Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Antelope Valley College
3041 West Ave K,
Lancaster, CA 93536

to

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

December 14th, 2022

Certification

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

From: Dr. Jennifer Zellet
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.

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

Signatures:

12/13/2022

[Signature] [Date]
Dr. Jennifer Zellet
Superintendent/ President, Antelope Valley College

Barbara Gaines 12/14/2022

[Signature] [Date]
Barbara Gaines
President, Board of Trustees, Antelope Valley College

12/14/2022

[Signature] [Date]
Van Rider
Academic Senate President

Jason Bowen (Dec 15, 2022 17:27 PST)

[Signature] [Date]
Dr. Jason Bowen
President, Antelope Valley College Federation of Teacher

Dec 14, 2022

[Signature] [Date]
Dr. Howard Davis
Assistant Superintendent/ Vice President of Academic Affairs

Dec. 14, 2022

[Signature] [Date]
Dr. Jose Rivera
Assistant Superintendent/ Vice President of Student Services

Morenike Adebayo-Ige

[Signature] [Date]
Dr. Morenike Adebayo-Ige
Faculty, Language and Communication Arts
Faculty Co-Chair, Accreditation Committee

Meeta Goel, Ph.D. Dec 14, 2022

[Signature] [Date]
Dr. Meeta Goel
Dean of IERP & Library Services
Accreditation Liaison Officer
Co-Chair, Accreditation Committee

[Signature] [Date]
Pamela Ford
President, Antelope Valley Federation of Classified Employees

Michelle Hernandez (Dec 13, 2022 17:14 PST)

[Signature] [Date]
Michelle Hernandez
Chair, Executive Confidential/Management/Supervisory Employees Board

Diana Ferrassoli

[Signature] [Date]
Diana Ferrassoli
President, Associated Student Organization

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A. Introduction

College History

Antelope Valley College (AVC) was founded in 1929, when it was called Antelope Valley Junior College. It was housed on a high school campus. The college had then (and still has today) the largest service area of any community college district in the nation—it serves an area larger than the state of Rhode Island.

Community colleges in California were based on a model developed in Chicago in the 1890s and were authorized by California's Upward Extension Law of 1907. AVC appeared early in the system but was not the first in the state. The first California junior college was Fresno's, started in 1910. The second was Santa Barbara (1911), followed by Los Angeles, Bakersfield, Fullerton, and Long Beach. By the fall of 1917, California had sixteen junior colleges. Some initial sites (e.g. one in Hollywood) later closed, so when Antelope Valley College started, it was approximately the twentieth campus in the state. Typical early curriculum matched the core offerings of today: English, mathematics, history, economics, French, and technical courses to prepare students for both agriculture and industry.

The animal for which the college is named is the pronghorn antelope. Wild pronghorn had still been present locally when the college was founded, but fences, roads, hunting, changing botanical regimes, and a lowering water table combined to drive them to extinction. They survived elsewhere though, and fifty-five pronghorn were reintroduced on Tejon Ranch property in 1985. They persist to this day and sometimes can be seen from Highway 138.

The first college classes met on September 10, 1929, on the campus of Antelope Valley High School. Initial enrollment was modest. Average daily attendance (ADA) was 13 students the first year, and by the end of the second year, in June of 1931, only one student graduated. A few students graduated in 1932 and 1933, but nobody in 1934, supposedly because they all had failed their French class and did not meet graduation requirements.

Antelope Valley College was founded only two months before the start of the Great Depression, and by the mid-1930s, financial circumstances were bleak. District debts went unpaid and instead of their salaries, teachers received IOUs. Roy Knapp was a World War I veteran who had been hired to teach physics but four months into his first year he became superintendent of the combined college and high school campuses. He stayed with the District until 1960, helping it through successive crises, including this first one, the Depression years.

In time, the bills got under control, reforms to property tax laws enhanced revenue, clubs and a campus newspaper started up, bands visited, and the general morale of students and staff improved. By the school year 1940-1941, ADA was 100. Yet more trouble was coming. With the Pearl Harbor attack of December, 1941, many students left to work or fight. The drop in enrollment was almost immediate, and by 1944 ADA was down to 13. Teachers, too, were in short supply, especially in math and aviation. There was talk of closing the campus. Dr. Knapp

and the Trustees correctly guessed that post-war, there would be an influx of veterans returning to public education and wanting to stay open.

With the end of the war in 1945, the veterans did indeed return, and ADA climbed swiftly. Wartime surplus provided buildings (even if they were Quonset huts) and equipment. ADA in 1946-47 was 115 and by 1949-50 was 218. Then came another war—this time, the Korean Conflict (1950-1953)—and enrollment again dropped, though less steeply and for a briefer period.

By the late 1950s, enrollment had climbed back and was continuing to accelerate, and it was clear that the high school campus was too small for both organizations. The college temporarily relocated to land near Ave. I and Kettering, on a site now occupied by Desert Winds School and Eastside Pool. This inadvertently caused another crisis, in that the move was not implemented well, and the college temporarily lost accreditation. This was due to three factors: (a) the new site having no facilities (such as any kind of library), (b) real or perceived problems with the quality of instruction, and (c) a major athletics scandal. That 1957 incident involved the football team, which recruited players from out of the area and funded them inappropriately, and then, when the team and its coach, "Shouting Bob" McCutcheon, were both put on probation, they ignored the sanctions and continued their violations. After changes to (a), (b), and (c), accreditation was restored.

