college's programs and services include the following:

- BP 2510 Participation in Local Decision Making
- BP 4220 Standards of Scholarship
- BP 4225 Course Repetition
- BP 4226 Multiple and Overlapping Enrollments
- BP 4231 Grade Changes
- BP 4260 Prerequisites, Corequisites, Advisories, and Limitations on Enrollment
- BP 5050 Student Success and Support Program
- BP 5052 Open Enrollment
- BP 5110 Counseling

Policies developed to ensure the resources necessary for support include the following:

- BP 6200 Budget Preparation
- BP 6400 Audits
- BP 3250 Institutional Planning.

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and the operating procedures.

The College has a website which includes a searchable electronic version of the Board's Policies and Procedures, and detailed versions of the agendas and minutes from all Board meetings from June 2009 to the present. The college is currently creating an electronic archive of agendas and minutes of Board Meetings throughout the college's history. In addition, the agenda of each Board meeting includes directions for making public comments (as this is the most common interaction that the public has with the Board).

The following Board and Administrative Policies, as well as Board agendas and minutes, are published on the Board's website:

- BP 2200 Board Duties and Responsibilities
- BP 2210 Officers
- BP 2339 Quorum and Voting
- BP 2410 Policy and Administrative Procedure
- AP 2410 Policy and Administrative Procedures
- Board Docs Agendas and Minutes

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Through board policy, the AVC Board of Trustees is committed to acting in a manner that is consistent with its policies including, but not limited to, acting in the best interest of the community, ensuring public input into board deliberations, preventing conflicts of interest, exercising authority only as a board, and using appropriate channels of communication. For example, as outlined in BP 2310-2365, there are specific rules regarding board meetings and the community's role in them, including, but not limited to the timely posting of agendas and minutes; the means by which the public may have input on both agenda and non-agenda items; and the limits placed upon closed meetings.

Minutes of all Board meetings show the consistency with which these rules are followed. They reflect public participation in matters presented for the board's consideration, the board's discussion, and votes taken. Background materials provide trustees with details regarding matters under consideration; evidence that policies concerning participatory governance are being followed; and the financial impact, if any, to the district of taking recommended actions. Background meeting materials are made available to the board, media, constituent groups, and the community via the college website and the BoardDocs program prior to each meeting to inform the public of the issues under consideration.

The college pays for a service provided by the Community College League of California for which AVC receives legal updates on Board Policies and Administrative Procedures. The updates are in response to new laws and regulations, legal opinions, and questions from all community college subscribers. It is disseminated out in April and November each year, which triggers the revision process.

In the fall of 2014, the college began a regular cycle of evaluating and revising BPs and APs (Approval Process for AP and BPs; Board Policy and 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. it then goes to the College Coordinating Council (CCC) where all the constituent

groups are represented. They share the information with their respective groups, bring that input back to CCC, and then it goes to the board. If curriculum matters are involved, the revisions are reviewed by AP&P. After the last CCC meeting, it is brought to the Board as an informational item, and returned as an action item the following month with any recommended changes.

Tracking progress of the BP and AP revisions going back to 2008 are represented in a spreadsheet / project maintained by the CEO's office, which enables the college to keep track of draft status updates, board meeting reviews, and responsible parties (Master Status of BPs and APs March 2016; AP & BP Revision and Approval Process).

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Numerous reports and documents containing key indicators of student learning and achievement, as well as institutional plans, are presented regularly to the board to include:

- The AVC 2014 Scorecard was presented to the Board at its April 13, 2015 meeting and the AVC 2015 Scorecard data was presented at the March 14, 2016 meeting. Improvements were noted across all metrics.

- The board regularly reviews and approves grant applications and reports that contain voluminous data and performance indicators on student performance. For example, at the board's October 13, 2014 meeting, it reviewed and approved the Title V First Year Experience Education Experience Grant- Safe Bridge to Degree Completion.

- The 2014 Student Equity Plan was reviewed and approved by the board at its December 8, 2014 meeting. The updated 2015 Student Equity Plan and Student Equity Budget were reviewed and approved at the Board's February 8, 2016 meeting. The data within these reports indicate populations to be targeted with resources to improve student performance and success.

- Pursuant to BP 5050 Student Success and Support Program and AP 5050, the Board reviews and approves the Student Success and Support Program Plan which implements the Student Success Act of 2012 (SB 1456). Administrators in charge of the plan gave several presentations at college events to educate the college (Student Success presentation), and funds were allocated through grants and the budget resources to implement strategies for student success such as the hiring of new counselors, promotional events, and tracking systems to improve communication with students. Objective 1a of the 2013 AVC Educational Master Plan proposed that the number of

degrees and certificates granted would exceed the standard of 1,033 set by the Student Success and Support Committee. The 5-year trend chart published in the Antelope Valley College in Numbers 2014 indicates that the institution set-standards of 826 associate degrees, 362 certificates, and the Educational Master Plan (EMP) objective to award more than 1,033 degrees and certificates have been met and exceeded.

Additionally, pursuant to the Chancellor's Office Credit Allocations report, AVC is second in the state having 10,000 students with Educational Plans, and there are 13,820 current students who have declared a major. According to data provided by the DIERP in the Fall 2013-2015 Enrolled Students Majors Table, the number of students declaring majors has increased steadily since 2013. Nursing, Behavioral Sciences, and Administration of Justice remain the top three most popular programs.

- The current 2013 Educational Master Plan was reviewed and approved the board at its October 14, 2013 meeting. Information from assessment, action plans, annual program reviews, and comprehensive program reviews, are reviewed in creation of the EMP. The Board of Trustees and the CEO then prioritize the goals and create the Board of Trustee Goals and Initiatives 2015. The goals have risen up from SLOs, PLOs, program reviews, and the Educational Master Plan, and are referred to by administrators and faculty when writing their program reviews (Comprehensive and Annual Update templates)

- The 2014-2017 Technology Master Plan was submitted for review and approval to the board on June 16, 2014.

- The 2003 Facilities Master Plan is continually updated. The 2016 FMP is in progress. The annual Five Year Construction Plan, submitted to the CCCCO every July 1st provides an annual update of the priorities for capital outlay projects which are based on the most current FMP. 5-year construction plans reviewed and approved by the board, for example, at its June 16, 2014 meeting.

- The Community College Survey of Community Engagement (CCSSE) was conducted in 2014 and was approved again by the Board at its November 9, 2015 meeting to be conducted again in 2016 for comparative data. The 2014 study showed that the overall satisfaction of AVC students was at 89% on the 2014 CCSSE. Student engagement was higher for AVC's full-time students compared to its part-time students, and AVC tended to compare favorably with other large colleges, as well as the 2014 CCSSE Cohort.

- The Board reviewed the new Institutional Effectiveness Partnership Initiative required by CCCCO and approved it at the June 13, 2015 Board meeting.

- AVC's Institutional Learning Outcomes (ILOs) were written several years ago and were assessed several times to provide data for decision making. However, the college recognized a need to develop ILOs that would be more measurable, and more tightly connected to SLOs and PLOs, to assess them more accurately, and to have them reflect the new college mission revised in 2014. An ILO revision task force was formed at the Outcomes Committee (Outcomes Committee Agenda 11.10.14) and subsequently moved to the Strategic Planning and Budget Council for development, at which point a task force was formed. From spring to fall 2015, the task force reviewed SLOs and PLOs across disciplines, other colleges' ILOs, and the 5 Learning Categories of the Degree Qualifications Profile. As a result, there are four ILOs that will assess: communication; creative, critical, and analytical thinking; community / global diversity; and career and specialized knowledge. The new ILOs with accompanying measures (AVC Institutional Learning Outcomes) were drafted and taken for input to the Outcomes Committee, Academic Senate on May 21, 2015 (item 9c), SPC and Joint SPC-BC, Executive Council on July 20, 2015, and finally to the Board of Trustees for approval at its September 14, 2015 meeting (Board agenda 9.14.15). They are now posted within the "About AVC" tab on the college website. A subcommittee was formed by the Outcomes Committee on October 26, 2015 to further develop the measures for the ILOs and a plan for their college wide implementation.

  Implementing assessment and evaluation of the new ILOs, along with changes to the Outcomes process, is discussed in detail in the Quality Focus Essay submitted in conjunction with the Accreditation Self Study, and will be a college-wide project. Because of the improvements to the ILOs, the data gathered from their assessments should provide the Board and the entire institution with richer information with which to gauge the accomplishment of the college mission, as well as to identify priorities for further improvement of student learning.

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Elections are held in a staggered cycle of 4-year terms. The AVC Board of Trustees is committed to board development and new member orientation through BP 2740, which states that: "...the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education." When candidates run for election to the Board of Trustees, they are each given a packet from the CEO to orient them to the position (Board Orientation Letter), with various resources including materials from the Community College League of California (Trustee Development).

The process of new trustee training has been a relatively informal one for well over a decade because there has been minimal turnover. In November 2013, a new trustee was elected to the Board. To orient her to the processes and responsibilities, she went to the Effective Trustee Workshop in January 2014. In addition, there is a highly collegial mentoring relationship among the longstanding board members and the new member. Another new trustee was elected to the Board November 2015. It is acknowledged among trustees that a more formal documentation for orientation needs to be developed, such as an Antelope Valley College Board of Trustees Handbook that would explain the specifics of the college. The Board and the CEO are collaborating on the development of a handbook in Spring 2016.

The board has been relying on the League New Trustee Orientation, and if the member chooses, supporting their participating the The Excellence in Trusteeship series offered by the League. Further we have an information session and campus orientation available to all candidates for election prior to the election, including incumbents. Board orientation is an ongoing development process as we have working sessions on topics, and an annual planning retreat for the Board. The Board is invited to all governance activities and all college events throughout the year. Further, the President provides a First Friday Letter each month to the Board which covers campus events to state legislative actions. There is also a review of the agenda for the upcoming Board Meeting. A portion of this communique is confidential as it includes a briefing on closed session items. No action is taken on the First Friday Letter, it is informational only. Board members often attends college Town halls, social events, campus activities, sporting events and Opening Day. This provides a broad based orientation to the college and the district. Internally, the senior members share history and process with the newer members of the Board.

Board members belong to professional organizations, such as Association of California School Administrators, California Association of Bilingual Educators, and Kiwanis of Palmdale West. In addition to training, trustees often serve in other capacities such as the L.A. County School Trustees Association (LACSTA) and the Antelope Valley School Boards Association (composed of trustees from every school district in the Antelope Valley).

Prior to 2011, one board member attended conferences regularly and updated the other board members in an effort to save costs during the economic downturn. In recent years, conferences were further cut back in an effort to save money and alternative opportunities for staying informed and educated have been utilized. Currently, board members are discussing the use of funds to again attend important conferences such as those offered by CCLC that meets every January in Sacramento.

The district maintains memberships with the Community College League of California; Association of Community College Trustees; AV School Board Association; and Los Angeles County School Trustee Association. Every first Friday of the month, the CEO sends the board members an executive newsletter giving information on legislative updates, budget information, workshops, campus information. In 2015 there was on campus training given by the president

by the Glendale Community College, organized by the CCLC and the state Academic Senate on participatory governance. The training was given to campus members and board members. Brown Act training was given by the college's legal counsel also in October 2015, which included the Board, the Academic Senate, Foundation members, and other campus members (Brown Act Workshop Power Point 10.23.15).

In addition, BP 2715 Code of Ethics/Standards of Practice, contains statements relevant to the governing board's expectations regarding board member development. It ensures membership continuity through staggered terms of office, as stated in BP 2110. "Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election." BP 2110 "Vacancies on the Board" requires that the Board of Trustees order an election or make a provisional appointment to fill the vacancy within 60 days in order to provide continuity of board membership. Candidates for the Board of Trustees, and newly elected trustees, are provided relevant information regarding the Antelope Valley Community College District, community college governance, and the role of trustees

Safety of students and employees on campus has been a priority concern of the CEO and the Board. In 2014, the board was given specialized NIMS and SEMS training as part of an ongoing campus effort to train the campus and community in emergency response protocols.

The board members annually attend the Antelope Valley School Boards Association Education Summit, a collective of the board members from all the school districts in the Antelope Valley, which is half day conference where presenters from the county, state, and federal education department representatives, community college officers, county superintendents, and others.

In addition to the annual summit, there are bi-monthly dinner meetings at various school sites where speakers present important information for board members regarding student success, legislation, and effective operations. AVC's CEO presented to this association at its bi-monthly meeting in November 2015. It is noteworthy that the Antelope Valley school districts are one of few districts in the state that meet regularly from the K-12 through college levels to share ideas, keep informed on legislation and issues in a collective and collegial manner.

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

The Antelope Valley College Board of Trustees self evaluation process is defined in BP 2745, which states that, "The five publicly elected members of the Board shall accomplish an annual

evaluation of the Board of Trustees using an acceptable self-evaluation method. It is preferred that the evaluation be conducted during the spring semester."

The Annual Self Evaluation of the Board of Trustees contains instructions and 24 yes/no questions with space for open ended comments on each question seeking suggestions to improve the board and institutional performance. The Board holds evaluations as part of their goal setting process annually (2012-2013 Evaluation; 2013-2014 Evaluation; 2014-2015 Evaluation) . Board agendas of meetings held on: January 18, 2012 item IV.e; June 11, 2012; August 12, 2013, August 11, 2014 , June 8, 2015 demonstrate that the Board follows BP 2745. The data from the evaluations are discussed in closed session and reported out to the public as an attachment to the board minutes issues requiring attention have included personnel issues, institutional effectiveness, financial matters, etc.

