



ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
April 1, 2010
3:00 p.m. – SSV 151

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

- 1. CALL TO ORDER AND ROLL CALL**
- 2. OPENING COMMENTS FROM THE SENATE PRESIDENT**
- 3. OPEN COMMENTS FROM THE PUBLIC**
- 4. REPORT**
 - a. Accreditation – Dr. Ed Beyer
- 5. APPROVAL OF MINUTES**
 - a. March 18, 2010 (attachment)
- 6. ACTION ITEMS**
 - a. Scholar In Residence (attachment)
 - b. Outstanding Adjunct (attachment)
 - c. Equivalencies:
 - i. Art (attachment)
 - ii. Digital Media (attachment)
 - iii. Photographic Technology / Commercial Photography (attachment)
- 7. DISCUSSION ITEMS**
 - a. GED Viability (attachment)
- 8. SENATE ADMINISTRATIVE BUSINESS**
 - a. Academic Ranking
 - Luis Echeverría – Professor
 - b. Announcements
 - Statewide Senate Spring Plenary Session – April 15 – 17, 2010 (Millbrae, CA)
 - 2010 Leadership Institute – June 17 – 19, 2010 (San Diego, CA)
 - 2010 Curriculum Institute – July 8 – 10, 2010 (Santa Clara, CA)
- 9. ADJOURNMENT**

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Mr. Christos Valiotis, Academic Senate President, at (661) 722-6306 (weekdays between the hours of 8:00 a.m. and 4:30 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate's Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.

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ACADEMIC SENATE MEETING**

**April 1, 2010
3:00 p.m. – SSV-151**

ADDENDUM AGENDA

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

- 1. DISCUSSION ITEM**
 - a. Area C Resolution – Vote of No Confidence in the Leadership of the Accreditation Commission for Community and Junior Colleges (attachment)

NON-DISCRIMINATION POLICY

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**ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING**

April 1, 2010

1. CALL TO ORDER AND ROLL CALL

Mr. Christos Valiotis, Senate President, called the meeting to order at 3:05 p.m.

2. OPEN COMMENTS FROM THE SENATE PRESIDENT

- Division Deans, Administrative Assistants, and Senate Representatives have been notified of terms expiring at the end of the spring semester. Divisions need to identify alternate Senate Representatives and contact the Senate Office with replacement representatives by Friday, April 23, 2010.
- There will be two At-Large Senate Representative vacancies at the end of the spring semester. A call will be sent out to find replacements for the 2010 – 2011 academic year.
- Mr. Valiotis announced he will be attending the upcoming Spring Statewide Senate Plenary Session occurring on April 15th – 17th. He indicated there are several resolutions which will be voted on during the session and he would provide a brief report on the outcome of the votes at the May 6th Senate meeting.

3. OPEN COMMENTS FROM THE PUBLIC

None

4. REPORT

a. Accreditation – Dr. Ed Beyer

Dr. Ed Beyer announced the Accreditation process is progress but it is time to move into high gear. All standards are in and are being reviewed for editing needs or have been posted for campus community feedback. The first draft cleanup has been completed for Standards IIB, IIICD, and IV. Second draft revisions have been completed and campus feedback has been incorporated for Standards I, IIA, IIC, and IIIAB. Dr. Beyer indicated he is currently working on Standard IIIC/D. The remaining tasks to be completed are: write the theme essays, and respond to recommendations. He projects that a completed draft of all standards will be sent out by May 1, 2010 for campus feedback. The next two months will be extremely busy in terms of Accreditation and the campus community is strongly encouraged to provide feedback to drafted Standards to demonstrate campus involvement. Dr. Beyer stated he attended the Accreditation Institute held on March 19 – 20, 2010 in Newport Beach. Overall, the conference ended up being quite depressing because there were so stories from attendees whose campuses were on probation, warning, or sanction. Dr. Beyer announced the MOU language indicates his term as the Faculty Accreditation Co-Chair ends fall 2010 and the Senate should find a replacement to take over at the end of the fall 2010 semester. He encouraged Senators to convey to faculty constituents being the Faculty Accreditation Co-Chair. This process enables faculty to really obtain a greater perspective of how the college functions.

5. APPROVAL OF MINUTES

a. March 18, 2010

A motion was made and seconded to approve the March 18, 2010 Academic Senate Meeting minutes. Motion carried.

6. ACTION ITEMS

A motion was made and seconded to open the voting process for 2010 – 2011 Scholar in Residence and Outstanding Adjunct award recipients. Motion carried.

a. Scholar In Residence (attachment)

Senators were provided an opportunity to review nominee letters and listened to brief statements of support. Dr. Susan Lowry spoke on behalf of Ms. Carol Eastin. She provided an overview of the criteria for Scholar in Residence and how Ms. Eastin has been living the requirements both on and off campus since her employment with AVC. Ms. Ande Sanders spoke on behalf of Melanie Parker. She elaborated on many campus and community endeavors Ms. Parker has participated making her

deserving of the honor of Scholar in Residence. Dr. Jaffe was unable to attend the Senate Meeting to speak on behalf of Dr. Thomas Shey. Ballots were distributed to twenty eligible voting members of the Senate and tallied. Mr. Valiotis stated that the faculty winner will not be disclosed until Faculty Recognition Day.

A motion was made and seconded to approve the 2010 – 2011 Scholar in Residence election results. The name of the award recipient will remain confidential until announced at the annual Faculty Recognition Day event scheduled for Wednesday, May 19, 2010. Motion carried.

b. Outstanding Adjunct (attachment)

Mr. Valiotis requested that Senators review submitted nominee letters, and indicated that the VAPA adjunct faculty nomination will be removed as an eligible candidate based on the submission being a group of adjunct faculty versus an individual faculty. Brief statements of support were provided for each adjunct faculty nominee. Dr. Darcy Wiewall spoke on behalf and support of Outstanding Adjunct nominee, David Earle. She elaborated on the countless unpaid hours the nominee works outside class time to assist students and the many hours he works on assisting with maintaining current CORs, SLOs, and Program Review information. Ms. Carolyn Burrell spoke on behalf and support of Outstanding Adjunct nominee, Suzanne Malek. She provided a detailed description of the work Ms. Malek has engaged in since 2001. Ms. Malek is a specialist in cataloging and has revitalized the electronic catalog system to be user friendly and interactive. Ms. Kathy Moore spoke on behalf and support of Outstanding Adjunct nominee, Jimmie Bowen. She stated Mr. Bowen has been an adjunct faculty member for ten years and has continually gone above and beyond the call of duty to ensure his students succeed. He is a mentor to students and division faculty. Mr. Bowen has willingly assisted in developing new business division computer programs and assists in maintaining CORs, SLOs, and curriculum development. Ballots were distributed to twenty eligible voting members of the Senate and tallied. Mr. Valiotis stated that the Outstanding Adjunct faculty winner will not be disclosed until Faculty Recognition Day.