At the same time, bond money allowed for the purchase of 110 acres at the college's current site, at 30th West and Ave. K. According to local legend, there was some skepticism about a site so far past the usual edge of "town"—aerial photos from the time show the pavement ending at 30th West, and a topographic map's only structure is a defunct tuberculosis sanitarium. Yet a campus masterplan was gridded out and approved by the state, and ground was broken on September 02, 1959. ADA at this time was just under 1,000. The buildings went up quickly and the official dedication was November 14, 1961.

At this time the college's name was still "Antelope Valley Junior College" and it was still part of the high school district. Statewide, there was a trend to split these into their own entities, and by 1959 half the colleges were their own districts. On December 12, 1961, Antelope Valley voters authorized the college to become its own district. Trustees were elected in April, 1962.

A third war touched the college in the late 1960s when students and faculty protesting the Vietnam War used the college's display aircraft, a Douglas Skyrocket, as a rallying point, and also periodically defaced it with anti-war graffiti. Their hostility in this case was misplaced. The college's plane is one of three extant Skyrockets; it was the first plane to fly twice the speed of sound, and was never intended to be a combat airframe.

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. Additionally, the college expanded its size to approximately 135 acres.

In 2000, California State University, Bakersfield opened a satellite campus at AVC; there is also a partnership with California State University, Long Beach, to streamline engineering transfers. In 2007, the Lancaster campus became home to SOAR High School, which serves approximately 400 9th through 12th grade students who concurrently take high school and college-level classes. From 2008 to 2010 an AVC graduate, Ms. Kay Ryan, was Poet Laureate at the Library of Congress, America's highest literary honor. She came back to the college in 2011 for a public reading and workshops with AVC students.

Funding by bonds and campus sources, the Performing Arts Theatre building was constructed in 2009, and the Health and Science Building was completed in 2012. In 2015, AVC was 1 of 15 colleges selected for a pilot bachelor's degree program. Sage Hall, a combined tutoring center, study space, and classroom building, opened in Fall term, 2021.

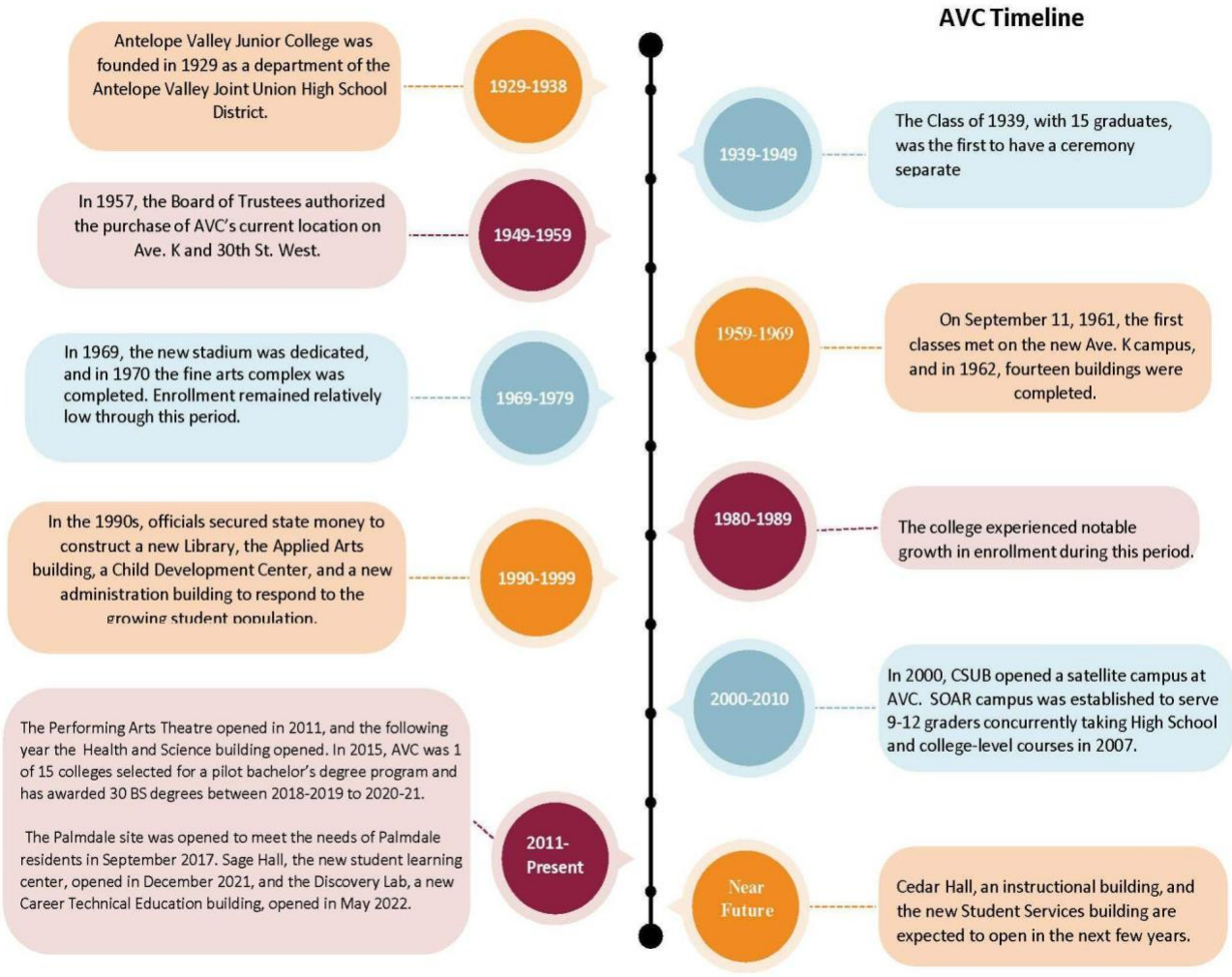
Classes had been offered in Palmdale at least since the 1980s. In 2008, land near Pearblossom Highway and Barrel Springs Road was acquired with the intent of building a dedicated second campus. Seismic issues and funding concerns shelved that idea. Instead, existing structures on Palmdale Blvd. were renovated and new facilities built, and the Palmdale Center opened in 2017.