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

The AVC Board of Trustees maintains a Code of Ethics within BP 2715 Code of Ethics/Standards of Practice that includes a clearly defined policy for dealing with behavior that violates its code, and commits all Board of Trustees members to a high standard of ethical conduct that reflects the best interest of the college and the community. Additionally, board policies are also established to address board member conduct related to conflict of interest, political activity, and personal use of public resources. The Code of Ethics states that violations or perceptions of violations are to be reported to the Board as a whole and that the Board has an obligation to investigate and address such violations. Other Board Policies that guide the conduct of Board members includes the following: BP 2710 Conflict of Interest, BP 2716 Political Activity, BP 2717 Personal Use of Public Resources and BP 2720 Communications among Board Members.

Board members are aware of and follow the Conflict of Interest and Ethics policy and there have been no incidents of breaches.

IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Antelope Valley College is a single college district that employs a CEO. Through board policy, the Board of Trustees selects and delegates full responsibility and authority to the CEO to implement and administer board policies without board interference.

BP 2430 (Delegation of Authority to CEO), charges the CEO with full responsibility to administer board policies and account for the operation of the district. Some examples of the CEO's responsibility and authority to implement policy and operate the district include:

- The CEO seeks input in the setting of strategic goals and initiatives at annual Administrative and Campus Retreats (Administrative Council Annual Retreat 8.5.14; All Campus Retreat 9.25.15)
- Conducting emergency training, evacuation, and active shooter drills on a regular scheduled rotation have been an important effort led by the CEO
- BP 3200 (Accreditation) describes the CEO's responsibilities regarding accreditation
- BP 3250 (Institutional Planning) and BP 3280 (Budget) describe the CEO's responsibilities as to planning and budget matter
- The CEO is the campus leader for the Palmdale Center relocation and expansion and has lead the collaboration of faculty, administration, and staff to develop the bachelor's degree in airframe manufacturing technology.

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Board policy and administrative procedures ensure that members of the Board of Trustees for Antelope Valley College are informed about and involved in the accreditation process. The superintendent/ president is responsible for ensuring that the district complies with the accreditation process.

BP 3200 Accreditation sets forth the responsibility of the CEO to ensure that the district complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges. The corresponding AP 3200 Accreditation requires that a Board of Trustees member serves on the Accreditation Committee. The AP also requires presentations to the Board of Trustees concerning the accreditation standards and process, and

includes the Board of Trustees among the groups that should review the findings of the visiting team and develop institutional goals to implement any findings.

The college president keeps the board apprised of accreditation policies and the accreditation status of the college. The faculty accreditation coordinator also presents at least once per year to the board of trustees on accreditation matters (e.g., AVC Board Accreditation 12.8.14). In addition, board members serve as accreditation committee members (accreditation committee members list) and are valued participants in the accreditation process.

QUALITY FOCUS ESSAY

Action Project One: First Year Experience

Identified Area of Need

The mission of Antelope Valley College is to "provide a quality, comprehensive education to a diverse population of learners. We are committed to student success, offering value and opportunity in service to our community." To determine how the college is meeting this mission we reviewed data from the Student Equity Plan 2004-2009; the Student Success Scorecard; and the AVC Fact Book. We found that first year students were not achieving acceptable rates of success. Too few students achieve the first important college level milestone for degree completion: completing a year of college-level, transferable credit. Too few persist for three semesters, which is a second important milestone. Additionally, Hispanic and African American students are even less likely to reach these milestones. Pursuant to the data and EMP Goal #4 ("The college will increase student success in Basic Skills and ESL courses"), which became the number one college goal, a Title V Grant "FYE using AVID Strategies" was written and awarded. AVC implemented the First Year Experience program (FYE) in June 2015 to guide first year students through their first year at college with proper orientation, educational plans and counseling, learning communities, and other opportunities to connect in meaningful ways with faculty, staff, and other students. Currently there are 146 students in the program. The long-term goal for the FYE program is to include every first time, first year college student entering AVC.

Manner of Action

The AVC Title V planning team reviewed the RP Group recommendations of best practices to better serve underprepared students as well as promising First Year Experience (FYE) programs developed at other California Community Colleges and determined the key elements that these programs have in common. After careful deliberation, the team and administration have committed to the development and institutionalization of an AVC First Year Experience program.

The AVC First Year Experience vision is framed by the AVID in Higher Education Student Success Initiative and incorporates the AVID College Readiness System (ACRS) that accelerates student learning, uses research based methods of effective instruction, provides meaningful motivational professional learning, and acts as a catalyst for systematic reform and change.

To participate in AVID's new higher education (AHE) program, AVC has to achieve the "Essentials" established by AHE as conditions that must exist within the college to improve student success significantly. These essentials include

- Strong campus leadership and support

- Student access to rigorous credit-bearing coursework that include high impact practices
- Coherence in student experience, achieved through structures such as cohorts, academies, learning communities, and linked classes
- Learning centered instruction that engages students in AVID's WICOR (writing, inquiry, collaboration, organization, and reading) components
- Support for students in their learning through their participation in an AVID or AVID-like course during their freshman year.

A second component that is fundamental to the success of the AVC First Year Experience is professional development. In order to truly achieve campus-wide transformation, faculty, student services professionals, and AVC leadership must share the same vision for student support. To this end, AVC will utilize the AVID Professional Learning (PL) program to provide training to personnel in two phases: (1) basic skills reading, mathematics, and English faculty, and (2) transfer level faculty from targeted disciplines. Once the faculty cohorts complete the workshop series, key members will be selected to participate in AVID's "trainer of trainers" workshops to sustain and build AVC's capacity for professional development into the future.

Another key component in the success of the AVC First Year Experience is the development and promotion of learning communities designed to help students make a smooth transition from high school to college, and through the crucial momentum points identified in our comprehensive research and planning process. The learning community structure will be modeled after best practices that have proven to be highly effective in helping small cohorts of under-represented students overcome basic skills obstacles and achieve success in college. The college-level AVID first year seminar will be accomplished through a careful redesign of an existing college success course, and will act as an integral lynchpin for the learning communities (HD101). The development and institutionalization of the AVC First Year Experience Program has been carefully planned, and fiscal support has been acquired through a Title V grant. The 2014/15 academic year has been utilized as a planning year, and The Program Development Overview for subsequent years follows:

Program Development Overview

Activity	Responsible Party	Description	Timeline
High school **outreach workshops, Student Success Kick-Off,** and **Summer Bridge** will be fully planned and developed to connect students from feeder high schools to AVC's FYE program	• Project Director • AVID Bridge Developer • AVID Team • Partner high schools	AVID Team will approve the outreach workshop and summer bridge design; colleagues at feeder high schools will be on-board and ready to facilitate bridge; planned bridge will meet AHE standards for high school/college collaboration and alignment of services, expectation, curriculum, and pedagogies	Annually, beginning January 2015
AVID Center will be ready for first student FYE cohort	• Project Director • AVID Center Developer • AVID Team	The Center will be established (initially in the AVC's existing Student Success Center) and will be ready when first AVID cohort starts in fall 2015; all planned services are available to AVID students;	Jan 2, 2015 – August 30, 2015
Developmental Math Learning Lab will provide targeted math skills support to FYE students	• Project Director • AVID Center Developer • AVID Team • Math Faculty	Instructional improvements to basic skills math courses will need to be accompanied by integrated support services for student success in these classes, and the Developmental Math Lab will serve as a tutoring and supplemental instruction facility specifically equipped for math to empower the success of FYE students.	Jan. 2, 2015 – Sept. 30, 2015
AVID First Year Seminar course developed and ready for first FYE student cohort	• Project Director • AVID Team • Participating Faculty • AVID consultants	Existing student success course (HD101) will be evaluated and redesigned to meet AHE standards, enabling faithful implementation in feasible length of time; AVID's FY seminar has proven effective in improving persistence and success of Hispanic and other underserved students	June 1, 2015-Aug. 30 2015
Online orientation system and website developed and ready to support first student cohort	• Project Director • Webservices Developer • AVID Counselor	The online orientation will be an important portal connecting students to crucial matriculation steps; entire counseling staff will provide feedback and approve structure of online orientation	Jan. 2, 2015 – Aug. 30, 2015

First professional learning and learning community **faculty cohort established**	• Project Director • AVID Team	AVID team, which includes faculty leaders from strategically chosen disciplines, will recruit faculty of basic skills reading, math, and English courses to participate in AVID professional learning program	Jan. 2, 2015 – May 1, 2015
Support of **Writing Lab** to support FYE students in English classes	• Project Director • AVID Center Developer • English Faculty	The AVID system is writing intensive, the Writing Lab will augment the AVID Center and provide FYE students with additional support and tutoring for success in English courses critical to achievement of momentum points	Oct. 1, 2015 – Sept. 30, 2016
Development of new **Reading Lab** to support	• Project Director • AVID Center	Reading support is critical to students' development of learning skills and critical to AVID's WICOR structure; the	Oct. 1, 2016 – Sept. 30, 2017

FYE students in reading classes	Developer • Reading Faculty	Reading Lab will augment the AVID Center and provide additional tutoring and reading support for FYE students	
Development of new **FYE Student Services Lab** to provide various counseling intensive support to FYE students	• Project Director • AVID Counselor • AVC Counselors	Student Services Lab will be hub for FYE students to get intensive support for class selection, career exploration, major selection, and other crucial counseling services; early in project this work is done in AVID Center, but as FYE takes hold capacity for this work will need to increase	Oct. 1, 2017 – Sept. 30, 2018
Technology enhancements for **active/collaborative classrooms**	• Project Director • AVID Team • Participating Faculty	Existing classroom facilities will support early project work, however, as pedagogical culture shifts, additional enhanced classrooms will be required to set stage for the "AVID Effect" (i.e., spread of improvements throughout campus)	Oct. 1, 2018 – Sept. 30, 2019
Professional Learning Implementation Plan			
First faculty cohort will participate in two-year AHE **professional learning program** including three-day summer institute	• Project Director • AVID Team • Participating faculty • AVID Consultants	Faculty focus on incorporating AVID's WICOR principles into **target basic skills courses** leading to momentum point completion; faculty involved in learning community will participate in AVID professional development program together to establish cohesive team	June 1, 2015 – June 1, 2017

Second professional learning and learning **faculty community cohort established**	• Project Director • AVID Team	AVID team, which includes faculty leaders from strategically chosen disciplines, will recruit faculty of target college level courses to participate in AVID professional learning program	Jan. 2, 2017 – May 1, 2017
Second faculty cohort will participate in two-year AHE **professional learning program** including three-day	• Project Director • AVID Team • Participating faculty • AVID Consultants	Faculty focus on incorporating AVID's WICOR principles into **target college-level courses** leading to momentum point completion; faculty involved in learning community will participate in AVID professional development program together to establish shared vision of student support	June 1, 2017 – June 1, 2019
Members of first faculty cohort will participate in AVID's **"Training of Trainer"** program	• Project Director • AVID Team • Participating faculty • AVID Consultants	Enhanced professional development capacity at AVC; synergy between complementary training first and second cohorts will receive; increased sustainability and institutionalization potential	June 1, 2017 – June 1, 2019

Ongoing FYE Student Activities			
Workshops provided to high school seniors at their schools, in AVID classes (assigned personnel)	• Project Director • AVID Team • Participating faculty • Partner High Schools	Familiarize incoming students with AVC's FYE and other relevant programs; vertical teaming of AVC faculty and high school teachers establishes integrated pipeline from feeder schools to fill summer bridge and AVC FYE; hosted in at least 15 of 29 feeder high schools (representing 75% of AVC's incoming freshmen); annually evaluated for iterative improvement	Sept. – Feb. each year
Student Success Kick- Off event on campus at AVC for high school seniors who have made the early decision to attend AVC in the fall	• Project Director • Bridge Developer • AVID Team and other staff • Partner High Schools	Key matriculation steps completed at Kick-Off; students signed-up for Summer Bridge; workshops strategically offered for introduction to key support programs at AVC; at least 750 participants each year; annually evaluated for iterative improvement	Jan. each year

One-week Summer Bridge introducing students to the college in general, the FYE program, and other relevant student support programs;	• Project Director • Bridge Developer • Student Ambassadors • AVID Team and other staff	Summer bridge design based on AVID principles and students gain exposure to these from Day 1; focused on students who assess into developmental reading, math, and English; provides in-depth orientation to the college and the FYE; includes content-based workshops as well as study skills and college life workshops; annually evaluated for iterative improvement.	Aug. each year
Learning communities create linkages between courses and provide additional student support activities with AVID seminar course as linchpin	• AVID Team • Faculty Cohorts	Faculty will work collaboratively to ensure seamless linkages are naturally integrated into courses included in learning communities; learning community activities include online career assessment and major alignments, academic skills assessment and coaching, study hall in success center, study groups, supplemental instruction/tutoring, peer mentoring, mid-semester academic check-in, financial literacy workshops.	Ongoing throughout project
Ongoing evaluation of all components of the AHE FYE program	• AVID Team • AVID Consultants • AVC Research & Planning Office	Assessment/evaluation of all project components will provide ongoing formative feedback for continual improvement; evaluation will be meet AVID standards and lead to AVID certification (*see* Evaluation Plan section for details)	Ongoing; **AVID certification** achieved by Sept. 30, 2017
Summative evaluation will be conducted at the end of Year 5 using all available data to determine the project's overall effectiveness and inform institutionalization, future planning and budget decisions.			