A motion was made and seconded to approve the Outstanding Adjunct Faculty winner based on election results. The name of the award recipient will remain confidential until announced at the annual Faculty Recognition Day event scheduled for Wednesday, May 19, 2010. Motion carried.

A motion was made and seconded to close the voting process for 2010 – 2011 Scholar in Residence and Outstanding Adjunct award recipients. Motion carried.

c. Equivalencies:

i. Art (attachment)

ii. Digital Media (attachment)

iii. Photographic Technology / Commercial Photography (attachment)

A motion was made and seconded to approve the above equivalency requests. Motion carried.

7. DISCUSSION

a. GED Viability (attachment)

Mr. Valiotis stated the Senate has been discussing the viability of the GED program throughout the fall and now the spring semester. He provided a brief history of previous discussions, budgeting issues, and reviewed the new statistical GED data. The issue at hand is whether we initiate the Program Discontinuance procedure or we continue to place the GED courses in hiatus for another year and review the program again next spring. There are only three courses which have been approved by the Chancellor's Office as a certificate program and these are the only courses eligible to undergo program discontinuance at this point, and are not capable of sustaining the overall program fiscally. If the Senate chooses to initiate the Program Discontinuance procedure than we are taking the chance of completely losing the program, although if the decision is to leave the program on a hiatus status we have the option to offer some of the courses if the budget situation improves. Mr. Valiotis indicated his recommendation is to leave the program in a hiatus status and review the issue again in the spring 2011. In the meantime, the campus can look into potential grant opportunities which funding can be

used to reinitiate some of the course offerings. A brief discussion ensued among Senators. Some of the concern expressed by Senators is they don't want to compromise college level course offerings in fiscally tight times. The Senate was in consensus to keep the GED program on a hiatus status and continue researching options to find funding to reinitiate GED courses. Mr. Valiotis stated he would contact GED faculty to personally explain the decision made by the Senate and will review the situation further in the spring 2011 semester.

b. Area "C" Resolution – Vote of No Confidence in the Leadership of the Accreditation Commission for Community and Junior Colleges (attachment)

Mr. Valiotis announced at the recent Area "C" meeting a vote of not confidence in the leadership of the accreditation commission for community and junior colleges was proposed based on actions taken by the ACCJC leadership. One of the main events that have precipitated the writing of a resolution was the denial of allowing Chancellor Scott an opportunity to be placed on the agenda to speak at an ACCJC meeting and the lack of clear communication on how probationary community colleges can move out of probation/warning status. A lengthy discussion ensued regarding the ramifications of making a move of this magnitude. Many Senators expressed their concern about the situation and requested the matter go out to the faculty for discussion and feedback. Mr. Valiotis indicated time is of the essence as the resolution will be put to vote at the Statewide Senate Spring Plenary Session scheduled for April 15 – 17, 2010. This is a serious issue and requires the unified voice among all constituent groups on the State and Federal levels (i.e. CIO, CEO, and Chancellors Office) in efforts to show solidarity in the movement. In effort to obtain faculty feedback on the matter prior to the Statewide Plenary Session vote an email correspondence will be forward to all faculty with historical context and request for faculty to provide feedback to Mr. Valiotis prior to April 15, 2010.

8. SENATE ADMINISTRATIVE BUSINESS

a. Academic Ranking

- Luis Echeverria - Professor

A motion was made and seconded to approve the Academic Ranking of Professor to Luis Echeverria. Motion carried.

b. Announcements

- Statewide Senate Spring Plenary Session – April 15 – 17, 2010 (Millbrae, CA)
- 2010 Leadership Institute – June 17 – 19, 2010 (San Diego, CA)
- 2010 Curriculum Institute – July 8 – 10, 2010 (Santa Clara, CA)

9. ADJOURNMENT

A motion was made and seconded to adjourn the April 1, 2010 Senate meeting at 4:38 p.m. Motion carried.

<u>MEMBERS PRESENT</u>		
Paul Ahad	Susan Lowry	Ken Shafer
Carolyn Burrell	Susan Knapp	Justin Shores
Luis Echeverria	Kathy Moore	Susie Snyder (proxy)
Debra Feickert	Sheronda Myers	John Taylor
Claude Gratton	Berkeley Price	Christos Valiotis
Lee Grishman	Harish Rao	Alex Webster
MaryAnne Holcomb	Terry Rezek	
Sandra Hughes	Sandra Robinson	
<u>MEMBERS ABSENT</u>		<u>GUEST PRESENT</u>
Glenn Haller		Dr. Ed Beyer
Jack Halliday		Heidi Preschler
Candace Martin		Ande Sanders
Casey Scudmore		Dr. Darcy Wiewall

To: the AVC Academic Senate
From: Dorothy Williams
Re: inaccuracy in the senate minutes
Date: March 18, 2010

Last December, Senate president Christos Valiotis took issue with the belief that the methodology for program evaluation of the GED program was flawed. However, minutes of the February 18, 2010 meeting show comments from the president concerning the GED data as follows:

“Data collected from the 2006-2007 academic year show that there were 170 students enrolled in the program of whom 24 took the GED test by fall of 2009 and 18 of them were successful.”

Respectfully, I need to point out that the methodology for GED program evaluation is flawed and that this data is not being accurately reported and/or interpreted for the following reasons:

1. We have no idea, nor will we ever know, how many AVC GED students take and pass the GED exam because that information is confidential. We were cautioned by the Adult School that they cannot release complete data because of student confidentiality issues. I believe Mr. Younglove has also cautioned us about this. One of our researchers (for whom I have the utmost respect) has described this data as “garbage.” Why? Because when you are attempting to collect pre and post data and you know that you do not have access to all the post data, then you cannot make any kind of conclusion about that data with any level of confidence.
2. Many of the former GED students decided not to take the GED. After a time here, they expressed a certain comfort level with AVC and moved into the regular curriculum towards an associate degree when they realized they could do so without the GED. Students who wished to go into the nursing program (one of which will be graduating this semester with her ASN) were the exception, since high school graduation or a GED is a requirement. However, there are others who chose to enter into vocational or transfer programs without the GED. I don’t consider this a failure of the program. However, that is my interpretation. Looking at how many of the students in the core GED courses enter the regular curriculum would be an interesting study.
3. Dr Igor Marder, who coordinated the program, was the faculty member who would inform the GED student when he or she was ready to take the exam. However, some students took the exam against his advice. This is the equivalent of an English 95 student enrolling in English 101 the next semester. Unfortunately, we have no control over when students choose to take the GED. Dr Marder reports that in the 10 years that he coordinated the program, he can never recall the failure of a student for whom he gave the ok to take the GED. Of course his data is anecdotal, since he could not confirm the data with the Adult School because the information is confidential. Perhaps we could look at “GED readiness” in the same way we look at “transfer readiness”?
4. It is unclear how many of the original 170 students from the 2006-2007 academic year persisted in the program. The program was designed to have a series of entry points or late start / short term courses throughout the semester that served as place holders (for students who came to us in October after the start of the core GED courses, for example) One was an orientation course, others were courses such as “Basic use of the Dictionary and Thesaurus” and “The Use of Calculators for the GED and Real Life Situations.” While these courses had value, they were not really a part of the core curriculum, yet they were included in the data. Some students became impatient with these one unit courses and dropped out early. Some students who took the orientation course and discovered the rigor of the core program dropped out because they didn’t want to work that hard.

Retention would also be an interesting study to conduct. Also the persistence and success rates of the students in the core courses.

5. In terms of the cost of the program, productivity numbers would be useful. I assume that faculty productivity in many of our AVC courses and programs will be examined more and more during these times of financial stress. If the GED program is too expensive to offer now, then that is a reasonable conclusion, if the productivity or cost/benefit analysis suggests it.
6. The GED program is a basic skills program. Therefore it seems reasonable to evaluate the efficacy of the program in the same way we evaluate the efficacy of the math or English basic skills sequence of courses. How soon after taking their first Math 50 course are students taking their first transfer level Math course? How many of the Math 50 students do we retain? How does this compare with the Math 1 for the GED course? This would be a valid comparison. I believe that through the Basic Skills Initiative there were rubrics created to help campuses make accurate ARC reports for the GED, ABE courses. Perhaps those rubrics would be helpful.
7. More philosophically, AVC needs to decide whether serving these students is a part of our basic skills mission. Juan Cruz, of the Chancellor's office says that it is a decision that faculty at each campus must make.

I sent a draft of these observations to Dr. Marder and to the researchers in the Office of Institutional Research to verify that my interpretations were accurate. They concurred. One researcher sent me the following email:

Your interpretation is sound and I would definitely be willing to back your statements regarding the research that was conducted for the GED program. It is concerning to me that more questions were not asked regarding the method and results of this analysis as so many were willing to take these results at face value. Thank you for your interest in getting a candid opinion from a researcher's perspective. Often we are asked to provide numbers, through a predefined method, and there is little interest in the assumptions that must be made until someone questions those findings.

Thanks again,

My concern goes beyond what AVC decides to do about community members who wish a GED. While we assert that we are moving to fact based decision making, we need to be more careful that we ask the right questions and we interpret the results accurately.

MEMO

To: The Academic Senate

From: Susan Knapp, Counseling Division

Susan Lowry, Language Arts Division

Date: March 8, 2010

Re: Carol Eastin - Scholar in Residence Nomination

Carol Eastin has worked at Antelope Valley College for almost 30 years. She began her career as a classified employee in 1981 as a School Relations Specialist. Carol was primarily responsible for offering the first community college re-entry program in the state of California. The program provided support to help returning students make a smooth transition back to an academic environment. She wrote an original newsletter called the *New Directions News*.

In addition, Carol provided services to the communities of Lancaster and Palmdale. Her outreach activities included distributing literature during the Antelope Valley Fair. She also visited local high schools to share information and talk with prospective students about Antelope Valley College. Carol was the first counselor to provide walk-in counseling along with counseling for students taking night classes.

In 1986, Carol joined the college faculty. Carol is dedicated to helping students become successful in their college studies. Her support enables students to achieve their goals at Antelope Valley College in addition to pursuing an advanced degree. As a colleague, she is a team player and friend. Carol is detail oriented in her academic activities, and staff and faculty members depend on her commitment to excellence.

Carol's dedication was instrumental in the creation and development of the Faculty Academy. She was the Faculty Academy Coordinator for four years, during which time she continued to advance the program to the level of being a model for community colleges throughout the state. Her selection of workshops, programs and classes drew participants from across the campus.

Ms. Eastin has been supporting the Antelope Valley Union High School District and the Palmdale School District for several years. The Paraprofessional Teachers Training Program (PTTP) is designed to encourage our "homegrown" instructional aides to enter the teaching profession. This is a grant-funded program, and Carol serves as official mentor, guide and academic counselor for these students as they work toward a

bachelor's degree. It is a matching grant, and after completion of the degree (however long that takes), the graduates agree to work for the district for an equal number of years. Funding includes tuition, tutoring, supplies and additional needs.

In 2006, Carol took on the enormous responsibility as Faculty Coordinator of Program Review. Program Review is vital not only for program evaluation and improvement but also for satisfying accreditation standards. In addition, it is the driving force for determining future programs and budgeting through the strategic planning and budgeting process. In short, the success of this program is essential to the continued success of Antelope Valley College. When Ms. Eastin assumed the coordinator role, the program was in a state of disorganization and neglect. Carol dedicated untold hours to reorganization and reassembly. In addition she has implemented a four year cycle of review along with annual updates for the entire campus. Carol's talent for facilitation has successfully involved faculty members and staff from various divisions across the campus.

Carol also supports the Antelope Valley community and continues to serve as a docent for the Antelope Valley Poppy Reserve.

It is an honor to nominate Carol Eastin for Scholar-in-Residence for the academic year of 2010-2011.

February 24, 2010

TO: AVC Academic Senate

FROM: Irit Gat, Patricia Márquez, Ande Sanders, and Katarina Orlic-Babic

RE: Scholar in Residence

It is with great pleasure and honor that we nominate Melanie Parker for *Scholar in Residence*. Melanie has been a full-time faculty member teaching in the discipline of Child and Family Education (CFE) since 1998, and since that time, has contributed to her discipline and the college as a whole in numerous ways.

She is a compassionate and skillful educator who opens visionary insights for students and is acknowledged by the educational community as a learned individual. For example, Melanie consistently updates her classes and introduces innovative teaching ideas. She teaches both CFE and Foster Parenting Classes; her colleagues describe her as "well organized and thoughtful in her approach to various groups of students and strives to update her knowledge through current research information." She is receptive to a team approach, sharing new techniques, and supports her colleagues with honesty and encouragement.