In fall 2016, AVC began offering a bachelor's program in Airframe Manufacturing Technology, specifically designed for the needs of local aerospace industry employees. Before the COVID pandemic, overall annual enrollment at the college exceeded 18,000 students.

Construction on the Lancaster campus continues. The first of the Measure AV construction was state-of-the-art new buildings for Campus Security and Athletics. Sage Hall opened during fall 2021 and the Discovery Lab had its opening in May, 2022. Another high school similar to Students on the Academic Rise (SOAR) is opening by the Palmdale Center in fall 2022. Cedar Hall, an instructional building, and the new Student Services building are expected to open in the next year or two.

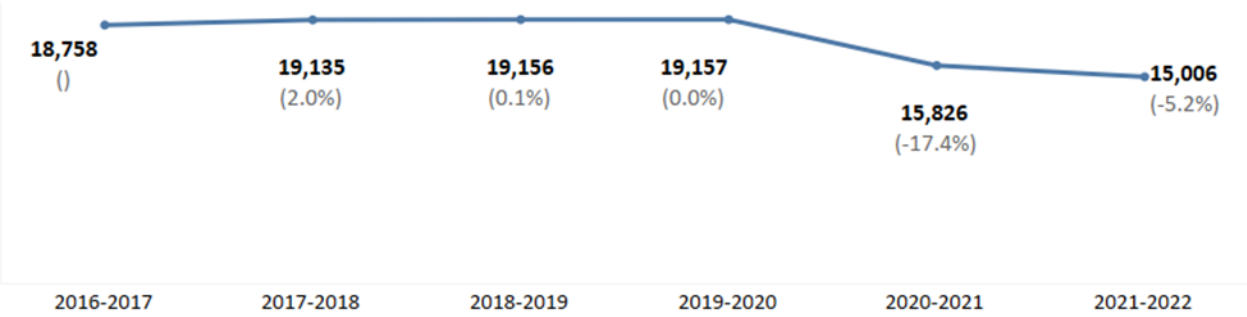
The final part of the history is that the AVC Foundation, founded in 1991, has achieved $10 million in assets, much of that in the past decade. It too is an essential part of supporting the college and its mission.

AVC History Timeline



Student Enrollment Data

Annual Unduplicated Headcount



AVC's overall annual unduplicated headcount has decreased in the past two years, which can largely be attributed to the COVID-19 pandemic. The annual unduplicated headcount decreased by 21.6% between 2019-20 and 2021-22.

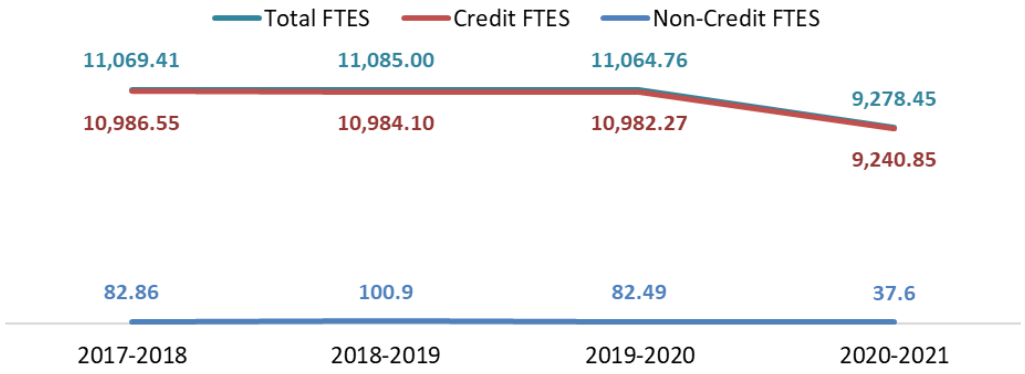
Annual Student Count by Demographic Group

Demographic Groups		2017-2018		2018-2019		2019-2020		2020-2021	
		Count	%	Count	%	Count	%	Count	%
Race/ Ethnicity	Black/African-American	3,233	16.9%	2,993	15.6%	2,892	15.1%	2,073	13.1%
	Native American /Alaskan Native	61	0.3%	58	0.3%	72	0.4%	37	0.2%
	Asian	402	2.1%	415	2.2%	379	2.0%	303	1.9%
	Filipino	357	1.9%	348	1.8%	350	1.8%	327	2.1%
	Latinx/Hispanic	10,129	52.9%	10,634	55.5%	10,909	57.0%	9,398	59.4%
	Multi-Ethnicity	931	4.9%	908	4.7%	836	4.4%	711	4.5%
	Pacific Islander	41	0.2%	47	0.3%	34	0.2%	28	0.2%
	Unknown	161	0.8%	280	1.5%	741	3.9%	376	2.4%
	White	3,820	20.0%	3,473	18.1%	2,944	15.4%	2,573	16.3%
Age Group	19 or Less	5,679	29.7%	5,884	30.7%	6,071	31.7%	5,175	32.7%
	20 to 24	6,179	32.3%	6,149	32.1%	5,993	31.3%	4,989	31.5%
	25 to 29	2,639	13.8%	2,669	13.9%	2,570	13.4%	2,104	13.3%
	30 to 34	1,453	7.6%	1,506	7.9%	1,501	7.8%	1,255	7.9%
	35 to 39	981	5.1%	932	4.9%	948	5.0%	767	4.9%
	40 to 49	1,235	6.5%	1,184	6.2%	1,208	6.3%	983	6.2%
	50 +	969	5.1%	832	4.3%	866	4.5%	553	3.5%
Gender	Female	11,165	58.35%	11,182	58.37%	10,942	57.12%	9,376	59.24%
	Male	7,738	40.44%	7,727	40.34%	7,960	41.55%	6,251	39.50%
	Non-Binary					8	0.04%	16	0.10%
	Unknown	232	1.21%	247	1.29%	247	1.29%	183	1.16%
Total Unduplicated Headcount		19,135	100%	19,156	100%	19,157	100%	15,826	100%