Action Project Two: Institutionalized Outcomes Assessment

Identified Area of Need

Antelope Valley College is an institution with many early adopters. In the long history of the college, the culture is not one of ignoring change, best practices, or new mandates. On the contrary, Antelope Valley College has a tradition of seeking out best practices, adapting to change, and exercising agility when the need arises. The college reaction to the move in California to institute outcomes assessment was no exception. Faculty, classified, and administrative leaders moved quickly to learn the details of the new requirements and processes by bringing in statewide experts, attending conferences, and researching best practices from other institutions. After creating an Outcomes Committee with representatives from all divisions on campus, the college was one of the first to initiate non-instructional assessment with Operational Outcomes and was an early adopter of an assessment database, choosing WEAVE for the college assessment work.

But now, 14 years after SLOs were first introduced, the college is facing a slowing of momentum—not uncommon in complex institutions that implement change. A great deal of work is still being completed, yet the college is experiencing a lack of growth and excitement in the task. This lack of momentum, termed assimilation gaps by change theorists, has manifested itself into a growing feeling of disconnect in Student Learning and Operational Outcomes at various levels and a marked resistance to increasing outcomes requirements. One major reason for this shift is that WEAVE, the software application purchased by the college at the introduction of assessment, has proven to be incapable of growing with the needs of the college, leaving users frustrated and unable to see connections between outcomes work. With this lack of connection, the real excitement of seeing data tracking impact learning is waning, and less interest exists in expanding the existing work.

The disconnect occurs in the mapping of the curriculum from course SLOs to Program Learning Outcomes to Institutional Learning Outcomes, and in the direct assessment of Program Learning Outcomes both in instructional areas and administrative or operational areas. The data has been collected in WEAVE, and is robust; however, extraction in a meaningful way is nearly impossible. The departments and programs have had discussion on the results of assessment, and have utilized the data results in building program review, annual updates, and budget requests, but the system is clunky and difficult to use. We have found that this diminishes the value of the data. The college has met with the software developer and they expressed no interest in altering the database to our needs or even making changes in just our database. As a result, the college has determined that we need to seek another software database application in which to store our data, and one that will facilitate effective data application to assessment and the identification of performance gaps, as well as one that produces manageable tracking reports to assess trends and interventions over time.

Additionally, as a result of analyzing the effectiveness of our current processes and the data it yields, we are also exploring strengthening the role of program review and assessment in the governance structure of the college, specifically as the bridge between planning and budget.

Manner of Action

Noting this change in momentum and acknowledging the importance of outcomes assessment to further the academic quality and institutional effectiveness of Antelope Valley College, the administrative, faculty, and classified leadership have developed the following plan for enhancing the impact and success of institutionalizing this work.

The work will begin in the College Coordinating Council, whose membership represents every constituent group on campus. The charge of this committee is to determine governance committee composition, purpose and placement, and to review policy and procedure updates prior to Board of Trustee adoption.

The project plan will outline the steps to be taken in determining a more effective method of assessment, but also strengthening the bridge between planning and budget through program review and assessment. Further it will define more clearly a program, program level outcomes and the mapping of all curriculum and operational areas in supporting institutional outcomes.

Project Goals

- Evaluate and re-organize the Outcomes Committee structure to better support the Operational Outcome work of non-instructional areas and connect with program review and assessment.

- Choose, install, and train personnel on a new outcomes software support system that is more user-friendly and generates reports with better connective abilities

- Develop and implement a campus wide, multiyear plan including:
  a. incremental and intentional assessment of targeted instructional and non-instructional outcomes, including an emphasis on program level outcomes, institutional outcomes, and highly focused intervention activities, and
  b. an institutionalized system of sharing the results of outcomes/assessment work for broader dialogue, focusing on program level outcomes and institutional level outcomes.

Project Development Overview

Activity	Responsible Party	Description	Timeline
1. Analyze software options for replacement of WEAVE	ITS, IERP, Outcomes Committee	Gather information, data, and analyze for performance options for databases to use in the assessment processes of the college. This will include developing and programming an internal application.	Complete analysis by 12-31-16.
2. Select software alternative, purchase, and implement	ITS, IERP, Budget and Outcomes Committees	Select, install, implement and train on the new database software for outcomes and assessment	06-30-17
3. Review college governance committee structure for planning and budget	College Coordinating Council, Academic Senate	Review integrated planning and budgeting processes to determine appropriate structure to enhance program review and assessment roles in the integrated planning and budgeting processes of the college.	12-31-17
4. If need is determined in #3, establish new governance structure for program review and assessment	College Coordinating Council, Mutual Agreement Council, with input from Executive Council, Strategic Planning Committee, Budget Committee, Academic Senate, Classified Staff, and Associated Students	If identified, establish a new college-wide committee for program review and assessment to guide and provide program review and the integration of assessment data at all levels into those reviews. This committee will provide the bridge between planning and budget by validating the data presented and that the resource allocation requests match the gap identified in the assessment in the integrated planning and budgeting processes of the college	6-30-17

5. Begin data input into new database and storage software, and begin data analysis.	All departments of the college	Begin data entry and analysis into the new database for assessment. This will become part of the annual planning cycle and program review process for the 2018-19 planning year	12-01-17
6. Fully implement data analysis and any new governance structure into integrated planning process	Strategic Planning Committee, Budget Committee, Mutual Agreement Council, Executive Council, New Governance Committee (if identified in step #4)	Utilize the data acquired to analyze assessment processes as applied in institutional outcomes the college integrated planning processes evidenced in strategic planning; in program review and resource allocation request; and in the resource prioritization process in budget development.	03-31-18

CHANGES AND PLANS ARISING OUT OF THE SELF EVALUATION PROCESS

Standard I.B.3: Academic Quality

1. During the preparation of the self-evaluation, the college recognized that the Institution-Set Standards required a more consistent evaluation cycle, along with its assessment and reporting activities. The college will update and expand the Institution-Set Standards by June 2016. These standards will be used by the college to assess our level of achievement at the fall college-wide planning retreat, and the results will be published. The Institution-Set Standards will then be re-evaluated and updated every two years.

The Strategic Planning Committee (SPC) will be responsible for evaluating the standards for effectiveness in meeting the college mission and will make changes as necessary. The SPC will plan and present the college-wide planning retreat and lead the discussion on the data, analysis of the results, and determination of the responsible parties to make appropriate changes or improvements to increase student performance.

Standard I.B.7: Institutional Effectiveness

2. Improving the effectiveness of the outcomes process at AVC has long been a prominent topic of discussion, and this dialogue continued with increased vigor during the self-evaluation period. Beginning fall 2016, the college will improve the integration of outcomes data within college planning processes, as described in the Quality Focus Essay (QFE). The college will evaluate and select a database that is more conducive to the needs of the institution; the database will be installed and faculty and staff trained on its use.

In addition, the college will evaluate the current governance committee structure for program review, planning, and budget to establish a new structure if the need is determined, and fully implement the new outcomes data analysis into the integrated planning process.

The Information Technology Committee, the Institutional Effectiveness, Research and Planning Department, and the Outcomes Committee will be responsible for evaluating and choosing a database. The College Coordinating Committee and Mutual Agreement Council, with input from the Executive Council, SPC, Budget Committee, Academic Senate, Classified Staff, and Associated Students Organization, will determine if a governance structure change is necessary and implement the same. (See QFE 2)

Standard II.A: Instructional Programs

3. With the approval to offer a baccalaureate degree in Airframe Manufacturing, the college Baccalaureate Leadership Team has carefully met implementation requirements as they were created. Courses and the program have been approved, and a Substantive Change request was approved. In July, a follow-up report will be provided for ACCJC, and an addendum to this

document will be provided at the site visit in October, 2016 that will include responses to the ACCJC Policy on Accreditation of Baccalaureate Degrees, which will be approved before the college site visit.

The Baccalaureate Leadership Team will continue to work to meet accreditation and state requirements as they are developed.

Standard II.C. Student Services

4. Upon reviewing the survey processes in student services, it was determined that many excellent surveys were being produced and implemented. However, these surveys were not necessarily tied to the Operational Outcomes work done in the departments, which effectively doubled the workload of Student Services employees.

In conjunction with QFE #2, the Student Services deans and directors will work with the College Coordinating Council to develop an effective and supportive governance structure for Operational Outcomes efforts by June 30, 2017. By March 31, 2018, complete Operational Outcomes cycles will be evidenced in the new database, fully utilizing point of contact surveys that are already part of the current culture in Student Services.

5. As a result of the self-study the Student Services vice president, deans and directors met to discuss the AVC Student Handbook and program brochures/student planners. The discussion centered around the content and purpose of the handbook as well as program brochures and student planners. It was determined that our handbook needs to be revised and streamlined so that it meets its specific purpose in a manner that is succinct and helpful to students. We anticipate starting the handbook revision process this summer with campus wide support.

The discussion involved ideas such as each program including brief information about other programs on campus in their planners, and the possibility of developing a single brochure that encompasses all student service programs on campus rather than every program producing its own. The Student Services deans and directors will lead the discussion during summer of 2016 and ask for faculty input in fall of 2016, with a goal to complete the revision for spring of 2017.

Standard III.A.5: Human Resources

6. As a result of reviewing the tenure evaluation system, discussions ensued in the Academic Senate and it was determined that the processes and paperwork needed to be reviewed and revised to cut down on excessive paperwork while maintaining the rigor and mentor-oriented focus. An Academic Senate tenure review task force has been created and will present recommendations to the Senate in fall 2017, which will then proceed to negotiations between the union and the district the same semester.

EVIDENCE APPENDIX

Standard I.A.1.

- BP 1200
- AVC mission
- AVC vision
- AVC catalogue
- Palmdale Relocation Substantive Change Proposal
- Palmdale Relocation Approval letter
- Baccalaureate Degree Substantive Change Proposal
- Baccalaureate Degree Approval letter

Standard I.A.2.

- Educational Master Plan
- Program Review Web Page
- AVC Fact Books
- 2015 Antelope Valley College Annual Fact Book
- Systematic Program Review Procedures Handbook
- Program Review Schedule 2013-2020
- Interactive Dashboard
- Academic Senate Minutes 11.19.15
- Comprehensive Template
- annual update template
- Math Science and Engineering Annual Update 2013-2014
- Social and Behavioral Sciences / Anthropology Comprehensive Program Review 2013-2014 pages 7-24
- Veteran's Affairs Comprehensive Program Review 2012-2013
- OSD Comprehensive Program Review 2012-2013
- Executive Council Comprehensive Program Review 2014-15
- Administrative Council Annual Retreat 8.5.14
- Strategic Goals / Planning Retreat Power Point
- Academic Senate Minutes 10.2.14
- Outcomes Committee Agenda 11.10.14
- Learning Categories of the Degree Qualifications Profile
- AVC Institutional Learning Outcomes
- Outcomes Committee
- Academic Senate meeting on 5.21.15 (item 9c)
- Executive Council meeting on 7.20.15
- Board of Trustees agenda 9.14.15)
- About AVC web site
- Outcomes Committee on 10.26.15
- Student Success Scorecard
- AVC Planning Calendar
- EMP Progress Spreadsheet 2015
- College Planning Retreat Agenda 9.25.15
- College Planning Retreat Presentation 9.25.15
- Application to Participate, page 3
- AMT Advisory minutes 11.6.14
- Application to Participate in the California Community Colleges Baccalaureate Degree Pilot Program in Airframe Manufacturing Technology
- Press Release BOG Approval 3.16.15
- Substantive Change Proposal 11.4.15 approval letter
- Baccalaureate Degree Pilot Program Handbook
- Student Success Scorecard
- AVC Board Goals and Initiatives 2014-2015
- Board of Trustees meeting on 1.13.14
- Language Arts Division meeting minutes 8.15.14
- Math and Science Division meeting minutes 10.3.14
- Academic Senate meeting minutes 10.2.14
- Memorandum
- Academic Affairs Organization Chart
- November 12, 2015 meeting
- Academic Development Course Section 2015

- California Acceleration Project
- Forums and Symposiums
- 2015 Student Success Scorecard
- Student Equity Plan 2004-2009
- Student Success Scorecard
- AVC Fact Book
- FYE Title V HSI Grant Application
- FYE Title V HSI Grant Budget
- Board of Trustees on 10.13.14 (item 15.14)
- Grant Award Cover Letter
- First Year Experience Program
- Annual Progress Report for 2014-2015
- CCSSE 2014 Overall Benchmark Performance
- CCSSE 2014 Executive Summary
- Opening Day Agenda Fall 2015

Standard I.A.3.