In her discipline, she strives to create positive learning experiences in a safe and welcoming environment where faculty and students are valued for their unique contributions. She genuinely cares about not only the immediate needs of her students, but also the long-term path for their success. To remind current, she is on the California Early Childhood Mentor Teacher Advisory Committee, Foster Parenting Advisory Committee, and CFE Advisory Board. Within these organizations, she is recognized for her in depth knowledge of her subject matter and is often asked to participate in several activities.

Melanie has attended various CFE Department related conferences and workshops. Some of these are: An Educational Journey: Reggio Emilia Programs, Sing the Song is Just Beginning: Helping Continuing Students Find Their Voice, California Curriculum Alignment Project, Professional Growth Advising for the Child Development Permit, and Inspirations of the Wonders of Learning: Examining Program Approaches and Methodology. She has also attended the National Association for Young Children's National and State Conferences and subscribes to various educational journals such as the Young Children Magazine, a national publication that reviews current trends and issues related to Early Childhood Education.

For several years, Melanie demonstrated her commitment to excellence by being an active member of the Academic Policies & Procedure Committee. In that role, she was instrumental in revising curriculum for her discipline and assisting faculty in understanding the road map for new course development, course revisions, and the development of programs. Her knowledge of the curriculum process, understanding of Title 5, and Chancellor's Office requirements facilitated the significant number of courses that were developed and updated within her division.

She continues to stay engaged in improving students success by her further commitment to the work of the Academic Senate. Melanie has been a strong leader, serving as co-chair of the Student Learning Outcomes Committee, a standing committee of the Academic Senate since 2008. She trains and assists faculty in the development and assessment of course SLOs and now the PLOs. She has developed the Program Learning Outcomes for the associate degree and certificates for her own discipline. As co-chair, she is instrumental in implementing the WEAVE Program for the entire college campus community. This program assists faculty and the campus, at large, on the assessment phase of outcomes for the student, operational, program, and ultimately the six institutional level outcomes. By participating in this work, she is eager to make a difference in improving the educational quality that students experience, whether in the classroom, work experience, or through student services.

Finally, Melanie through all this dedicated work has brought credit to the college and has further demonstrated excellence in education through the past position as co-chair of Standard I for several accreditation reports (2004 Accreditation Self-Study, 2006 Progress Report, 2007 Midterm Report and 2008 Follow-up Report). This involved working with members across campus, investigating budget and planning processes as it relates to the college mission, and obtaining a strong understanding of the college operations. She challenges herself to do more and to ensure that we succeed in making a difference in students' lives.

For these reasons, Melanie Parker is a clear choice for the recognition of the *2010 Scholar in Residence*.

Thank you for your consideration

February 27, 2010

Professor Christos Valiotis
President, Academic Senate
Antelope Valley Community College
3041 West Avenue K
Lancaster, California 93536-5426

Dear Professor Valiotis and Members of the Academic Senate:

I am most pleased to nominate for the 2010-2011 Scholar in Residence for Antelope Valley College, Dr. Thomas H. Shey, Professor of Sociology, in the Division of Social and Behavioral Sciences.

1. Is a full-time member of the certificated staff (non-teaching and teaching faculty).

Since August, 2001, Dr. Thomas H. Shey has been a tenured professor and coordinator of the Sociology program at Antelope Valley College. He teaches a variety of basic introductory courses as well as other courses in his areas of specialty: ethnic relations, urban social problems, criminology, and independent studies.

2. Increases knowledge for a specific discipline.

Dr. Shey is the author of, among other works, FutureScan: American Society in the 21st Century (with Roger Selbert), Danish Communes: An Analysis of Collective Families in Contemporary Danish and American Society, principal author of a United Nations study: Social Welfare and Family Planning, and The Professional Socialization of Social Work Students. He has also written journal articles in learned Sociological journals, and has authored over twenty professional refereed articles and official reports. In addition, he has reviewed textbooks and manuscripts for Simon and Schuster Publishers.

3. Brings credit to the institution.

Besides his teaching, Dr. Shey has been active in various school-related and community committees and task forces (Strategic Planning and Budget Council, adjunct faculty evaluation, hiring/tenure review, and Antelope Valley Domestic Violence and Abuse Council). He has participated in a variety of professional development events as divergent as In Search of the Lost Ten Tribes of Israel and Modern German Film.

4. Is a compassionate and skillful educator who opens visionary insights for students.

In a career spanning fifty years, in the United States and abroad, in research, administration, the United Nations, four-year and community colleges, Dr. Shey has brought the perspective of his erudition, learning, and scholarship to the classroom. One may read what colleagues have said of him: "academically qualified professional standout," "demonstrated superb academic advisement and an unparalleled ability to motivate a large number of Social Science and Criminal Justice Students to succeed," and [his course] "evaluations have been consistently excellent."

5. Is acknowledged by the educational community as a learned individual.

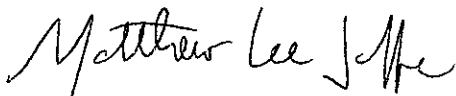
Dr. Shey's accomplishments are numerous, distinguished, varied, and underscore that he has been recognized as a learned individual in many educational settings: from research assistant in Denmark to social research problems in poverty, health, education, and manpower training, from being project director for Danish State television to the World Health Organization and UNESCO, from the University of Wisconsin to the University of California, Riverside, to Antelope Valley College.

6. Demonstrates persistent dedication to innovation and excellence in education.

Dr. Shey takes pride in educating a diversified population of younger day and older evening students as well as the weekend population and teaching in situations where the norm is a highly diverse, multi-ethnic student population, Hispanic, Asian, and Black. His lectures are spirited and dynamic, while his education style incorporates films, guest speakers, discussions, class projects, and vigorous interaction with students in the classroom.

Thank you very much for your consideration of this worthy candidate.

Sincerely,



Dr. Matthew Lee Jaffe
Professor of History
Social and Behavioral Sciences Division



ANTELOPE VALLEY COLLEGE


**Business, Computer Studies,
and Economic Development Division**

(661) 722-6370 • Fax (661) 722-6372

MEMORANDUM

DATE: March 24, 2010

TO: Christos Valiotis
President, Academic Senate

FROM: Dr. Tom O'Neil, Dean 

SUBJECT: BCSED *Outstanding Adjunct Faculty Award* Nomination

The Business, Computer Studies, and Economic Development Division is pleased to nominate Mr. Jimmie Bowen for the 2010 *Outstanding Adjunct Faculty Award*.