Source: CCCCO's DataMart

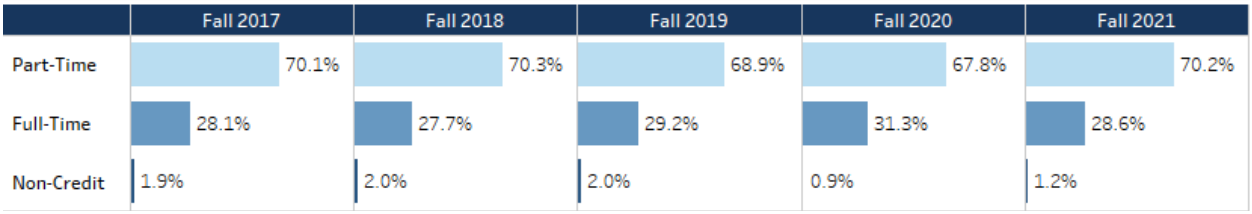
The college's population is predominantly Latinx (59.4%), White (16.3%) and Black (13.1%). The Latinx population has been steadily increasing over the years, while all other groups have been slightly but steadily decreasing. The majority of the student population is 24-years old or younger. The student population by race/ethnicity closely mirrors the service area population. The proportion of students in the 19 or less age group is only slightly higher than students aged 20-24.

Annual FTES



Total annual FTES declined by 16.1% between 2019-2020 and 2020-21. This decline in FTES occurred for both credit and non-credit courses. However, most students at AVC are part-time (taking less than 12 units). However, as a college we are strategizing ways to bring students back on campus and increasing full-time enrollment.

Part-time/Full-time Status | %



Part-time/Full-time Status | Count

Part-Time	10,210	10,326	9,901	8,355	8,002
Full-Time	4,085	4,076	4,192	3,854	3,262
Non-Credit	272	297	283	113	132

Financial Aid Recipients by Aid Type

Aid Type	2017-2018		2018-2019		2019-2020		2020-2021	
	Count	%	Count	%	Count	%	Count	%
California College Promise Grant	14135	73.9%	14054	73.4%	14146	73.8%	11142	70.4%
Pell Grant	7951	41.6%	7615	39.8%	7655	40.0%	5413	34.2%
Any Financial Aid	14544	76.0%	14502	75.7%	14476	75.6%	14827	93.7%
Total Unduplicated Headcount	19135	100.0%	19156	100.0%	19157	100.0%	15826	100.0%

Source: CCCCO's DataMart

Note: Students may receive more than one aid type; *Received Any Financial Aid includes any grant, loan or work study opportunity

The majority of students (93.7%) were receiving some form of financial aid while taking courses at AVC during the 2020-2021 academic year. The number of students receiving any financial aid in 2020-21 increased by 2.4% over the previous year. However, the number of students who were awarded California College Promise Grant (CCPG) in 2020-2021 decreased by 21% from the

previous year.

Enrollment Status for Fall Terms

Enrollment Status	Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Count	%	Count	%	Count	%	Count	%
First-Time Student	2,780	18.9 %	2,922	20.3 %	2,006	16.3 %	2,229	19.6 %
First-Time Transfer Student	907	6.2 %	896	6.2 %	581	4.7 %	629	5.5 %
Returning Student	1,307	8.9 %	1,367	9.5 %	926	7.5 %	1,279	11.2 %
Continuing Student	8,983	61.1 %	8,476	59.0 %	8,076	65.5 %	6,587	57.8 %
Special Admit Student	722	4.9 %	715	5.0 %	733	5.9 %	672	5.9 %
Total Student Count	14,699	100 %	14,376	100 %	12,322	100 %	11,396	100 %

Source: CCCCO's DataMart

On average, approximately 19 percent are first-time students, six percent are first-time transfer students, nine percent are returning students, five percent are Special Admit, and more than half of the students are continuing on their educational paths.

The number of first-time students enrolled has remained steady over the years, with the exception of Fall 2020. AVC has experienced a slight decline in first-time transfer and continuing students.