- College Catalog
- Budget Prioritization for Facilities Requests
- Faculty Prioritization Process
- Non Personnel Prioritization Rubric
- Technology Plan
- Annual Committee Report
- Safety Committee Annual Report
- College Planning Retreat Agenda 9.25.15
- Spring Welcome Back Day 2016
- Budget Process Training Presentation
- Strategic Planning and Budget Council
- Strategic Planning Committee
- Budget Committee
- SPC Representatives
- BC Representatives
- Distance Education and Technology Committee
- Blackboard
- DE Online Schedule
- AVC website
- Regular, Effective Contact Policy
- Student Services
- Extended Opportunity Program and Services
- Transfer Center
- Counseling Center
- Division meeting minutes 10.6.14
- AFAB Advisory Meeting minutes 11.6.14
- Senate Agenda 11.6.14
- Presentation to Board 12.8.14
- Application to Participate in California Community Colleges Baccalaureate Degree Pilot Program
- Chancellor's Office on 1.20.15
- Substantive Change Proposal 11.4.15
- Approval Letter on 12.10.15
- BA in Airframe Manufacturing Technology program Action Plan Tracking
- Northrup Meeting minutes 4.3.15
- Northrup Meeting minutes 4.17.15
- BS Degree in Airframe Manufacturing Technology
- ACCJC approved the substantive change proposal on 7.11.11
- Palmdale Center Survey 2013
- Palmdale Center Survey 2015
- Substantive Change Proposal to Change the Location of the Palmdale Center
- Palmdale Lease approved 2.8.16 by Board of Trustees
- Faculty Prioritization 2016-2017
- STEM Grant Award
- STEM "Center of Excellence" at AVC's Palmdale Center
- 2013 Midterm Report
- STEM HSI Budget 2014-2015
- Substantive Change Proposal
- CSULB Bachelor of Science Degree Completion Program
- STEMposium Presentation 2015
- CSULB Power Point
- Wifi Map
- AVC Technology Master Plan 2014-2017
- Chancellor's Office Credit Allocations
- Declared Major as of fall 2015 (see II.C. for blue highlighted evidence)
- AVC's SSSP Score Card

Standard I.A.4.

- BP 1200 (page 4)
- AP&P Agenda 5.8.14)
- SBPC Agenda 7.30.14
- Academic Senate Minutes 5.29.14
- Administrative Council Retreat Agenda 8.5.14
- College Wide Planning Retreat August 2014
- Board Agenda 11.10.14, action item 15.22
- SPBC Agenda Packet 3.4.15
- SPC Minutes 11.18.15
- SPC Agenda 12.2.15, item V
- Executive Council Agenda 12.27.15, item VI
- Board Agenda, Action Item 15.6
- AVC website
- Student Handbook
- College Catalog

Standard I.B.1.

- Department of Institutional Effectiveness, Research and Planning
- Outcomes Committee
- Student Services
- 2015-16 AVC Faculty Handbook
- WEAVEonline
- Comprehensive and Annual Program Reviews
- Outcomes Committee Guidelines and Procedures
- Requirement for SLOs on Course Syllabus
- History 101 / SLO 1
- Communication 101 / SLO 2
- Accounting 113 / SLO 1
- Kinesiology PLO 1
- Child and Family Education PLO 2
- Administration of Justice PLO 1
- Program Review Process
- Program Review Schedule 2013-2020
- Program Review Committee
- Comprehensive Template
- Annual Update Template
- Program Review Committee's Website
- Program Review: Data Elements
- Language Arts Annual Update 2012-2013
- Math Science and Engineering Annual Update 2013-2014
- Social and Behavioral Sciences / Anthropology Comprehensive Program Review 2013-2014
- Veteran's Affairs
- Office of Students with Disabilities
- Executive Council
- Educational Master Plan
- Technology Master Plan
- Facilities Master Plan
- Board of Trustee Goals and Initiatives 2015
- Planning Calendar
- Academic Senate Handbook 2014-2015
- Academic Senate, Outcomes Committee
- Academic Policies and Procedures Committee
- Outcomes Committee
- Outcomes Committee minutes 4.27.15
- Opening Day Agenda Fall 2015
- 18 minute Faculty Training Video
- Outcomes Committee Training and Resources
- SLO Facilitators Training Manual
- Program Review Committee
- Program Review Procedures
- Business, Computer Studies, and Economic Development Program Review
- New Template for Comprehensive Program Review
- Budget Request Form
- Budget Allocation Rubric
- SP-BC Flow Chart
- Faculty Professional Development
- FPD Evaluation Survey Monkey
- Academic Policies and Procedures Committee
- AP & P Representatives From Every Division
- AP & P Agendas and Minutes
- CurricUNET
- Airframe 310 CurricUNET Screenshot
- Distance Education and Technology Committee
- CCC OEI Announcement
- Online Education Initiative
- OEI Course Design Rubric

- Online Education MOU
- DETC Minutes 4.14.15
- CFE102 Course Review Application
- CFE102 Course Design approval)
- 2014 Student Equity Plan
- NetTutor
- Student Equity Committee
- 2014 Student Equity Plan
- 2015 Student Equity Plan
- Director of Student Equity, Program Specialist
- Clerical III
- Triumph Scholars
- Umoja Conference in Oakland, California.
- Luis J. Rodriguez
- Lolis Elie
- Stephanie Satie's one-woman play about children Holocaust survivors
- Pasadena Playhouse to see the play "Fly"
- A2MEND Conference
- Spring 2016 Opening Day Agenda
- Strategic Planning and Budget Council
- Strategic Planning Committee
- Budget Committee
- SPC Representatives
- BC Representatives
- Basic Skills Committee
- Basic Skills Forums
- Basic Skills Committee Action Plans
- Honors Program
- Honors Committee

Standard I.B.2.

- Outcomes Committee Handbook
- Outcomes Committee Representatives
- Outcomes Committee Agenda
- Clothing and Textiles 105 SLO
- Spanish 101 SLO
- Accounting 111 SLO
- Communication Studies PLO
- English PLO
- Firefighter 1 Academy PLO
- Reading 2012 DLA Report
- Reading 2013 DLA Report
- Reading 2014 DLA Report
- Reading Success and Retention Rates
- Math 99 Results
- 5 Learning Categories of the Degree Qualifications Profile
- New ILOs with accompanying measures
- Board for ILO approval at its September 2015 meeting
- "About AVC" tab of the college website

Standard I.B.3.

- 2015 Annual Report to ACCJC
- 2016 Annual Report to ACCJC
- AVC Fact Book
- 2013 EMP page 39
- Institutional Effectiveness Partnership Initiative

Standard I.B.4.

- AVC Fact Book
- Educational Master Plans
- Student Equity Plans
- Comprehensive Program Review
- District Strategic Goals
- Faculty Hiring Prioritization Process
- Key Performance Indicators for Credit Courses
- Equity Plan
- Institutional Effectiveness Partnership Initiative
- Academic Affairs Organization Chart

Standard I.B.5.

- Three-Year Planning Calendar
- AVC Fact Book
- Interactive Dashboards
- Program Review Committee
- Program Review Procedures
- Comprehensive Program Review
- Success and retention data
- Annual Program Review
- Tableau Program Review Data
- Program Review Committee web site
- Program Review Data Elements
- Comprehensive Program Review 2015
- Annual Update Program Review 2015
- Accounting 113 SLO
- History 101 SLO
- Communication 101 SLO
- Commercial Music Program PLO
- Kinesiology Program PLO
- Physical Science Program PLO
- AVC Fact Book
- Progression Through Basic Skills Math and English by gender
- Transfer to CSU by race or ethnicity
- Peer Institution Basic Skills Comparison by race/ethnicity
- SSSP and Equity Resource Allocation Proposal
- Student Equity Committee 2014 2015
- Disaggregated Student Data 2015
- Student Equity Retreat
- Student Success Film
- Triumph Scholars Program
- Books H.E.L.P.
- University of Southern California
- CSU
- Historically Black College and University Tours
- Black Pre-law Conference
- STEAM College Expo
- Umoja
- A2Mend
- Student Equity Agendas and minutes
- Student Equity minutes 9.9.14
- Student Success and Support Committee
- Student Success and Support Plan
- Student Success & Support 2015 presentation
- College Planning Retreat Presentation 9.25.15
- EMP Work in Progress

Standard I.B.7.

- Community College League of California
- Approval Process for AP and BPs
- Board Policy and Administrative Procedure Process Diagram
- College Coordinating Council
- Status of Revision/Updates Spreadsheet
- Academic Senate: Board Policies and Administrative Procedures for Review
- AP&P committee
- Incomplete Grade
- Article and Side Letter of Agreement May 2014
- BOT minutes 6.16.14, item 15.4
- Senate Operating Procedures manual
- Senate Constitution
- Academic Senate Bylaws
- Section B100.1.6 of the Bylaws
- Informational Videos
- Faculty Summer Bridge
- Summer Bridge Prezi 2015
- STEM Summer Bridge

Standard I.B.8.

- WEAVEonline
- Communication 101 SLO 2
- Program Review Process
- WEAVEonline
- All Program Review Reports
- Program Review Committee May 12, 2015
- Administrative Council
- College Planning Retreat
- AVC Fact Book

Standard I.B.9.

- ACCJC Recommendation Letter
- Accreditation Follow Up Reports
- Educational Master Plan
- SP-BC Flow Chart
- SP&BC Joint Meeting Agenda 10.15.15 and 7.15.15
- Planning Calendar 2014-2017
- Program Review Procedures manual
- Program Review Schedule 2013-2023
- Budget Development Calendar 2016-2017
- SP&BC Joint Meeting Agenda 10.15.15 and 7.15.15
- Budget Call
- Budget Request form
- Academic RAP
- Operational RAP
- Budget Request instructions
- Facilities Master Plan
- Human Resources Program Review
- Technology Master Plan
- Budget Committee
- Budget Rubric
- Academic Senate minutes 5.7.15
- Academic Senate minutes 7.16.15
- 2016-17 Faculty Hire Prioritization list
- Faculty Hiring Prioritization Process
- Faculty Hiring Position Request 2015-2016
- Faculty Hiring Request Packet 2015-2016
- Business Services Budget web page
- 2015-16 Adopted Budget
- Administration of Justice
- Aeronautical
- 2016 Facilities Master Plan
- 2011 Facilities Master Plan
- Facilities Master Plan Board Presentation 4.11.16
- Town Hall Facilities Master Plan Presentation 5.17.16
- EMP presentation to Board 4.11.16
- Board of Trustees Agenda 4.11.16

Standard I.C.1.

- Mission Statement, Vision, and Values
- College Catalog
- Academic Programs
- Marketing and Public Information Office
- Annual Reports
- Counseling and Matriculation
- Accreditation website
- Public Login and Password for WEAVEonline

Standard I.C.2.

- Online Catalog
- Addendum to the Catalog
- AP&P Minutes 12.11.14
- Current and Future Catalogs

Standard I.C.3.

- Department of Institutional Research
- Effectiveness and Planning
- AVC Fact Books
- Scorecards and ARCC reports
- Interactive Dashboards
- Educational Master Plan
- Planning Documents
- Program Review web page
- Data Elements
- Grade Distribution
- Success and Retention Rates by race/ethnicity/gender
- Degrees and Certificates Awarded
- WEAVEonline
- Outcomes Committee
- Registered Nursing
- Digital Media
- Health Education
- Computer Applications
- Annual and Comprehensive Program Reviews
- Accounting Program Annual Update
- External Environmental Scan 12.2.15
- Student Equity Committee

- Student Success Committees
- Student Support and Success Plan 2014-2015;
- Student Success and Support Presentation 2.6.15
- Welcome Back Day Workshop - Easy Math: Equity Equals Action Spring 2016
- 2014 Student Equity Plan
- 2015 Student Equity Plan
- College Catalog
- Automotive Technology
- Economics
- English
- History
- Interior Design
- Psychology
- Sociology
- Theater Arts
- BP 2410
- AP 2410
- BP 1200 (page 4)
- AP&P minutes 5.5.14
- SP&BC minutes 7.30.14
- Academic Senate minutes 5.29.14
- Administrative Council minutes 8.5,14
- Board Agenda 11.10.14, action item 15.22
- AVC website
- Student Handbook
- College Catalog
- Approval Process for AP and BPs
- Board Policy and Administrative Procedure Process Diagram
- Community College League of California
- College Coordinating Council
- Approval of Revision to Board Policy 4030 and 4040, April 13, 2015, 15.1 and 15.2
- Status Revision Updates Spreadsheet
- Student Expenses and Fees

Standard I.C.7.

- BP 4030
- Faculty Handbook Code of Ethics
- Antelope Valley College Faculty Collective Bargaining Agreement with the District

Standard I.C.8.

- AP 3050
- AP 5500
- BP 4030
- BP 4250
- AP 4250 and 4255
- Faculty Certificated Agreement
- Classified Agreement
- Faculty Handbook
- Student Handbook

Standard I.C.9.

- BP 4030
- Academic Senate's 2015-2016 Faculty Handbook
- Antelope Valley College Faculty Collective Bargaining Agreement with the District
- Faculty Evaluation Peer-Reviewed Process
- VAPA Division Meeting
- Math-Science Division minutes 4.12.13
- Faculty Professional Development Program

Standard I.C.10.

- Student Code of Conduct
- BP 4030 (Academic Freedom)
- Antelope Valley College Faculty Collective Bargaining Agreement with the District
- Academic Honesty Policy
- Art 110 Syllabus
- Non Discrimination and Sexual Harassment Policy

Standard I.C.12.

- Antelope Valley College Accreditation web page

Standard I.C.13.

- Accreditation Web Page under the "completed" tab
- Accreditation Main web page
- CA Fire Marshall Accreditation 2015
- Associate Degree in Nursing
- California Board of Registered Nurses
- 2015 report of findings
- Vocational Nursing Program
- California Board of Vocational Nursing and Psychiatric Technicians Certification 2012

Standard I.C.14.