Mr. Bowen, an AVC adjunct instructor for the last ten years, teaches several computer classes each semester. In fact, some may say he lives and breathes computers! As the world of computers is always in a state of change with new technology continually being developed, he keeps abreast of cutting-edge technology through his day job at The Centech Group. The Centech Group is a government outsourcing contractor responsible primarily for the building, repair, deployment, design, and update of all telecommunications in the Air Force Research Lab at Edwards Air Force Base.

Mr. Bowen is certified as a **Certified Electronics Technician with Journeyman's Standing in the Field of Computer Support and Repair**. This certification with the International Society of Electronic Technicians is renewed every year. The certification entitles him to access various websites, allowing him to update his lectures and teaching materials. He also has an **A+ Certification**. One of the benefits of this certification is the ability to view CompTIA websites – providing him with access to practice A+ test questions, information, and job listings that can be passed along to the students to keep them current. He frequently hears from former students who successfully passed their A+ certification. One student, in particular, not only passed the A+ and N+ certifications after taking Mr. Bowen's class and through self-study, he also started his own business as a mobile computer technician.

Jimmie Bowen is very popular with students. His classes are among the first to reach maximum enrollment, and he encourages open dialogue, interaction, and exchange of data with and among the students. His down-to-earth delivery of information is provided step-by-step in basic layman's terms. Whether a student is an experienced tech. or a new student to the field, Mr. Bowen modifies his level of explanation to meet the needs of the students. Jimmie uses his real-

Antelope Valley College. . . Imagine the Possibilities

life experiences as examples to his students. He covers current events, and stresses the need for ethical behavior in the classroom, the community, and the industry.

As a consultant/support technician who deals with the general public on a daily basis, Mr. Bowen continues to improve his listening and communication skills. He works tirelessly to help students understand the new concepts and ideas presented to them. He meets with students before and after class every week to provide extra individual instruction as needed.

Jimmie is easily approachable, open to new ideas, and a valued team player. When a full-time faculty member (John Burns) went on sabbatical leave and then chose to retire, Jimmie was quick to take up some of the slack in assuming classes and adapting them to his own personal style. He worked very closely with Mr. Burns over the years in updating CORs, researching online resources for an SUSE Linux class, and exploring the idea of developing a virtualization class using VMware and XenServer.

Mr. Bowen meets established deadlines for the submission of paperwork, and can be counted upon to help wherever needed. A prime example is in offering his assistance to mentor a fellow adjunct scheduled to teach a class he had not previously taught. Jimmie frequently collaborates with his peers and the community to gain insight and to share his knowledge and understanding of new trends and programs. He is an active participant in the division's Advisory Committee – a committee which meets once or twice a year, and is comprised of faculty and community members. The key goal of this committee is to share ideas regarding what skills local businesses seek in prospective employees, and how AVC instructors and the curriculum can better prepare our students to meet those needs.

In light of his dedication in the classroom, to the college, and to the community, the Business, Computer Studies, and Economic Development Division enthusiastically recommends Jimmie Bowen to receive this year's *Outstanding Adjunct Faculty Award*.

Date: March 26, 2010

To: Academic Senate

From: Carolyn Burrell
Scott Lee
Van Rider

Re: Outstanding Adjunct Faculty Member Nomination

It is with great pleasure that we nominate Suzanne Malek for Outstanding Adjunct Faculty member. Suzanne is one of the most accomplished and versatile librarians I have ever known. Many librarians are excellent in their specialties. Few, however, are excellent in numerous specialties. Suzanne is one of these rare multi-talented individuals in a time of increasing specialization. Her dedication to teaching students and to providing access to Library materials on and off campus is exceptional. Suzanne is constantly exploring new strategies for student learning and access to the Library collection through continuing education classes, flex activities, and dialog with vendors. In this era of Web 2.0 and Wikipedia, a library cannot afford to fall behind or appear static. Interactivity is the key to providing materials to students and essential to student success. Suzanne continues to contribute significantly to fulfilling the mission of the Library, promoting student learning and information literacy. In the last two years she has exceeded our expectations on every level. In the next few paragraphs I will outline a few of her many accomplishments at AVC.

Since arriving at AVC in 2001 Suzanne has taught numerous research methods workshops, instructed students while at the reference desk, participated in the selection of material for the Library (collection development), cataloged books and other materials, and served as system administrator for the integrated library system, Horizon.

Suzanne excels at all of these activities. She routinely goes above and beyond the “call of duty” to help students accomplish their research goals. She frequently contacts students with more information after the conclusion of the customary reference interview. Students appreciate her approachability, enthusiasm for her work, and ability to make them comfortable with the technology now so necessary for student success.

However, I would like to highlight what Suzanne has been doing for the last two years. Her willingness to “rise to the occasion” has enabled student both at the Lancaster campus and especially distance students and those at Palmdale to have access to more and better information than ever before.

In the Fall of 2008 the full time system administrator/technical services librarian position was frozen due to a retirement. Suzanne, who also works at Barstow College, had some experience with system administration at that college. Therefore, she was asked to assume interim responsibility for the Horizon integrated library system. The role of

Horizon system administrator for the Library involves significant responsibility. However, Suzanne readily accepted the challenge. Horizon is to the Library what Banner is to the campus—its electronic heart. Without Horizon the Library does not function.

Suzanne inherited an ailing, outdated system. The Web-based online catalog was static, and the records were often inaccurate or incomplete. The server was tottering toward oblivion. Suzanne immediately embarked on a journey that involved a steep learning curve and many hours of diagnostic investigation. During this time she abandoned neither collection development nor the reference desk. She kept her hand in everything that might contribute to student success.

One of the first things Suzanne did was secure funding for a new server—quite an accomplishment in these financially difficult times. Without her intervention, the old server would have failed in less than a year. If the server had failed, the Horizon system would have collapsed. She worked and continues to work amicably with ITS to update the server and troubleshoot any issues in that area. The learning curve required to do this kind of work is very steep. However Suzanne is never afraid to take on a project—especially one that will improve access for students.

However, possibly Suzanne's most remarkable—and visual--accomplishment was the utter transformation of the online catalog. From a static place to simply look up a book, the catalog became a portal to the dynamic content of quality Web resources and our newly acquired eBooks. She also introduced book cover icons and linked reviews to help students discover more information about the books and other materials available to them. The catalog is still evolving and will become even more interactive in the future, incorporating many Web 2.0 features on which Suzanne is currently working.