Day Evening Status for Fall Terms

	Fall 2018		Fall 2019		Fall 2020		Fall 2021	
Day/Evening Status	Count	%	Count	%	Count	%	Count	%
Day	11,856	80.7 %	11,566	80.5 %	10,065	81.7 %	8,698	76.3 %
Evening	2,236	15.2 %	2,181	15.2 %	1,693	13.7 %	1,606	14.1 %
Unknown	607	4.1 %	629	4.4 %	564	4.6 %	1,092	9.6 %
Total Student Count	14,699	100 %	14,376	100 %	12,322	100 %	11,396	100 %

Source: CCCCO's DataMart

Credit Course Section Summary Report

	Fall 2018		Fall 2019		Fall 2020		Fall 2021	
Day/Evening Status	Count	%	Count	%	Count	%	Count	%
Day	1,006	61.8%	993	63.8%	924	64.9%	1,224	63.0%
Evening	366	22.5%	354	22.7%	301	21.2%	431	22.2%
Unknown	257	15.8%	210	13.5%	198	13.9%	287	14.8%
Total	1,629	100.0%	1,557	100.0%	1,423	100.0%	1,942	100.0%

Source: CCCCO's DataMart

Most students at AVC were enrolled in classes during the day. However, this may be attributed to most credit courses being offered during the day. The college is reexamining course scheduling in order to better accommodate student's needs.

Proportion of Total Special Student Population Served for Fall Terms

Special Population Group	Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Count	%	Count	%	Count	%	Count	%
BS Program Participant	4	0.1%	7	0.2%	7	0.2%	4	0.1%
CalWORKs	355	8.9%	336	8.5%	173	5.0%	148	4.5%
CARE	69	1.7%	65	1.7%	44	1.3%	40	1.2%
CCAP			1	0.0%	36	1.0%	21	0.6%
DSPS	610	15.2%	558	14.2%	535	15.4%	501	15.3%
EOPS	549	13.7%	462	11.7%	403	11.6%	324	9.9%
Foster Youth	657	16.4%	639	16.2%	508	14.6%	466	14.2%
Homeless					63	1.8%	29	0.9%
Incarcerated	56	1.4%	129	3.3%	146	4.2%	226	6.9%
MCHS	427	10.6%	452	11.5%	480	13.8%	483	14.7%
Military (Active Duty/Reserve, National Gu	37	0.9%	44	1.1%	24	0.7%	31	0.9%
Puente							23	0.7%
Special Admit	721	18.0%	715	18.2%	733	21.0%	672	20.5%
Umoja	264	6.6%	300	7.6%	166	4.8%	149	4.5%
Veteran	262	6.5%	229	5.8%	166	4.8%	163	5.0%
Special Population Unduplicated Headcoun	4,011	100%	3,937	100%	3,484	100%	3,280	100%

Source: CCCCO's DataMart

AVC serves a diverse student population, providing educational and support services to various special population groups. After the passing of 2014 Senate Bill 1391, the college was one of four community colleges around the state to be awarded a grant to start a program in a Level III/IV facility. Antelope Valley College launched a face-to-face Prison Education Program in the California State Prison Los Angeles County, Lancaster, in Spring 2016. We offer an Associate Degree of Transfer (ADT) degree in Communications Studies.

In recent years, the College has made progress with growing the Prison Education Program (PEP). The number of enrolled incarcerated students has increased in the last four years (27 students in Fall 2016 to 226 students in Fall 2021).

Labor Market Data

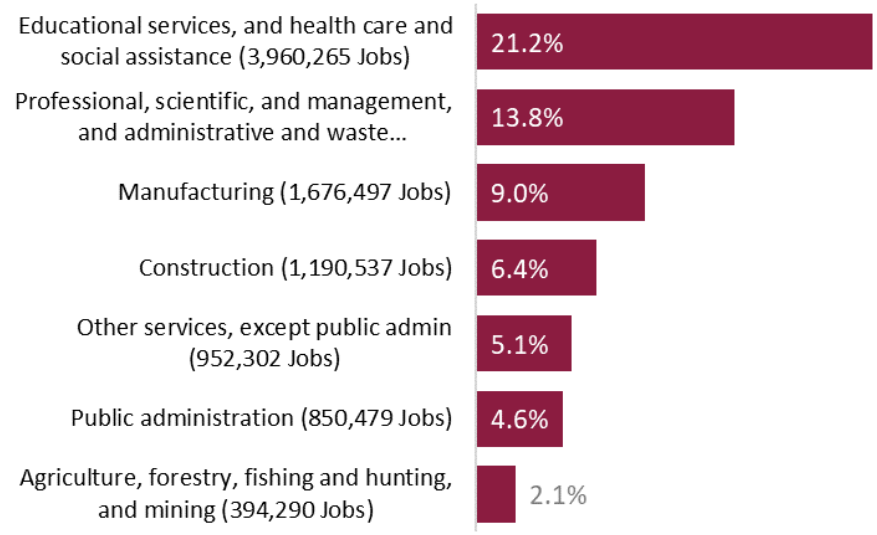
Labor Force, Employment and Unemployment by AV Cities | October 2022

Area Name	Labor Force	Employed	Unemployed	Unemployment Rate (October 2022)
Kern County	**391,600**	**367,100**	**24,500**	**6.3%**
California City	4,900	4,300	600	**12.4%**
Mojave	1,600	1,400	200	**8.0%**
Rosamond	8,700	7,900	800	**9.0%**
Tehachapi	3,200	3,000	200	**7.4%**
Los Angeles County	**4,899,800**	**4,681,200**	**218,600**	**4.5%**
Acton	3,400	3,300	100	2.9%
Lake Los Angeles	3,500	3,300	200	**6.4%**
Lancaster	62,300	58,200	4,100	**6.6%**
Littlerock	400	400	0	**6.1%**
Palmdale	60,600	56.700	3,900	**6.4%**
Quartz Hill	4,500	4,300	200	3.8%

Source: California Employment Development Department, Labor Market Information Division, Retrieved on November 21, 2022 (https://www.labormarketinfo.edd.ca.gov/data/interactive-labor-market-data-tools.html)