- AVC Foundation (AVC Annual Report 2014-2015 Donor Honor Roll)
- AVC Foundation Annual Report 2014-2015
- Foundation Board Webpage
- Payden & Rygel AVC Foundation Report

Standard II.A.1

- Online Catalog
- Catalog: Transfer Information
- Academic Policies and Procedures Committee
- AP&P Standards and Practices Handbook
- AP&P Committee representative
- Program and Course Approval Handbook
- Airframe 310 Curricunet screenshot
- COR Sociology 101; COR Photo 150; COR Health Ed 101
- Distance Education Proposal
- CurricNET
- DE Online Schedule
- AVC website
- Outcomes Committee
- WEAVEonline
- CurricUNET
- College Mission
- AVC at a Glance
- 2013 AVC Educational Master Plan
- Student Success and Support Committee
- Antelope Valley College in Numbers 2014
- Chancellor's Office Credit Allocations report
- Enrolled Student Majors Fall 2015
- Fall 2013-2015 Enrolled Students Majors Table (Tableau)
- CTE Job Placement Rates 2014-2015 Report
- CTE Employment Outcomes Survey
- Sonoma County Junior College District for California Community Colleges
- MOU for CTE Outcomes Survey 2015-16
- Career Technical Education Division meeting 10.6.14
- AFAB Advisory Meeting minutes 11.6.14
- Senate Agenda 11.6.14
- Baccalaureate Degree Presentation to Board 12.8.14
- Application to Participate in California Community Colleges Baccalaureate Degree Pilot Program
- Chancellor's Office Approval Letter 1.20.15
- Baccalaureate Degree Substantive Change Proposal 11.4.15
- ACCJC Baccalaureate Degree approval letter 12.10.15
- BS in Airframe Manufacturing Technology Program Action Plan Tracking
- Northrup Meeting minutes 4.3.15 and 4.17.15
- BS Degree in Airframe Manufacturing Technology
- Community College Pathway to Law School
- Law Scholars Academic Path
- Law Scholars Orientation
- Honors Program / Honors Committee

Standard II.A.2.

- The Collective Bargaining Agreement between the District and the Antelope Valley College Federation of Teachers
- How to Create an Effective Syllabus
- Course Identification Numbering System
- College Catalog, pgs. 58-59
- 2012 follow up report
- Advisory Committee Minutes
- AP&P representation committee list
- AP&P Standards and Practices Handbook 2014-2015, p.3
- AP&P minutes 10.8.15
- Senate minutes 11.5.15
- Program and Course Approval Handbook Supplement 5th Edition (2013)
- AP&P Standards and Practices Handbook
- AP&P Training Workshops
- Distance Education Proposal form
- Distance Education Course Listings
- AVC Assessment and Reporting Cycle
- Commercial Music; Administration of Justice; Aeronautical S/PLOs
- Program Review
- Systematic Program Review Procedures 2012
- Comprehensive Review Template
- Annual Update Template
- Program Review Data Elements
- Business, Computer Studies and Economic Development Peer Review Report 2013
- Social and Behavioral Sciences Peer Review Report 2014
- Educational Master Plan 2013
- 2011-2012 Health Sciences Program Review
- Distance Education and Technology Committee web page
- Distance Education and Technology Committee agendas and minutes
- Distance Education and Technology Committee Membership
- Academic Policies page 33
- AP&P minutes 9.10.15
- Regular Effective Contact Policy
- Academic Senate Agenda and Minutes 2.19.15
- Blackboard Content Management
- DETC online resources
- Online Attendance Policy, page 33
- 2014 Student Equity Plan
- Student Online Readiness Tool

Standard II.A.3.

- Outcomes Committee Handbook
- SLO support documents
- AFAB minutes 11.6.14
- Clothing and Textile minutes 10.11.13
- Welding minutes
- WEAVEonline
- SLO Revision Report French 201
- SLO Revision Report FTV 103
- SLO Revision Report Engineering 110
- "How to Create an Effective Syllabus,"
- CA103 syllabus
- Comm 219 syllabus
- Chem 110 syllabus

Standard II.A.4.

- Basic Skills Committee web page
- Basic Skills Action Plans 9.10.13
- AVC Board Goals and Initiatives 2014-2015
- English Composition and Writing Courses - English 90-100
- Reading Catalog Description
- English as a Second Language Catalog Description
- COR ESL 099
- COR English 101SL
- AP&P Minutes 3.24.14; 4.10.14; and 4.24.14
- Math Catalog Description
- Math 99 Results
- Student Success Scorecard 2014
- Board of Trustees Agenda 1.13.14
- Language Arts Division meeting minutes 8.15.14

- Math and Science Division meeting minutes 10.3.14
- Academic Senate minutes 10.2.14 (item 8a, page 4)
- Memorandum from college President 10.14.14
- Academic Affairs Organization Chart
- 2015 Student Success Scorecard
- AP&P minutes 11.12.15
- Academic Development Course Section 2015
- 2012 DLA Report; 2013 DLA Report; 2014 DLA Report
- Reading Success and Retention Table
- California Acceleration Project
- Basic Skills Forums and Symposiums
- Success Center Open House flyer
- 2014 Annual Performance Report to the U.S. Department of Education

Standard II.A.5.

- Astronomy 101 COR
- Astronomy 101 SLO
- Course Identification Numbering System
- California State University approved ADT degrees
- AS-T Biology Program Narrative
- AA-T Anthropology Program Narrative
- AA-T Communication Studies Program Narrative
- ASSIST Coordination Site
- Articulation Agreements: FIDM, Azusa
- Pacific, Chamberlain College of Nursing
- AFAB Advisory Minutes 11.6.14
- Presentation to Board of Trustees 12.8.14
- AFAB press release 1.20.15
- AP&P minutes 10.22.15
- Senate minutes 11.5.15
- Board minutes 11.9.15 Item 14.16
- AFAB program narrative
- English 115 COR approved 9.24.15
- AFAB Advisory Minutes 11.6.14

Standard II.A.6.

- ADTs Course Requirements Analysis 2016
- Lancaster FA 14 Patterns 2015
- Spring 2015 Waitlist Count
- Section Enrollment Data Spring 2016

Standard II.A.7.

- Student Online Readiness Tool (SORT)
- Palmdale Relocation Substantive Change Proposal
- ACCJC letter of approval
- Palmdale Center Staffing Plan
- STEM "Center of Excellence" at AVC's Palmdale Center
- 2013 Midterm Report
- STEM lecture classes at the Palmdale Center
- Project Lead the Way
- STEMposium Presentation 2015
- COR ESL 099; COR English 101SL
- AP&P Minutes 3.24.14; 4.10.14; and 4.24.14
- Student Equity Committee
- Student Equity Plan 2015
- Triumph Scholars Program
- Learning Center's mission
- Learning Center at a Glance
- Learning Center Video
- Learning Center Newsletter
- Learning Styles Inventory
- Office for Students with Disabilities

Standard II.A.8.

- The Applied Measurements Professionals I
- Respiratory Care Examination Scores
- HS Curriculum Meeting 10.27.14
- English departmental portfolio rubric
- NCLEX Blueprint Breakdown
- NCLEX blueprint template
- ParScore software

Standard II.A.9.

- Program and Course Approval Handbook Supplement 5th Edition

Standard II.A.10.

- "ASSIST"
- "OSCAR"
- Course Identification Numbering System
- Guidelines for Accepting Transfer Credits
- BP 4050 (Articulation)
- AP 4050 (Articulation)
- Articulation Agreements: FIDM, Azusa Pacific, Chamberlain College of Nursing

Standard II.A.11.

- Recommended Plan of Study: Communication Studies AAT; Administration of Justice; and Theater Arts.
- PLO Mapping - Spring Welcome Back Day 2013
- PLO Video
- Outcomes Committee Agenda 11.10.14
- 5 Learning Categories of the Degree
- Qualifications Profile
- AVC Institutional Learning Outcomes
- Outcomes Committee
- Academic Senate minutes 5.21.15 (item 9c)
- Executive Council on July 20, 2015,
- Board agenda 9.14.15
- ILOs Approved 2015
- Outcomes Committee minutes 10.26.15

Standard II.A.12.

- PLOs and Program Plans of Study: Respiratory Care; Political Science; Geosciences; Aeronautical and Aviation Technology

Standard II.A.13.

- Catalog: Transfer Information
- AVC College Mission
- AVC at a Glance
- Anthropology: Program Description, Degree Requirements, Course Descriptions
- Anthropology 101 - Introduction to Anthropology COR and SLOs
- Anthropology 103 - Introduction to Prehistory COR and SLOs
- Anthropology 112 - North Native Americans COR and SLOs
- Deaf Studies: Program Description, Degree Requirements, Course Descriptions
- DFST 101 - American Sign Language 1 COR and SLOs
- DFST 105 - Introduction to American Deaf Culture COR and SLOs
- DFST 201 - American Sign Language 3 COR and SLOs

Standard II.A.14.

- Joint Review Committee on Education in Radiological Technology Standards

Standard II.A.15.

- AP 4021
- ADN Curriculum Minutes 3.25.13
- Curriculum Meeting Minutes 4.22.13
- Model Curriculum 1 and 2

Standard II.A.16.

- Email from AP&P 2015
- Program Review Handbook
- Program Review Data Elements
- Comprehensive Template
- Annual Update Template
- 2013-2014 Health Sciences comprehensive program review report
- License Examination Reporting
- 2013-14 Tech Ed Program Review
- Personal Development Offerings
- CCS online courses and certificates
- CCS New Course Proposal
- CCS on-site corporate training
- CCS Student Survey
- Inmate Education Grant Application; Grant Agreement July 23, 2015
- Board of Trustees Agenda 8.10.15
- Inmate Education Program Quarterly Activity Report

Standard II.B.1.

- AVC Library
- Library Staff
- Library Reference Collection Table
- Library Circulating Book Collection Table
- Library Print Materials Comparison Chart
- Library's 2014-2015 program review
- AVC Library Collection Development Policy
- Library Tutorials
- Library Tutorial Analysis 2011-2014
- Lib Guides
- Learning Center's mission
- Learning Center at a Glance
- Learning Center Video
- Learning Center Newsletter
- Learning Center Workshops
- CCC Supplemental Learning Assistance and Tutoring Regulations and Guidelines (Title V)
- Association of Colleges for Tutoring and Learning Assistance (ACTLA)
- College Reading and Learning Association (CRLA)
- Council for the Advancement of Standards in Higher Education (CAS)
- Council of Learning Assistance and Developmental Education Association (CLADEA)
- National Association of Developmental Education (NADE)
- So Cal Writing Centers Association
- College Reading and Learning Association
- SoCal Writing Centers Association
- Supplemental Instruction Supervisor Certification
- SI Chemistry, Anatomy, Biology
- Learning Assistance credit courses
- Online Learning Center Web page resources
- Interactive Exercises: Math Center; Writing Center
- Title V HSI Grant 2011 Annual Report
- Learning Express Library
- Reading Plus
- LC Referral Form
- Reading Success and Retention Rates
- 411 sessions
- Basic Skills Initiative 2014 Annual Report, page 4
- Basic Skills Initiative Action Plan
- Instructional Multimedia Center web page
- Podcast Subscription page
- Distance Education Captioning and Transcription Grant
- Open Labs and Collaboration Spaces

Standard II.B.2.

- AVC Collection Development Librarians
- Collection Development Policy
- LC Meeting minutes Aug 2013
- LC Meeting minutes May 2014
- LC Goals 2014-2015

Standard II.B.3.

- Library Faculty Survey
- Library Student Survey
- 2012 Library Program Review
- 2014 Library Program Review
- 2014 Library Program Review Addendum
- LC Faculty-Staff Survey Results Spring 2014
- LC Faculty-Staff Survey Results Spring 2015
- LC Student Survey Results Fall 2014
- LC Student Survey Results Spring 2015
- LC Student Survey Results Fall 2015
- LC Advisory Committee Minutes May 2015
- Promotion of LC Programs and Services
- LC SLO Report LAC 900 2014-2015
- LC Tutor Conference Agenda Intersession 2011
- LC Tutor Conference Agenda Fall 2014; LC Metacognition Rubric
- LC SLO Survey LAC 901
- LC Faculty Retreat March 2012
- LC Faculty Retreat Nov 2013
- LC Faculty Retreat July 2015
- Academic Development Course Section 2015
- 2012 DLA Report
- 2013 DLA Report
- 2014 DLA Report
- Reading Success and Retention Table
- Smarthinking Final Reports: 2011-2012; 2012-2013; 2013-2014; 2014-2015
- LC Advisory Committee minutes March 2013
- LC Advisory Committee minutes Nov 2014
- LC Advisory Committee minutes Nov. 2015
- FYE Grant Budget
- Academic Affairs Organization Chart
- IRES Program Review 2011-2012
- Learning Center Program Review 2014
- Basic Skills Initiative Action Plan
- Success Center Open House flyer
- 2014 Annual Performance Report to the U.S. Department of Education

Standard II.B.4.

- The Online Computer Library Center Contract
- Sirsi/Dynix maintenance Contract
- Community College Library Consortium Contract
- Community College League Contract
- Learning Express Library
- Smarthinking
- Reading Plus
- Reading Horizons
- Reader's Edge

Standard II.C.1.