To assist our staff to keep on top of current technology, Suzanne set up technology demonstrations and arranged field trips for Library staff and faculty. She has also trained support staff on particular Horizon modules and done trouble shooting if these modules do not perform properly.

Listed below are a few of Suzanne's accomplishments to date:

- Downloaded 9000 eBook bib records into catalog
- Customized reports out of Horizon for our Library staff/faculty
- Enabled two version updates on the Horizon ILS/HIP
- Set up newest version of OCLC Connexion in all cataloging work stations and set up individual accts for tracking purposes
- Set up Library Twitter Account
- Set up "P" drive so we could track our statistics better
- Implemented two icon projects: Syndetics and format icons in the catalog
- Set up access for the Palmdale so Horizon could be used there by faculty, staff and students

- Currently involved in a project to integrate IMC materials into the main Library catalog, allowing their collection to be correctly cataloged and all Horizon features activated
- Enabled Spanish language option in the Library catalog
- Created a New Book tab in the catalog to enable users to view new additions to the collection quickly and easily
- Created a new Quick Search tab in the catalog to assist students and faculty with assignments

Suzanne is tireless in her efforts to provide access to everything the Library has to offer. She is a team player who strives to give our staff the tools they need to succeed and enable our system to live up to its potential. Suzanne encourages others to learn and keep informed by freely sharing her knowledge with colleagues. Suzanne does not simply enable technology; she enables students. It is for them that she works to provide the best catalog possible. Students cannot succeed if they cannot access the materials they need. Sue's efforts allow students to view and access more information from the catalog than ever before.

Suzanne is a consummate professional and an outstanding adjunct faculty member. We are indeed privileged to have her on our staff.

Below are some of the courses and/or workshops Suzanne has taken to accomplish her goals. Continuing education is second nature to her. These are very technical in nature, but will give some indication of how much effort Suzanne put into this project in just the last two years.

2/4/09 - Sirsi Dynix Symphony Demo

3/2/09 - NetLibrary Ebook Demo by OCLC

3/27/09 - Sirsi Dynix Enterprise Demo

8/20/09 - Upgrade to Horizon 7.4.2, new server installed

Oct 8, 2009 - CCL Workshop/Open Source ILS

10/23/09 - Horizon User's Group Meeting

4/30/09- 3M Self Ck out and RFD Technology Demo

6/25/09 - ITG Self Ck out and RFD Technology Demo

6/10/09 - UCLA Library Tour/To view best practices to bring back to our library

Ebscohost Auto Repair Ref Ctr 9/9/08

Ebscohost CINAHL 8/15/08

Ebscohost 2.0 & Ebscohost Admin 7/21/08

Ebscohost 2.0 and Academic Search 8/4/08

Ebscohost 2.0 Train the Trainer 7/31/08

Ebscohost Overview of the Ebscohost Admin 7/14/08

Ebscohost Admin: Creating Groups and Profiles 8/22/08

OCLC Connexion Client Module 1: Worldcat, MARC, & Client Basics 7/15/08

OCLC Connexion Client Module 2 - Basic Bibliographic Searching 7/16/08

OCLC Connexion Client Module 3 - Basic Editing and Record Processing 7/1/08

OCLC Connexion Client Module 4 - Save Files and File Management 8/13/08

OCLC Connexion Client Module 5- Automation and Customization 7/22/08

OCLC Connexion Client Module 6 - Editing, Upgrading, and Enriching Master Records
9/23/08

OCLC Connexion Client Module 7 - Advanced Bibliographic Searching 9/17/08

OCLC Connexion Client Module 8 - Original Cataloging 8/4/08

OCLC Connexion Client Module 9 - Authority Control 8/12/08

OCLC Connexion Client Module 10 - Batch Processing 9/4/08

OCLC - Keep Up! Blogs, Wikis, and RSS - 10/14/08

OCLC - Essential Disaster Planning for Technology 6/26/09

Sirsi Dynix Training Session/Cataloging Feb. 12, 2008

Voyager Upgrade at BCC 7/20/09

8/31 and 9/2/09 Voyager Training - OPAC Customization

9/15/09 - Voyager training Circulation Module

9/21/09- Voyager training Cataloging Module

10/6/09 and 10/7/09 - Voyager training System Admin Module

10/28/09 - Voyager Webinar on new ILS product line

11/2 and 11/3/09 - Voyager Training Access Reporting Module

Academic Senate
Antelope Valley College
3041 West Avenue K
Lancaster, CA 93536-5426

March 21, 2010

RE: David Earle, nominee for Outstanding Adjunct Faculty Award

To whom it may concern:

It is my privilege to nominate David Earle as Outstanding Adjunct Faculty member of the year. Mr. Earle is an excellent instructor who has dedicated his life to teaching the four-fields of Anthropology. He has been an adjunct on the AVC campus since summer of 2000. He brings real world situations, current events, and his own personal experiences into the classroom. He has an excellent command of the subject matter and his enthusiasm for the subject matter is apparent.

Mr. Earle's commitment to students goes beyond the required classroom meetings. He has spent numerous additional hours beyond his required teaching hours to assist students. For example, each semester spends an entire day providing final examination review sessions for his Anthropology classes. In addition, Mr. Earle has provided valuable time and effort in assisting Dr. Wiewall with her Introduction to Archaeology (ANTH 140) class. He has volunteered his time and expertise in regards to the prehistory and history of Antelope Valley through in-class lectures and at various archaeological site locations throughout the Antelope Valley. In the Spring of 2009, this included meeting with the class every Saturday for a total of 50 volunteered hours). For the Spring 2010 Introduction to Archaeology (ANTH 140), Mr. Earle is once again volunteering and by the completion of the semester he will have assisted in teaching the class for a total of another 50+ hours. He has also been a guest lecturer for the Introduction to Physical Anthropology (ANTH 101) and Introduction to Prehistory (ANTH 103) classes.

In addition, he provides study guides for all four Unit examinations. His examinations are composed of a variety of different assessments (e.g., multiple choice and essay) taking into consideration the various methods of assessing students understanding of the materials covered. In particular, he provides an extensive essay guideline handout. And last, he also provides a variety of supplemental handouts on various lecture topics (e.g., Primate Evolution). In addition, he has introduced a variety of innovative methods of teaching Anthropology. For example, self ethnographies and sub-culture assignments that motivate student to become actively involved in their learning.