The labor market has been unevenly distributed with more educated white-collar employees having made a smoother transition to remote work, relying on home deliveries for goods and services during the pandemic, while less educated blue-collar workers were not able to do so as much and struggled to make ends meet. As federal support programs were providing extended benefits to the unemployed, some quit their jobs and/or essentially stopped looking for work. Racial groups were disproportionately impacted as well e.g. unemployment was at 9.6% for Blacks compared with 5.4% for Whites. Even though these support programs expired in September, 2021, given the number of job openings, the impact on job applications across the industries is not where it needs to be and remains to be seen. Also, California extended the COVID-19 Tenant and Landlord Relief from October 1st, 2021 through March 31st, 2022 with most of the remaining elements of the eviction moratorium coming to an end by June 30th, 2022. The impact on job applications will likely change as spending increases, savings are used up and as holiday season is here again.

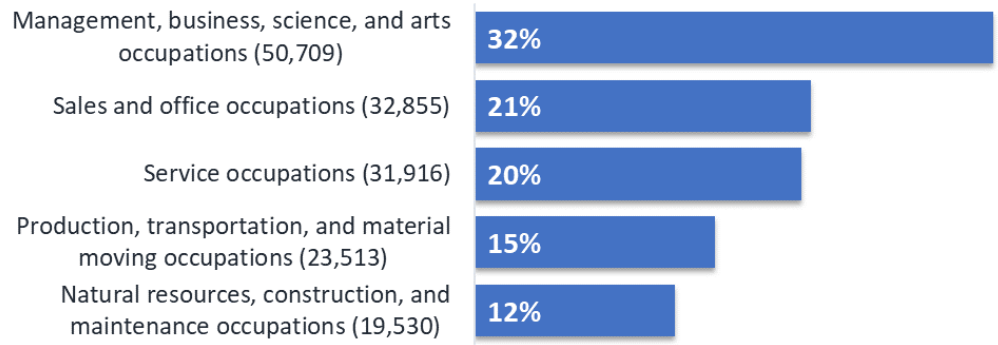
AV Region Jobs by NAICS Industry Sector*



*Source: U.S. Census Bureau, 2016-2020 American Community Survey 5-Year Estimates (link) *AV Region's Total includes the following cities: Acton, Lake Hughes, Lancaster, Lake Los Angeles, Littlerock, Palmdale, California City, California City, China Lake Acres, Edwards AFB, Mojave, Palmdale, Ridgecrest, Rosamond, Inyokern, and Tehachapi*

Considering the Antelope Valley as a whole, most workers were employed in management, business, science, and arts occupations (33%), followed by sales/office occupations (21%), and service occupations (19%). According to the chart below, most workers were in the educational services, health care, and social assistance industry grouping (22.8% of workers), with a sharper drop-off to the second-place industry, retail trade (11.2% of workers). Examining the dominant occupations within the communities that comprise the Antelope Valley, there was some variation. For example, while for most of the cities, the largest percentage of workers were in management, business, science, and arts occupations, in Mojave, the highest percentage of workers were in service occupations, and service and sales/office occupations came a close second for the percentage of workers for most of the AV cities.

AV Region Employment Composition by Occupation



Data Source: U.S. Census Bureau, 2016-2020 American Community Survey 5-Year Estimates

Management, business, science, and arts occupations are the leading occupations in the AV region.

Demographic Data

Population Distribution by Race/Ethnicity for AV Cities

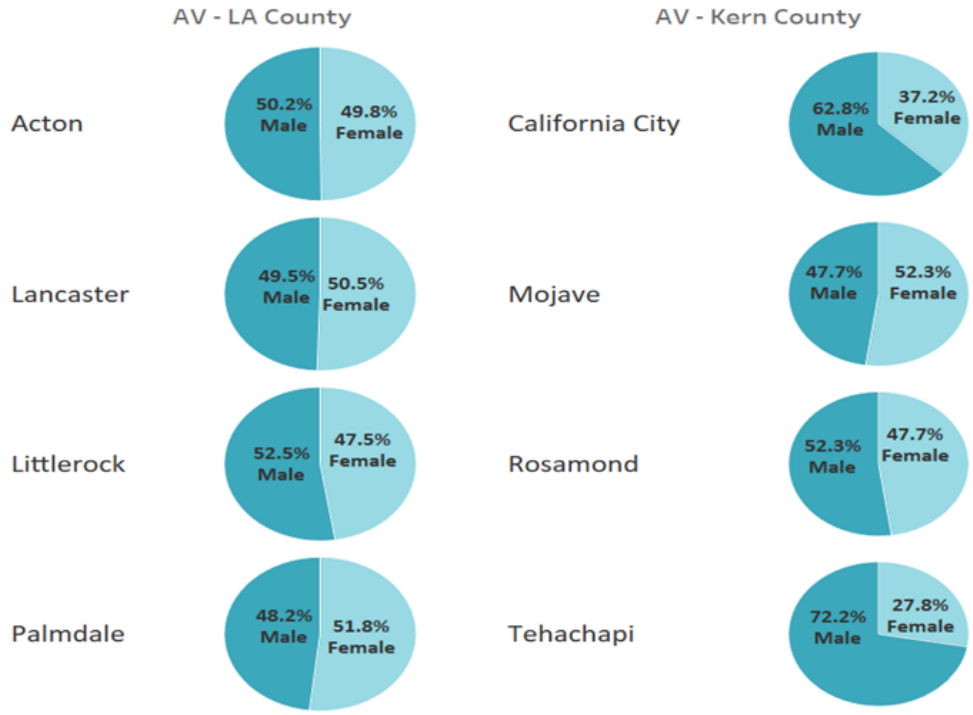
	Hispanic/ Latinx	White	Black / African American	Native American / AK Native	Asian	Native HI / Pacific Islander	Some other race	Two or more races	Total population
Kern County									
California City	34.2%	31.9%	23.6%	1.3%	2.6%	0.3%	0.3%	5.7%	**14,001**
Mojave	42.9%	29.7%	22.3%	3.4%	0.3%	0.0%	0.4%	1.0%	**3,780**
Rosamond	40.9%	44.1%	9.7%	0.2%	1.5%	0.0%	0.0%	3.6%	**20,255**
Tehachapi	35.9%	51.5%	6.8%	0.2%	2.4%	0.1%	0.0%	3.0%	**12,718**
LA County									
Acton	27.6%	68.2%	0.3%	0.0%	1.6%	0.0%	0.0%	2.3%	**7,054**
Lake Hughes	8.9%	86.8%	0.0%	0.0%	4.2%	0.0%	0.0%	0.0%	**660**
Lake LA	59.5%	32.8%	5.1%	0.0%	0.3%	0.0%	0.3%	2.1%	**11,926**
Lancaster	43.0%	28.2%	20.6%	0.4%	4.4%	0.1%	0.2%	3.2%	**157,697**
Littlerock	71.3%	25.2%	0.0%	0.0%	0.0%	0.0%	0.0%	3.5%	**948**
Palmdale	61.6%	19.5%	12.0%	0.6%	4.0%	0.1%	0.4%	1.7%	**153,240**
California	39.1%	36.5%	5.4%	0.3%	14.6%	0.3%	0.3%	3.4%	**39,346,023**