- Student Support Services web page
- Information and Welcome Center
- Community College Survey of Student Engagement
- Deans and Directors Minutes 3.8.15
- Counseling Division Agenda 3.17.15
- SSK Survey 2013; SSK Survey 2015
- Student Success Scorecard
- FYE Grant Award Letter 2014
- First Year Experience web page
- ASO Advocate Survey 2014-15
- Student Life web page
- CalWORKs web page
- Campus mental health services flyer
- CalWorks ASO Advocacy Survey meeting minutes 8.5.15
- General Counseling web page
- Extended Opportunity Programs and Services
- EOPS Student Survey 2014
- EOPS Meeting Notes on ASO Survey 8.16.15
- EOPS Meeting Minutes 9.8.15
- Palmdale Student Survey fall 2013
- Office of Students with Disabilities web page
- 2012 Comprehensive Program Review
- OSD Satisfaction Survey in the Spring 2015

- OSD Minutes 8.13.15
- OSD Minutes 9.3.15
- Financial Aid Office web page
- 2014-2015 Counseling Survey

Standard II.C.2.

- Job Placement Center OO Report
- Counseling OO Report
- Admissions and Records OO Report
- EOPS 2013-2014 Program Review
- Financial Aid 2014-2015 Program Review
- Counseling and Matriculation 2014-2015 Program Review
- 2014-2015 Counseling Survey
- Student Health Services Survey
- Student Health PR Statistics
- AAC link
- ASO Hearts and Hands Pantry
- Hearts and Hands Usage Report

Standard II.C.3.

- Palmdale Substantive Change Proposal
- ACCJC letter of approval
- Palmdale Center Staffing Plan
- Educational Master Plan
- Current Schedule of Classes
- Application Process
- Assessment Testing
- Educational Plan
- 2015 Financial Aid Survey Data
- OSD Comprehensive Program Review 2012
- Counseling web page
- Student Success Workshops
- SOAR
- Enrollment Requirements
- Blue Ribbon
- SOAR Enrollment Instructions

Standard II.C.4.

- California Community College Athletic Association's articles and bylaws
- BP 5700
- AP 5700
- California Community College Athletic Association
- Marauder Athletics Program
- Athletic Academic Advisor
- College Catalog
- Athletics program review
- Student Life Office
- Student Trustee
- Associated Student Organization
- Inter Club Council
- 20 student clubs
- Student Activities Council
- Student Health Services
- AP 5400, 5410, and 5420
- BP 5400, 5410, and 5420
- Advisor and Student “helpful documents”
- Hearts and Hands Pantry Program
- Marauder Academic Peer Success
- 20 active clubs
- Student Health Services Events
- Student Leadership Luncheon Flyer
- Job Placement Center
- California Community College Athletic Association's articles and bylaws
- BP 5700
- AP 5700
- California Community College Athletic Association
- Marauder Athletics Program
- Athletic Academic Advisor
- College Catalog
- program review.
- Student Life Office
- Student Trustee
- Associated Student Organization
- Inter Club Council
- 20 student clubs
- Student Activities Council
- Student Health Services
- AP 5400, 5410, and 5420
- BP 5400, 5410, and 5420
- Advisor and Student “helpful documents”
- Hearts and Hands Pantry Program
- Marauder Academic Peer Success

- 20 active clubs
- Student Health Services Events
- Student Leadership Luncheon Flyer
- Job Placement Center

Standard II.C.5.

- Counseling Training
- Guide to Proactive Counseling
- Counseling Cohorts Spreadsheet fall 2015
- Chancellor's Office Credit Allocations
- Declared Major Chart Fall 2015
- Action Equity Presentation Spring 2015
- Opening Day
- Action Equity Results 2015
- Counseling Division Transfer Center
- Comprehensive Student Educational Plans
- Human Development courses

Standard II.C.6.

- Admissions Policy
- BP 5010
- Plan of Study Registered Nursing
- Plan of Study Psychology
- Plan of Study Art
- Assessment
- Information and Welcome Center
- Program sheets
- AVC Generic Ed Plan
- CSU Ed Plan
- IGETC Ed Plan
- 2015 Counseling Survey
- Student Equity Plan 2004-2009
- Student Success Scorecard
- AVC Fact Book
- FYE Grant Application
- FYE Grant Budget
- Board of Trustees Agenda 10.13.14
- FYE Grant Award Cover Letter
- First Year Experience program
- FYE Application
- AVID Certification1
- AVID Certification 2
- AVID Certification3
- 2015 Title V Annual Performance Report
- Summer Bridge Informational videos
- Faculty Summer Bridge
- California State University approved ADT degrees
- AVC2CSU Presentation
- Career Tech Division meeting minutes 10.6.14
- AFAB Advisory Meeting minutes 11.6.14
- Senate Agenda 11.6.14
- Presentation to Board 12.8.14
- Application to Participate in California Community Colleges Baccalaureate Degree Pilot Program
- Summer Bridge Prezi 2015
- STEM Summer Bridge brochure
- Chancellor's Office Approval 10.20.15
- Baccalaureate Degree Substantive Change Proposal 11.4.15
- ACCJC approval letter 12.10.15
- BS in Airframe Manufacturing Technology Program Action Plan Tracking
- Northrup Meeting minutes 4.3.15; 4.17.15
- BS Degree in Airframe Manufacturing Technology
- Electronic Request
- Airframe Manufacturing Program Sequence
- National Blue Ribbon School

Standard II.C.7.

- OpenCCCApply
- Assessment Center
- Multiple Measures Handout Division Meetings 2016
- Board of Trustees MOU Approval June 2014
- Technology Master Plan
- BP 5040
- BP 3720
- AP 3720-22
- Password Standards

Standard III.A.1.

- Minimum Qualifications for Faculty and Administrators
- Human Resources Employment web page
- Resource Allocation Process Chart
- Planning Calendar 2014-2017
- Non-Instructional Scoring Rubric 2014-2015
- BP 7210
- Administrative Policy 7211
- Administrative Policy 7120

Standard III.A.2.

- Sample Criteria for Faculty
- Equal Employment Opportunity Officer
- BDS Pilot Degree Handbook
- Equivalency Procedure
- Administrative Policy 7211
- Equivalency Review Form
- Kinesiology Equivalency
- CCC Job Fair 2016
- Human Resources website
- CCC Registry
- Application to the Academic Senate for Academic Ranking
- Academic Senate Bylaws.
- Annual Report
- Sample Criteria for All Classifications
- BP 7120
- AP 7120
- Classified Collective Bargaining Agreement
- Minimum Qualifications for Faculty and Administrators in California CC
- VP Academic Affairs job description
- AP 2431

Standard III.A.3.

- Superintendent-President Announcement 2013
- Vice President Academic Affairs Announcement 2014

Standard III.A.4.

- AP 7211
- Foreign Credentials Policy

Standard III.A.5.

- Collective Bargaining Agreement
- Faculty Self Evaluation
- Student Evaluation
- Observation Report
- Contract Faculty Evaluation Report
- Academic Senate meeting 12.4.14
- AP 7150 Evaluation
- Administration Organizational Chart
- Academic Affairs Organizational Chart
- Administrative Employees Evaluation (Form A)
- Administrative Evaluation Questionnaire (Form B)
- Goals and Objectives Review (Form C)
- Goals and Objectives Development (Form D)
- AVC Federation of Classified Employees Collective Bargaining Agreement
- AP 7150.
- CMS Appraisal Instructions
- CMS Appraisal form

Standard III.A.6.

- Faculty Self Evaluation
- Academic Senate Agenda 10.15
- MOU in Spring 2016
- April 2015 MOU Action Plans
- Administrative Employees Evaluation Form

Standard III.A.7.

- Instructional and non-instructional program reviews
- Educational Master Plan
- Budget request process
- Resource Allocation Process Chart
- Budget Process Training presentation
- Hiring prioritization process
- Educational Master Plan
- Multi-Year Staffing Plan
- Palmdale Center Staffing Plan
- Substantive Change Proposal Palmdale Center
- Substantive Change Approval Palmdale Center

Standard III.A.8

- Adjunct Orientation Survey Results
- Faculty Professional Development online submission
- Collective Bargaining Agreement
- Faculty Self Evaluation
- Student Evaluation
- Observation Report
- Contract Faculty Evaluation Report
- Academic Senate meeting 12.4.14
- AP 7160
- Faculty Professional Development Committee
- AVC Federation of Teachers contract
- Workshops and presentations
- FPD Program Guidelines
- FPD Online Opportunities
- Welcome Back Day Fall 2013 agenda
- Spring 2015 agenda
- Opening Day Spring 2015 Survey Results
- FPD Sign In Sheet

Standard III.A.9.

- Factbook reports
- General Organizational Chart
- Academic Affairs
- Business Services
- Facilities Services
- Human Resources
- Institutional Advancement
- Student Services
- Technology Services
- Non-CMS Classified Prioritization Process 2015-2016
- Non-CMS Classified Positions Prioritization Results 2015-2016).
- Educational Master Plan
- Program Review
- Facilities Master Plan
- Technology Plan
- CMS Employee List

Standard III.A.10.

- General Organizational Chart
- Department Chair Assignments
- Contract Faculty Agreement, Article XX
- CMSA Positions Prioritization Process for 2016-2017 School Year Staffing
- CMSA Positions Prioritization Process

Standard III.A.11

- Legal Update 27
- AP 7120
- Legal Update 25
- Executive Council 2.23.15
- College Coordinating Council 2.25.15
- Board of Trustees Agenda 3.9.15
- BP Chapter 7
- Administrative Procedures Chapter 7
- Contracts
- District Non-Discrimination and Sexual Harassment policy

- Antelope Valley Federation of Teachers Collective Bargaining Agreement
- Antelope Valley Federation of Classified Employees Bargaining Agreement
- Workplace Answers
- 3-year EEO Plan
- Board Agenda 5.9.16

Standard III.A.12.

- Workforce Analysis 2014
- BP 3410
- BP 3420
- Faculty Professional Development Committee
- FPD Handbook
- AP 3435

Standard III.A.13.

- BP 2715
- AP 3050
- Faculty Handbook
- AP 3050
- AP 3450

Standard III.A.14.

- AP 7160
- Faculty Professional Development Program
- FPD Committee Meeting Agendas and Minutes
- Faculty Professional Development Program Book 2013-14
- Opening Day Agendas: spring 2012; fall 2013; fall 2014; spring 2015
- Flex Event Evaluation Survey: Fall 2013, Fall 2014, and Spring 2015
- FPD Minutes 5.14.14
- March 11, 2015 FPD Minutes 3.11.15
- Lynda.com
- FPD Minutes 2.11,15
- Board Minutes 5.11.15 and MOU
- Application for Sabbatical Leave
- Emergency Drills
- Utility Cart Training, Forklift Training, and Aerial Boom Scissor Lift Training
- AP 7160

Standard III.A.15.

- Faculty Bargaining Contract
- Classified Bargaining Contract

Standard III.B.1.

- Facilities Services Department
- DSA Certified Buildings
- Palmdale Relocation Substantive Change Proposal
- Approval ACCJC approval letter
- Palmdale Center Floor Plan
- Palmdale Center Project Schedule
- BOT minutes 2.8.16
- Lease Agreement
- Master Building and Structure List DSA Approved
- Facilities Repair and Service Request
- Facilities work request system
- FS Work Requests 10.5.15
- Vehicle Planned Maintenance
- Annual Scheduled Maintenance Plan
- Procedure Weekly Inspections
- Campus Grid Coordinates
- Facilities Services Satisfaction Survey 2014
- Safety Committee Meeting minutes 9.26.12
- Safety Committee Meeting minutes 4.22.14
- Keenan and Assoc. inspection 7.23.15
- HSA Report 8.8.11
- Keenan and Assoc. training 10.15.15
- 4-year emergency drill schedule
- Classroom and online safety training

- Welcome Back Day Agenda Fall 2014
- Emergency Drill Information for Faculty and Staff
- What Would You Do? Training Video
- "Run. Hide. Fight."
- Facility Utilization Space Inventory Option Net
- Operations Budget Analysis

Standard III.B.2.

- Facilities Master Plan
- Educational Master Plan
- Educational + Facilities Master Planning presentation
- 2016 Facilities Master Plan draft
- Educational Master Plans
- 2003 comprehensive Facilities Master Plan
- Local bond measure R
- Five Year Construction Plan
- 2010 Capital Outlay Projects
- 2012 Capital Outlay Projects
- Measure R
- HS Project Summary Schedule
- Performing Art Theatre
- Spring 2016 line up

Standard III.B.3.

- Facilities Master Plan
- Work requests
- 2011-12 Facilities Services Program Review

Standard III.B.4.

- Strategic Planning Committee
- Budget Committee

Standard III.C.1.

- Information Technology Committee Technology Master Plan
- Educational Master Plan
- ITC minutes 4.24.14
- BOT meeting 6.16.14
- Technology Services Organizational Chart
- IT Purchasing
- Technology Planning Cycle
- ITS Monthly Projects Page
- BOT Minutes 6.16.14
- PSA Strata July 2014
- III.C.1.a. 2010 Self Study
- 2012 Follow Up Report
- 2013 Follow Up Report
- IT Help Desk Statistics 2013-present
- 2015 Technology Survey
- Distance Education and Technology
- Committee
- Blackboard 9
- AVCOnline
- OEI Readiness Pilots
- FPD calendar
- FPD Contract System
- Lynda.com
- Lab-Computer-Audit
- Quarterly Activity Report Inmate Program
- Ramp-Up Grant
- Instructional MultiMedia Center
- Podcast.avc.edu
- Technical Trainer's page
- Technical Training Reports

Standard III.C.2.