From his student evaluations in Spring 2009, the majority of the students gave an overwhelmingly high marks to Mr. Earle as a professor. The students believe that he is highly knowledgeable and enthusiastic about teaching the course. Students described his strengths in a variety of ways. They stated that he is very organized and provides more than enough information and examples for support. They also appreciated the supplemental handouts that were given and the time Mr. Earle spends on discussing

and reviewing for exam essays. Several commented on his humor and wit which helped them to keep their "mind from wandering".

Mr. Earle also shows outstanding commitment to institutional responsibilities. He adheres to institutional guidelines, such as the six Institutional Learning Outcomes. In addition, he adheres to the SLO's and COR's for each course that he teaches. His syllabi include the required Course Description, Method of Evaluation, Course Content, ADA Statement, and the AVC Academic Policy Statement.

Mr. Earle continues to actively participate and contribute to the development of the Anthropology program. He has been an asset in helping with the writing and submission of new and updated COR's and SLO's. He has collected and assessed the SLO data for all of his classes and submits them in a timely manner. In addition, he was involved in the 2009/2010 Program Review. He is currently working closely with Dr. Wiewall to evaluate and assess the content and cost of our current Anthropology textbooks in order to determine if there are other textbooks available that would provide a better cost to content ratio for our students. He is also participating in the on-going development of an Anthropology Program, including the development of an International program. In the past he assisted Prof. Roger Robinson, now retired from the Department, with an international summer archaeology field class held on the south coast of Peru. He is fluent in Spanish, and has incorporated this language skill into his instructional and other professional activities.

Mr. Earle maintains a strong, appropriate working relationship with other members of the division. He actively participates in Division meetings. He co-presented a Professional Development Program, "Meet the Relatives," with Dr. Wiewall in Fall 2009. He is planning on participating in other Professional Development programs on the Prehistory of the Antelope Valley in the near future.

Mr. Earle is an active member of the Society for California Archaeology, the Society for American Archaeology, Society of Historical Archaeology, the American Society for Ethnohistory and the American Anthropological Association. He served as President of the West Antelope Valley Historical Society for twenty years, and is currently Vice President of the Antelope Valley Archaeological Society. He has presented numerous papers at professional meetings and published a variety of peer reviewed and non-peer reviewed articles in relation to his on-going research. This includes one peer-reviewed and one non-peer reviewed publication during the past year, dealing with southern California native ritual and rock art and the fabrication of coiled basketry. He has also prepared several monograph-length studies of southern California native groups and one dealing with pioneer settlement of the Antelope Valley.

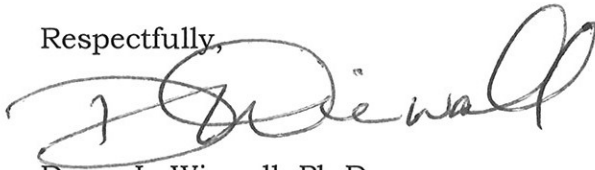
His research focuses on the ethnohistory and archaeology of native southern California, including political geography and social organization, and the native cultures of the Andean region of South America, including the south coast of Peru and the Cauca region of southwestern Colombia. He has also provided ethnohistoric research support for an archaeological project in Morelos, Mexico. He has carried out ethnohistoric archival research in Peru, Colombia, Ecuador, Mexico, Spain, and the

U.S. He also has decades of research experience in historical archaeology. His work has also involved various projects where he has collaborated with California Native American communities and tribal governments. He has also undertaken ethnographic research with contemporary native communities in California and Colombia. All of these research activities and experiences have been applied to making classroom instruction more effective and interesting.

Mr. Earle's on-going research on the prehistory and history of Antelope Valley and his membership and association with local groups such as the Antelope Valley Archaeology Society and the West Antelope Valley Historical Society clearly demonstrates a commitment to improving the community served by the college.

I have had the distinct pleasure of having David Earle as my adjunct faculty member. I could not ask for a more dedicated faculty member. I am confident that the committee will agree with my evaluation. It is for these reasons that I offer high recommendations for David without reservation for Outstanding Adjunct Faculty member of the year. If you have any further questions regarding Mr. Earle's recommendation, please do not hesitate to contact me.

Respectfully,

A handwritten signature in black ink, appearing to read 'Darcy L. Wiewall', written in a cursive style.

Darcy L. Wiewall, Ph.D.
Department of Anthropology
Social and Behavioral Sciences Division
661-722-6300 x6902
dwiewall@avc.edu

March 24, 2010

To Whom It May Concern:

It is my great pleasure to recommend the entire adjunct faculty of the Theatre Arts Department as worthy recipients of the "Outstanding Adjunct Faculty Award." While the recommendation of a large group of individuals may seem odd for an award designed to recognize individuals, the very nature of the theatrical process is intensely collaborative and I can think of no greater tribute to our faculty than to commend them all for their unified efforts in creating a truly remarkable department. The following instructors have demonstrated an extraordinary commitment to student learning at AVC, serving as instructors, directors, coaches, personal mentors, counselors and friends to thousands of new theatre practitioners.

The adjunct instructors who deserve commendation include:

Carolina Barcos	Rick Hernandez	Eugenie Trow
Randy Brumbaugh	Hollace Starr	Terry Wills
Nico Guilak	Kirk Vichengrad	Stephan Wolfert

These individuals represent an amazing resource to Antelope Valley College students. I am continually encouraged and challenged to see world-class instructors engaged in enthusiastic exchanges with our students - often well after class has ended. These frequent exchanges are simply an extension of their dedication to the theatre and their passion to further this art. Each instructor in our department is constantly seeking to impart his or her vast knowledge of theatre to AVC's students. Our teachers constantly inspire those around them to strive towards their very best. Student evaluations for our adjuncts are literally off the charts. Students praise the intense enthusiasm of their instructors and extol their exceptional teaching abilities. Our adjuncts seem to always go above and beyond the stated expectations of their particular teaching assignments.

Finally, in an embarrassment to riches, the Theatre Arts faculty members are phenomenally talented. This was vividly seen in our department's recent production of *The Last Days of Judas Iscariot*. Because of the efforts of these instructors, *Judas* stands as a pinnacle of excellence from my time at this institution. In producing a completely integrated student/faculty production, our instructor's gave of their time, talent and money to individually mentor students in a professional production setting, allowing students a truly unique apprenticeship. Our students and audiences received several master classes in the art of the theatre through the participation of these faculty members. In fact, one unsolicited review stated that:

The Last Days of Judas Iscariot is the best play that has ever been performed in the Antelope Valley. The people that missed this performance should feel ashamed.