Source: *U.S. Census Bureau, 2016-2020 American Community Survey 5-Year Estimates*

Data that include the unincorporated cities of the Antelope Valley follow for race/ethnicity, gender, and age. The primary racial/ethnic groups are Hispanic of any race, White, and African American/Black, with varying compositions across the cities of the Antelope Valley. Whites are the majority in most of the cities with the exception of Palmdale, Lancaster, California City, Mojave, Lake Los Angeles, and Littlerock, where Hispanics of any race are the majority. Hispanics of any race is generally the second largest category, followed by African Americans/Blacks being the third largest group.

In general, when compared with the rest of the state of California, the Antelope Valley's population has a higher percentage of African American and Hispanic/Latino population groups, and lower percentages of White, Asian, and Non-Hispanic groups. California has two major racial/ethnic groups with the Hispanic/Latino group slightly outnumbering the Whites. The AV region has already experienced this in its racial/ethnic composition, with the proportion of Hispanic/Latino groups increasing by more than 10% during the last decade. This associated with the cultural shifts in the region should be considered for economic development and planning. The increased diversity provides a more enriching cultural environment and opportunities for raising cultural awareness.

AV-LA County and AV-Kern Count: City Population Proportions by Sex



Data Source: *U.S. Census Bureau, 2016-2020 American Community Survey 5-Year Estimates*

The percentage of males compared with females in the Antelope Valley cities tends to be somewhat higher overall, while the opposite is the case for the state of California with males at 49.7% compared with females at 50.3%, as well as the nation with 49.5% males and 50.5% females

For comparison purposes (see the table below), since the median age for the nation is 38.1 and 36.7 years for California, the median age for AV cities tends to fall below these. The median age is in the 30s for most of the large cities, indicating a relatively youthful population with the exception of North Edwards, Inyokern, Acton, and Lake Hughes. The median age is the highest for Lake Hughes and Acton and lowest for Edwards AFB (24) and Littlerock (25). The data in this table show that in the cities of the Antelope Valley, the majority of the residents are between 19-64 years old. Those who are less than 19-years old comprise the next largest group for most of the other cities in the region. This relatively younger median age is something that with the proper encouragement and support could offer the region the stability and longevity it needs to thrive in the future. The area offers an abundance of family-oriented activities, including athletics for those who want to settle there.