- Planning Calendar
- Strategic Planning and Budget Council
- Strategic Planning Committee
- Budget Committee
- SP-BC Flow Chart 2014
- Information Technology Committee

- SPC Representative List
- BC Representative List
- Budget Committee minutes 9.23.15
- Budget Committee minutes 2.24.16
- Educational Master Plan
- Facilities Master Plan
- Technology Master Plan
- Educational + Facilities Master Planning
- Strategic Planning Committee
- Fall 2012 ITS Program Review
- Wifi Coverage Map
- CCCEdPlan.org
- Distance Education and Technology Committee
- AVCOnline
- Blackboard
- myAVC
- DETC minutes 9.8.15
- Substantive Change Proposal
- Substantive Change Approval
- Lease Agreement
- TMP

Standard III.C.3.

- BP 3720
- AP 3720-22
- ITC minutes 5.22.14
- Coverage Map
- Labs Page
- Board Minutes 6.16.14
- TMP
- AVC Password Help

Standard III.C.4.

- Technical Training Page
- Technical Training Reports
- 2015 ITS Spring Survey
- Lynda.com
- Training Materials

Standard III.C.5.

- AP 3720
- AP 3721
- AP 3722
- BP 3720
- Distance Education and Technology Committee
- Antelope Valley College Regular, Effective Contact Policy for Online Instruction Academic Senate Minutes 2.2.15
- Guidelines for Designing an Online Course
- Web Accessibility Design Guidelines
- Distance Education and Technology Committee
- CCC OEI Announcement
- Online Education Initiative
- OEI Course Design Rubric
- Online Education MOU
- DETC Minutes 4.14.15
- CFE102 Course Review Application
- CFE102 Course Design approval

Standard III.D.1.

- Business Services
- Business Services Audits
- Adopted Budgets
- SSB Budget Queries Manual
- Internal Audit Bookstore
- Internal Audit Cafeteria
- Internal Audit Associated Student Organization
- Financial Reports
- Audits
- CCFS311 Report
- AVCCD Financial Statements 2015
- 2015-16 Adopted Budget Report
- Educational Master Plan
- AP 3250
- SP-BC Flow Chart 2014
- SPC minutes 4.1.15
- Budget Committee minutes 9.23.15
- Budget Allocation Rubric
- SP and BC Joint Meeting Minutes 7.15.

Standard III.D.2.

- Educational Master Plan
- Facilities Master Plan and the Technology Master Plan
- College Planning Retreat Agenda 9.25.15
- Program Reviews
- Program Review Instructions
- 2015-16 Adopted Budget Report
- Budget Request Instructions
- Budget Calendar
- Budget Call Memo
- Resource Allocation Proposal - Academic
- Resource Allocation Proposal - Operational
- Budget Prioritization Form
- Budget Allocation Rubric
- College Coordinating Council Policy Review

Standard III.D.3.

- Educational Master Plan
- Strategic Planning Committee
- Budget Committee
- SPC Representatives
- BC Representatives
- Administrative Council and College Wide Planning Retreat Presentation 8.14
- College Wide Planning Retreat agenda 9.25.15
- Educational Master Plan Timeline
- Educational and Facilities Master Planning Presentation 9.25.15
- Planning Calendar 2014-2017
- Budget Call
- Budget Development Process 2014
- Budget Development Process Training 2015
- Budget Request Instructions
- Budget Calendar
- Budget Call Memo
- Resource Allocation Proposal - Academic
- Resource Allocation Proposal - Operational
- Budget Prioritization Form
- Fall 2015 Opening Day
- Spring 2016 Opening Day
- Townhall Finance Presentation 5.17.16
- Board of Trustees

Standard III.D.4.

- Budget Committee
- BC Representatives
- Strategic Goals and Initiatives
- Three Year Budget Projections
- WEAVEOnline
- Program Review
- College Mission
- Educational Master Plan
- Board of Trustees Goals and Initiatives Facilities Master Plan
- Technology Master Plan
- Enrollment Management Plan
- Educational + Facilities Master Planning presentation
- 2016 Facilities Master Plan draft
- Educational Master Plans
- Workload Restoration Table
- 2016 Facilities Master Plan
- 2011 Facilities Master Plan
- Facilities Board Presentation 4.11.16
- Town Hall Facilities Master Plan Presentation 5.17.16
- EMP presentation to Board 4.11.16
- Board of Trustees Agenda 4.11.16

Standard III.D.5.

- Fiscal Independence Plan
- October 12, 2015 Board of Trustees
- Fiscal Independence Audit 11.16.15
- LACOE Approval 12.4.15
- Chancellor's Office Letter 3.3.16
- Purchasing document checklist
- Purchasing Guidelines web page
- Purchasing Training Sessions
- Audit reports
- Board Communication 4.9.12

Standard III.D.6.

- Budget calendar
- Budget call
- Budget Request Instructions
- Budget Allocation Rubric
- Business Services website
- Annual Reports
- AVC Annual Report 2014-15 pages 10-11

Standard III.D.7.

- 2014-15 District Audit Report
- Business Services website
- 2013-14 Proposition 39 Performance Audit

Standard III.D.8.

- Fiscal Independence Plan
- BOT Agenda 10.12.15

Standard III.D.9.

- Three-year budget projection

Standard III.D.10.

- Board Policy Chapter 6
- Administrative Procedure Chapter 6
- Exhibit A - Monthly Payments
- Summary of Expenditure and Purchase Report
- Student Services web page
- Restricted Programs
- Master Schedule of Reports and Assessments
- Budget-to-actuals report
- Perkins Proposals 2015-16
- Various purchasing forms
- BOT Bookstore Balance Sheet 1.11.16
- BOT Cafeteria Balance Sheet 1.11.16
- Antelope Valley College Foundation
- AVC Foundation Board of Directors
- Board of Directors meeting agenda 2.5.16
- Foundation Strategic Plan Overview
- Foundation Bylaws
- Payden & Rygel
- Request for Foundation Funds
- Annual Reports
- Annual Report 2013-14 page 15
- Annual Report 2014-15 pages 10-11

Standard III.D.11.

- Facilities Master Plan
- Educational Master Plan
- 2003 Facilities Master Plan
- Facilities Master Plan Update 2011
- Football, track and baseball field construction
- Educational + Facilities Master Planning presentation
- 2016 Facilities Master Plan draft
- Educational Master Plans
- Palmdale Center
- Palmdale Relocation Substantive change proposal
- ACCJC approval letter
- BOT Agenda 2.8.16
- Palmdale Center Staffing Plan
- BOT minutes 2.8.16
- Lease Agreement
- Bachelor's degree in airframe manufacturing technology
- Chancellor's Office approval 1.20.15
- Baccalaureate Degree Substantive Change Proposal
- ACCJC approval 12.10.15
- BA Action Plan Tracking
- Position prioritization processes
- AVC Foundation
- SP-BC Flow Chart 2014
- Financial Reports

Standard III.D.12.

- 2012 Follow Up Report
- 2013 Follow Up Report
- 2014 Follow Up Report
- 2015 Follow Up Report
- 3 year budget projections
- Retirement Board of Authority
- Futuris Program through Keenan & Associates
- Multi-year budget projections
- $387,113 disbursement
- $774,266 disbursement
- Crowe Horwath
- RBA Report Feb 2015
- July 2015 acturial study

Standard III.D.13.

- 2015-2016 Adopted Budget

Standard III.D.14.

- Business Services - Audit Reports

Standard III.D.15.

- Default Management Plan
- Default Management Action Items Updated
- Grants website

Standard III.D.16.

- BP 6330 and 6340
- AP 6330-6360
- Purchasing and Contract Services Department's web page
- Purchasing bid limits grid
- Requisition checklist
- Standard and Non-Standard Contract Flow Charts
- Boilerplate contract templates
- Request for Contract form
- Fiscal Independence Plan

Standard IV.A.1.

- Coffee Chats With the President
- Three-Year Planning Calendar
- Executive Council Retreat Agenda 5.22.15
- Admin Council Retreat Agenda 8.5.14
- Admin Council Retreat Agenda 7.31.15
- College Wide Planning Retreat Presentation 2014
- All College Planning Retreat 9.25.15
- All College Planning Retreat Power Point 9.25.15
- Division Meeting minutes 10.6.14
- AFAB Advisory Meeting minutes 11.6.14
- Senate Agenda 11.6.14
- Presentation to Board 12.8.14
- Application to Participate in Baccalaureate Degree Pilot Program
- Chancellor's Office on 1.20.15
- Substantive Change Proposal 11.4.15
- Approval Letter 12.10.15
- BA in Airframe Manufacturing Technology program Action Plan Tracking
- Northrup Meeting minutes 4.3.15 and 4.17.15
- BS Degree in Airframe Manufacturing Technology
- Faculty Professional Development
- FPD Spring 2014 Survey Results
- FPD Minutes 2.11.15
- Academic Senate minutes 3.19.15
- Board of Trustees Agenda 5.11.15
- Automated Online System
- FPD Contract System manual
- Outcomes Committee

- 5 Learning Categories of the Degree Qualifications Profile
- New ILOs with Accompanying Measures
- Outcomes Committee
- Academic Senate on 5.21.15 (item 9c)
- Executive Council on 7.20.15
- Board for approval at its 9.14.15
- Outcomes Committee website
- Outcomes Committee on 10.26.15
- Strategic Planning and Budget Council
- Strategic Planning Committee
- Budget Committee
- 2015-16 Adopted Budget Report
- Educational Master Plan
- AP 3250 - Institutional Planning
- SP-BC Flow Chart 2014
- SPC minutes 4.1.15
- Budget Committee
- Budget Committee minutes 9.23.15
- Budget Allocation Rubric
- SP and BC Joint Meeting Minutes 7.15.15
- STEM grants
- AVC2CSU

Standard IV.A.2.

- BP 2510
- AP 2510
- College Coordinating Council
- CCC Representatives List
- BP 2015
- AP 2015
- Board of Trustee's website
- MAC Minutes 8.6.14
- Academic Senate
- Senate President
- First and Second Vice Presidents
- Academic Senate Operating Handbook
- Representative List
- CCC Minutes 12.3.14, item IV
- Proposal and a List of FAQs
- Student Survey Calendar Proposal 2015
- Academic Senate Minutes 11.19.15
- Calendar Proposal Town Hall Meeting

Standard IV.A.3

- AP 2510
- Academic Senate
- Academic Senate Handbook 2014-2015
- Article 2 of the Academic Senate Constitution
- Academic Senate Representatives List
- Academic Senate Minutes 3.20.14
- New Senate Constitution
- Bylaws
- Academic Senate Minutes 5.21.15
- College Coordinating Council
- CCC Representatives List
- Planning and Budget Council
- Strategic Planning Committee
- Budget Committee
- SPC Representatives
- BC Representatives
- Outcomes Committee
- OC Representatives List
- Minutes and Agendas
- Outcomes Committee minutes 4.27.15
- Opening Day Agenda Fall 2015
- 18 minute PLO Training Video
- Training and Resources
- SLO facilitators Training Manual
- Program Review Committee
- Program Review Procedures
- Business, Computer Studies, and Economic Development Program Review, page 15
- New Template for Comprehensive Program Review, item 5.2
- Budget Request Form
- Budget Allocation Rubric
- SP-BC Flowchart
- Academic Policies and Procedures Committee
- Representatives List
- Agendas and Minutes
- CurricuNET
- Airframe 310 Curricunet Screenshot
- Distance Education and Technology Committee
- Distance Ed & Tech Representatives List
- CCC OEI Announcement
- Online Education Initiative
- OEI Course Design Rubric

- Online Education MOU
- DETC Minutes 4.14.15
- CFE102 Course Review Application
- CFE102 Course Design approval
- Student Equity Committee
- Administrators, Counselors, and Faculty
- 2014 Student Equity Plan
- 2015 Student Equity Plan
- Director of Student Equity, Program Specialist
- Clerical III
- Triumph Scholars
- Umoja Conference in Oakland, California
- Spectrum Series
- Honors Program
- Honors Committee
- Educational Master Plan
- Comprehensive Program Review
- Annual Program Review
- Program Review Procedures
- Facilities Master Plan
- Technology Master Plan
- Math Science and Engineering Annual Update 2013-2014
- Social and Behavioral Sciences / Anthropology Comprehensive Program Review 2013-2014
- Veteran's Affairs Comprehensive Program Review 2012-2013
- OSD Comprehensive Program Review 2012-2013
- Executive Council Comprehensive Program Review 2014-15
- 3-year Planning Calendar
- Administrative Council and College Wide Planning Retreat Presentation 8.14
- College Wide Planning Retreat agenda 9.25.15
- Educational Master Plan Timeline
- Educational and Facilities Master Planning Presentation 9.25.15
- Planning Calendar 2014-2017
- Budget Call
- Budget Development Process 2014
- Budget Development Process Training 2015
- Budget Request Instructions
- Budget Calendar
- Budget Call Memo
- Resource Allocation Proposal - Academic
- Resource Allocation Proposal - Operational
- Budget Prioritization Form
- New Personnel Prioritization Rubrics
- Faculty Hiring Prioritization Process
- Narrative Section of the Adopted Budget
- Fall 2015 Opening Day
- Spring 2016 Opening Day
- Board of Trustees
- Adopted Budget
- 2015-2016 Adopted Budget