I highly recommend the adjunct faculty of the Theatre Arts Department as "Outstanding Adjunct Faculty." Collectively they represent the best of Antelope Valley College. They are true professionals - giving of themselves to serve our students, our college and our community.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mark Branner', with a long, sweeping horizontal stroke extending to the right.

Mark Branner
Theatre Arts Department



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE

Minimum Qualification and Equivalency Review Form

The discipline faculty in the Visual and Performing Arts division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines Art.

The discipline faculty agree that: (Select only one)

- an equivalency for this discipline is not needed.** *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*
- the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualification for the designated discipline has not changed.*
- the current (within the last three years) Academic Senate approved equivalency requires revision.** *The Minimum Qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).*
- the current (within the last three years) Academic Senate approved equivalency requires revision.** *The approved equivalency is below the Education Code Section 87359 which requires individuals employed by the district to possess qualifications that are at least equivalent to the applicable Minimum Qualifications or no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposed for Senate review).*

Date: 3/19/10

Billy Puri
Academic Senate Representative

Geoffrey
Academic Senate Representative

Discipline Faculty:

David Babb
Reid
John

Christa

Equivalency Committee Approval:
Reid
Equivalency Committee Chair

3/25/10
Date

Member Initials:
SA Lowry



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE

Minimum Qualification and Equivalency Review Form

The discipline faculty in the Visual and Performing Arts division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines Digital Media.

The discipline faculty agree that: (Select only one)

- an equivalency for this discipline is not needed.** *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*
- the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualification for the designated discipline has not changed.*
- the current (within the last three years) Academic Senate approved equivalency requires revision.** *The Minimum Qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).*
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Date: 3/19/10

Billy Pun
Academic Senate Representative

[Signature]
Academic Senate Representative

Discipline Faculty:
Cynthia Kincaid
Terry Perez

[Signature]
[Signature]

Equivalency Committee Approval:
[Signature]
Equivalency Committee Chair

3/25/10
Date

Member Initials:
[Signature]



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE

Minimum Qualification and Equivalency Review Form

The discipline faculty in the Visual and Performing Arts division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines Photographic Technology / Commercial Photography.

The discipline faculty agree that: (Select only one)

- an equivalency for this discipline is not needed.** *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*
- the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualification for the designated discipline has not changed.*
- the current (within the last three years) Academic Senate approved equivalency requires revision.** *The Minimum Qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).*
- the current (within the last three years) Academic Senate approved equivalency requires revision.** *The approved equivalency is below the Education Code Section 87359 which requires individuals employed by the district to possess qualifications that are at least equivalent to the applicable Minimum Qualifications or no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposed for Senate review).*

Date: March 19, 2010

Billy A. Purr
Academic Senate Representative

JW Pegg
Academic Senate Representative

Discipline Faculty:
[Signature]

Lisa Karlsten-Francey

Equivalency Committee Approval:
[Signature]
Equivalency Committee Chair

3/24/10
Date

Member Initials:
[Signature]

4/1/2010

GED LHE Cost and FTES Income Updated Estimate

Year	GED LHE (No PhD Faculty Load)	GED Cost (LHE*\$1227)	GED FTES	GED Revenue	GED Gain (Loss)
2007-2008	68.5	\$ 84,049.50	27.62	\$ 75,816.90	\$ (8,232.60)
2008-2009	75.6	\$ 92,761.20	31.37	\$ 86,110.65	\$ (6,650.55)
2009-2010	54.12	\$ 66,405.24	29.2	\$ 80,154.00	\$ 13,748.76

Year	GED LHE (With PhD Faculty Load)	GED Cost (LHE*\$1227)+ PhD Faculty	GED FTES	GED Revenue	GED Gain (Loss)
2007-2008	98.5	\$ 120,859.50	27.62	\$ 75,816.90	\$ (45,042.60)
2008-2009	105.6	\$ 129,571.20	31.37	\$ 86,110.65	\$ (43,460.55)
2009-2010	84.12	\$ 103,215.24	29.2	\$ 80,154.00	\$ (23,061.24)

- GED LHE is total LHE for GED courses by instructor, after subtracting 30 LHE Load for a PhD tenured faculty member.
- The second table contains 30 LHE load included in the calculation and reflects the actual LHE of the program. The cost of the 30 LHE was also estimated using the adjunct reimbursement rate because moving the instructor to another area of the campus will offset 30 LHE of adjunct expenditures.
- The cost for the GED program is then calculated by multiplying by the \$1227 Average cost per LHE for adjunct instructors (calculated using Spring 2009 data from Cynthia Hoover, so this is a slight overestimate of the cost for the first two years).
- The FTES \$ estimated for the GED program is based on the old \$2745/FTES rate from the state.

Three courses have been approved for the higher FTES rate, but they account for a small percentage of the FTES generated by the GED program in the past two years.

FTES	GED 904	GED 905	GED 906	Totals
200770	0.7	0.7	0.7	2.1
200830	0.7	0.7	0.7	2.1
200870	0.7	0.7	0.7	2.1
200930	0.9	0.9	N/A	1.8
200970	0.9	0.9	N/A	1.8

Vote of No Confidence in the Leadership of the Accrediting Commission for Community and Junior Colleges (ACCJC)

Whereas, the purpose of accreditation is to ensure quality in higher education through the use of a peer review process that focuses on self-study, a meeting of standards that represent best practices, and identification of areas of needed improvement;

Whereas, to effectively carry out the accreditation peer review process, which we highly support, the leadership of that body that accredits must model openness, frank discussions, robust dialog, honesty in communications and willingness to improve, and the Accrediting Commission for Community and Junior Colleges (ACCJC) leadership has consistently failed to model any of these;

Whereas, the leadership of ACCJC has exhibited no evidence that they hold themselves accountable to their own standards of improvement, was unresponsive to the recommendations from the official statewide representative body, denied those representatives the opportunity to speak at a public meeting, and is unwilling to improve its own dysfunctional processes; and

Whereas, collaborative and collegial communication to ACCJC leadership from CEO's, CIO's, CSSO's, and faculty indicating specific areas of concern received a answer from the ACCJC president that was not responsive to any of the suggestions that ACCJC should address for its own improvement, and which was at variance with the facts (see appendix XX);

Resolved, that the Academic Senate for California Community Colleges votes no confidence in the leadership of ACCJC; and

Resolved, that the Academic Senate for California Community Colleges work with its Consultation Council partners to send this no confidence vote to the Council for Higher Education Accreditation (CHEA, CRAC, the Secretary of Education, and the President of the United States).

They have found someone to carry it from Area A, which originated the resolution.