Standard IV.A.4

- Academic Policies and Procedures (AP&P) committee
- Representation of the AP&P Committee
- made in CurricUNET
- AP&P Handbook
- Course Revision Flow Chart
- AVC at a Glance
- AP&P minutes 10.22.15
- Senate minutes 11.5.15
- Board minutes 11.9.15 Item 14.16
- Chancellor's Office on January 20, 2015
- AFAB program narrative
- English 115 COR approved 9.24.15
- English 315 COR approved 10.22.15
- AFAB Advisory Minutes 11.6.14
- Distance Education Proposal
- CurricNET
- Regular Effective Contact Policy
- Distance Education and Technology Committee
- Academic Senate Agenda and Minutes 2.19.15

Standard IV.A.5

- BP 3250
- AP 3250
- Strategic Planning
- Budget Committees

- Program Reviews
- Educational Master Plan
- Facilities Master Plan
- Technology Master Plan
- BP 4020
- AP 4020
- Academic Policies and Procedures Committee handbook
- BP 3100
- AP 3100
- BOT Agenda 1.13.14
- Article and Side Letter of Agreement May 2014
- BOT Minutes 6.16.14, item 15.4
- AVC Board Goals and Initiatives 2014-2015
- BOT 1.13.14
- Language Arts Division minutes 8.15.14
- Math and Science Division minutes 10.3.14
- Academic Senate minutes 10.2.14
- Memorandum
- Academic Affairs Organization Chart
- 2015 Student Success Scorecard

Standard IV.A.6

- Governance Committees
- AP 2510
- College Coordinating Council
- CCC Agendas and Minutes
- Student Equity Committee minutes 10.6.15
- Outcomes Committee minutes 10.26.15
- Distance Education Committee minutes 10.27.15
- Academic Senate
- Outcomes Committee
- AP&P Committee
- Language Arts Division Meeting minutes
- Foundation Reorganization Summary 9.10.15
- Student Equity Committee minutes 10.13.15
- AP&P minutes 10.8.15

Standard IV.A.7.

- AP 2510
- College Coordinating Council minutes 12.3.14
- CCC minutes 2.11.15
- Senate Leadership Retreat Agenda 8.16.12; 8.2014
- Outcomes Committee
- Academic Senate minutes 2.6.14
- Academic Senate minutes 3.20.14
- Academic Senate minutes 5.1.14
- New Senate Constitution
- Collegiality in Action Power Point
- Brown Act Training Workshop Power Point

Standard IV.B

- BP 2430
- 2012
- 2014
- Educational Master Plan
- Board of Trustees and President's Goals and Initiatives 2014-2015
- Coffee with the President
- President's web page
- EMP Progress Tracking
- Board Planning Retreat Planning Retreat 5.12.15
- Three-Year Planning Calendar
- Executive Council Retreat Agenda 5.22.15
- Admin Council Retreat Agenda 8.5.14
- Admin Council Retreat Agenda 7.31.15
- All College Planning Retreat Agenda 9.25.15
- BOT Agendas 6.17.14 5.12.15 5.10.16
- August 5, 2015 Administrative Council Planning Retreat Agenda
- Agenda All College Planning Retreat 9.25.15
- Goals and Initiatives 2014-2016
- EMP Goals Update 2015
- Comprehensive Program Review
- Annual Update Templates
- District Strategic Goals
- BP 6100 Delegation of Authority
- BP 6430 Bids and Contracts
- Educational Master Plan

- Facilities Master Plan and the Technology Master Plan
- 2015-16 Adopted Budget Report
- Program Reviews
- Program Review Instructions
- 2015-16 Adopted Budget Report
- Business Services website
- Budget Request Instructions
- Budget Calendar
- Budget Call Memo
- Resource Allocation Proposal - Academic
- Resource Allocation Proposal - Operational
- Budget Prioritization Form
- Budget Allocation Rubric
- Resource Allocation Proposal - Academic
- Resource Allocation Proposal - Operational
- College Coordinating Council Policy Review
- Student Success Scorecard
- Strategic Goals and Initiatives
- Board of Trustees on January 13, 2014
- Memorandum
- Academic Affairs Organization Chart
- 2015 Scorecard Data
- Advancement and Foundation Office
- AP 3100
- Letter 7.14.15
- Agenda, item 4.1
- Foundation Reorganization Summary 9.10.15
- Facilities Services Reorganization Summary 9.10.15
- BP 7110
- AP 7110

Standard IV.B.2.

- Administration Org
- BP 3100 Organizational Structure
- AP 3100 Organizational Structure
- BOT agenda 1.14.14, item 16.1
- General Administration
- Facilities Services
- Business Services
- Academic Affairs
- Institutional Advancement
- Technology Services
- Student Services
- Human Resources
- CEO email 12.14.15 -reorg@avc.edu
- Academic Affairs Organization Chart 2016

Standard IV.B.3

- BP 1200
- Philosophy, Vision, Mission and Values
- Strategic Initiatives and Goals
- President's Web Page
- BP 1200
- AP&P minutes 5.5.14
- SP&BC minutes 7.30.14
- Academic Senate minutes 5.29.14
- Administrative Council 8.5.14
- College Wide Planning Retreat Presentation
- BOT Agenda 11.10.14
- 2014 Annual Report to ACCJC
- 2015 Annual Report to ACCJC
- 2016 Annual Report to ACCJC
- AVC Fact Book
- 2013 EMP
- Institutional Effectiveness Partnership Initiative
- 2013 Educational Master Plan
- 2016 Educational Master Plan
- Student Equity Committee
- SEP 2014
- SEP 2015
- Data Elements
- Comprehensive Program Review Template
- Annual Update Template
- BP 3250
- AP 3250
- Strategic Planning Committee
- Budget Committee
- Three-Year Planning Calendar
- Educational Master Plan
- Facilities Master Plan and the Technology Master Plan
- 2015-16 Adopted Budget Report
- Program Reviews
- Program Review Instructions pages 8 and 14
    - 2015-16 Adopted Budget Report

- Budget Allocation Rubric
- Resource Allocation Proposal - Academic
- Resource Allocation Proposal - Operational
- BP 2430
- BP 3250
- ACCJC approved the Substantive Change Proposal on 7.11.11
- Palmdale Center Survey 2013
- Palmdale Center Survey 2015
- Substantive Change Proposal to Change the Location of the Palmdale Center
- Palmdale Center Staffing Plan
- Board of Trustee minutes 2.8.16
- Lease Agreement
- Palmdale Lease approved 2.8.16 by Board of Trustees
- Department of Institutional Effectiveness, Research, and Planning
- Board of Trustees
- College Coordinating Council
- Associated Student Organization
- Opening Day forum
- Admin Council Agenda 8.5.14
- Admin Council Agenda 7.31.15
- Executive Council retreat 5.22.15
- All College Planning Retreat 9.25.15
- Degree in Airframe Manufacturing Technology
- Palmdale Relocation Substantive Change Proposal

Standard IV.B.4

- BP 3200
- AP 3200
- Accreditation Self Study Members List
- AVC Accreditation website
- Academic Senate Handbook
- Academic Senate Bylaws
- Accreditation Committee minutes 5.20.14
- Accreditation Handbook, First Edition
- Program Review Coordinator
- Outcomes Committee Co-Chair
- Distance Ed and Technology Co-Chair
- BOT minutes 6.16.14

Standard IV.B.5.

- Strategic Planning Committee
- Budget Committee
- Student Equity Plans 2014 and 2015
- BP 2410
- AP 2410
- BP & AP Approval Process
- Spreadsheet Tracking Progress on updates
- Three-Year Budget Projection
- Board and President's Goals and Initiatives

Standard IV.B.6

- Casablanca Theme 2010
- Movie Theme 2011
- Celtic Theme 2012
- Paris Theme 2013
- March Madness Theme 2014
- The Right Stuff Theme 2015
- Annual Reports 2009-2015
- Edwards Airforce Base Press Release 3.12.14
- College Advisory Council Member List
- College Advisory Meeting Handout 3.24.15
- Evening with the Arts 9.10.14, 3.27.14, and 9.9.15
- Antelope Valley Fair
- CSULB Bachelor of Science Degree Completion Program
- STEMposium Presentation 2015
- CSULB Power Point
- Baccalaureate Degree Substantive Change Proposal
- Baccalaureate Degree Approval of Substantive Change
- CSUB-AV
- Palmdale Relocation Substantive Change Proposal
- Palmdale Relocation ACCJC Approval

Standard IV.C.1

- BOT web page
- BP 2200
- BP 3250, BP 4020, BP 4025
- BP 4100, BP 4220
- BP 5300
- BP 6250, BP 6300
- BOT Agenda 15.5 4.13.15
- BOT Agenda 15.8 4.13.15
- BOT Agenda 14.3 2.9.15
- BOT Agenda Item 16.2 12.8.14
- BOT Agenda Item 15.4 11.10.14

Standard IV.C.2

- BP 2330
- BP 2720
- Presentation to Board 12.8.14
- BOT minutes 6.8.15
- Position Prioritization Processes
- ACCJC substantive change approval 7.11.11
- Palmdale Center Survey 2013
- Palmdale Center Survey 2015
- BOT Agenda 9.14.15
- BOT Agenda 2.8.16
- Inmate Education Grant Application
- Grant Agreement 7.23.15
- BOT Agenda 8.10.15
- Quarterly Activity Report

Standard IV.C.3

- BP 2431
- BP 2432
- BP 2433
- AP 2431
- AP 7120
- AP 2435
- June 2013 Board meeting
- AP 2435
- BOT Agenda 5.12.14
- BOT Agenda 5.11.15

Standard IV.C.4

- Board of Trustees for the Antelope Valley Community College District
- BP 2200
- BP 2710
- BP 2715
- BP 2010
- BP 2345
- BP 2340
- BP 2716

Standard IV.C.5

- BP 4010
- BP 4020
- BP 4025
- BP 4040
- BP 5120
- BP 5130
- BP 5140
- BP 5150
- BP 7120
- BP 2510
- BP 4220
- BP 4225
- BP 4226
- BP 4231
- BP 4260
- BP 5050
- BP 5052
- BP 5110
- BP 6200
- BP 6400
- BP 3250

Standard IV.C.6.

- Board of Trustees web site
- BP 2200
- BP 2210
- BP 2339
- BP 2410
- AP 2410
- Board Docs

Standard IV.C.7.

- BP 2310-2365
- Minutes of all Board meetings
- Community College League of California
- Approval Process for AP and BPs
- Board Policy and Administrative Procedure
- Process Diagram
- College Coordinating Council
- Master Status of BPs and APs March 2016
- AP & BP Revision and Approval Process

Standard IV.C.8

- AVC 2014 Scorecard
- BOT Agenda 4.13.15
- AVC 2015 Scorecard
- BOT Agenda 3.14.16
- BOT Agenda 10.13.14
- Title V First Year Experience Education Experience Grant- Safe Bridge to Degree Completion.
- 2014 Student Equity Plan
- BOT 12.8.14 meeting
- 2015 Student Equity Plan
- Student Equity Budget
- BOT Agenda 2.8.16
- BP 5050
- AP 5050
- Student Success and Support Program Plan Student Success presentation
- 2013 Educational Master Plan
- Student Success and Support Committee
- AVC in Numbers 2014
- Chancellor's Office Credit Allocations report Declared a Major
- Fall 2013-2015 Enrolled Students Majors Table
- 2013 Educational Master Plan
- BOT Agneda 10.13.14
- Board of Trustee Goals and Initiatives 2015
- Comprehensive Template
- Annual Update template
- Technology Master Plan
- BOT Agenda 6.16.14
- Facilities Master Plan
- 5-year Construction Plans
- BOT Agenda 11.9.15
- Institutional Effectiveness Partnership Initiative
- BOT Agenda 6.13,15
- Outcomes Committee Agenda 11.10.14
- 5 Learning Categories of the Degree Qualifications Profile
- AVC Institutional Learning Outcomes
- Outcomes Committee Minutes 3.9.15
- Academic Senate Minutes 5.21.15
- Executive Council minutes 7.20.15
- BOT Agenda 9.14.15
- About AVC
- Outcomes Committee Agenda 10.26.15

Standard IV.C.9.

- BP 2740
- Board Orientation Letter
- Trustee Development
- Brown Act Workshop Power Point 10.23.15
- BP 2715
- BP 2110
- BP 2110

Standard IV.C.10.

- BP 2745
- Annual Self Evaluation of the Board of Trustees
- 2012-2013 Evaluation
- 2013-2014 Evaluation
- 2014-2015 Evaluation
- BOT Agenda 1.18.12
- August BOT Agenda 8.12,13
- BOT Agenda 8.11,14
- BOT Agenda 6.8,15

Standard IV.C.11.

- BP 2715
- BP 2710
- BP 2716
- BP 2717
- BP 2720

Standard IV.C.12.

- BP 2430
- Strategic goals and initiatives
- Administrative Council Annual Retreat 8.5.14
- All Campus Retreat 9.25.15
- Emergency training, evacuation, and active shooter drills
- BP 3200
- BP 3250
- BP 3280
- Palmdale Center relocation and expansion Bachelor's degree in airframe manufacturing technology

Standard IV.C.13.

- BP 3200
- AP 3200
- AVC Board Accreditation 12.8.14
- Accreditation committee members list