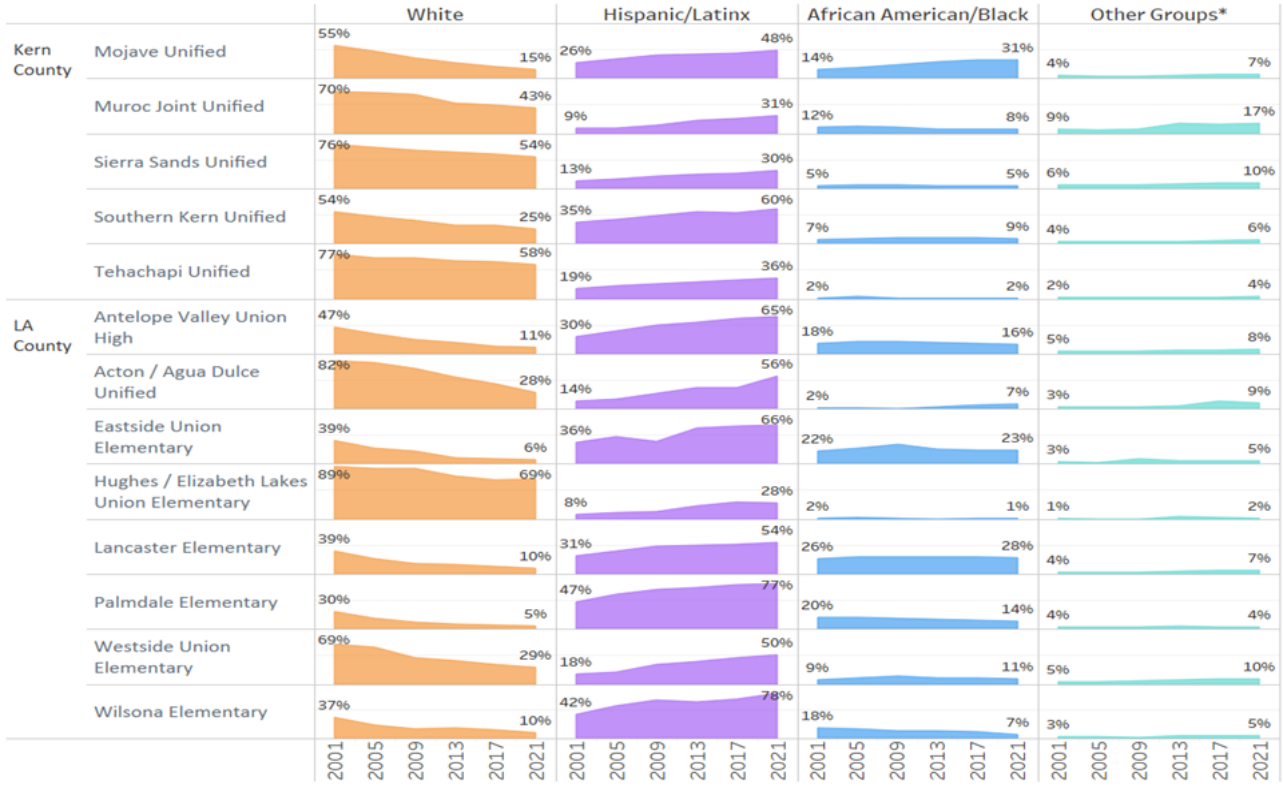
Population Distribution by Age Groups for AV Cities

	Median Age (years)	<19 years	20 to 44 years	45 to 64 years	65+ years
Kern County	**31.9**				
California City	34.3	25%	42%	22%	11%
Mojave	36.3	30%	32%	24%	15%
Rosamond	31.6	32%	35%	23%	10%
Tehachapi	37.8	19%	44%	25%	12%
LA County	**36.7**				
Acton	50.1	20%	23%	40%	17%
Lake Hughes	54.7	15%	29%	34%	22%
Lake Los Angeles	33.7	34%	29%	26%	11%
Lancaster	33.3	31%	34%	24%	10%
Littlerock	24.9	33%	37%	27%	2%
Palmdale	32.3	33%	33%	24%	10%
California	**36.7**	**25%**	**35%**	**25%**	**14%**

Data Source: *U.S. Census Bureau, 2016-2020 American Community Survey 5-Year Estimates*

As presented below, all feeder school districts have seen growth in the Latinx students and a decline in White students between 2001 and 2021.

Public School Enrollment by Race/Ethnicity (Major Groups) from 2001 to 2021*

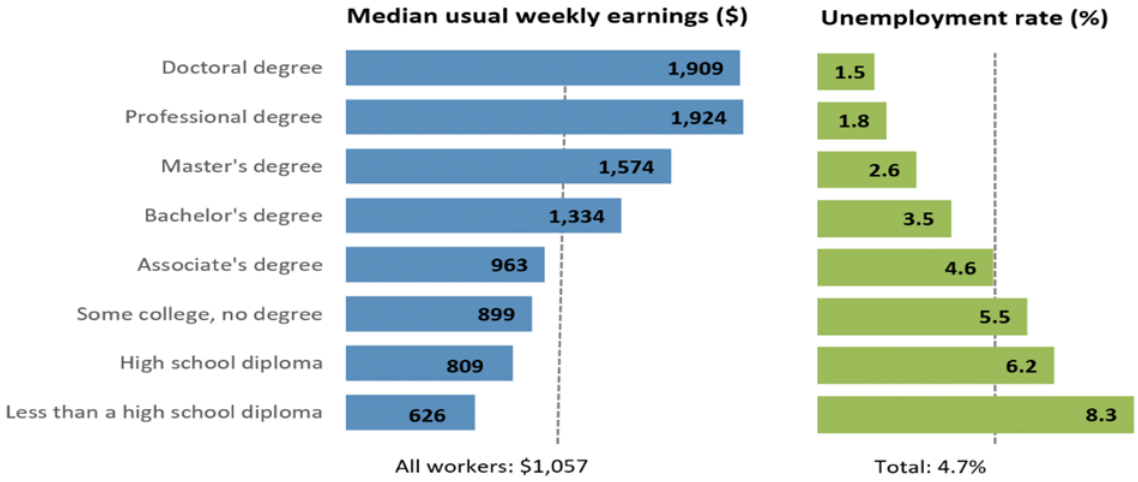


*Other Groups: Native American/AK Native, Asian, Filipino, Multiracial, Native HI/Pacific Islander. Data Source: Kidsdata.org, California Dept. of Education, DataQuest; National Center for Education Statistics, Digest of Education Statistics (Retrieved: September 27, 2022)

Socio-Economic Data

Education has never been more critical for a skilled workforce and a successful life. The unemployment rate for high school graduates was 6.2% in 2021 versus 3.5% for those who attained a bachelor's degree or higher (see the following chart).

Earnings and unemployment rates by educational attainment, 2021



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: U.S. Bureau of Labor Statistics, Current Population Survey.

The majority of the population from Antelope Valley cities, aged 25 years or more, possesses less than an associate degree (see the table below).

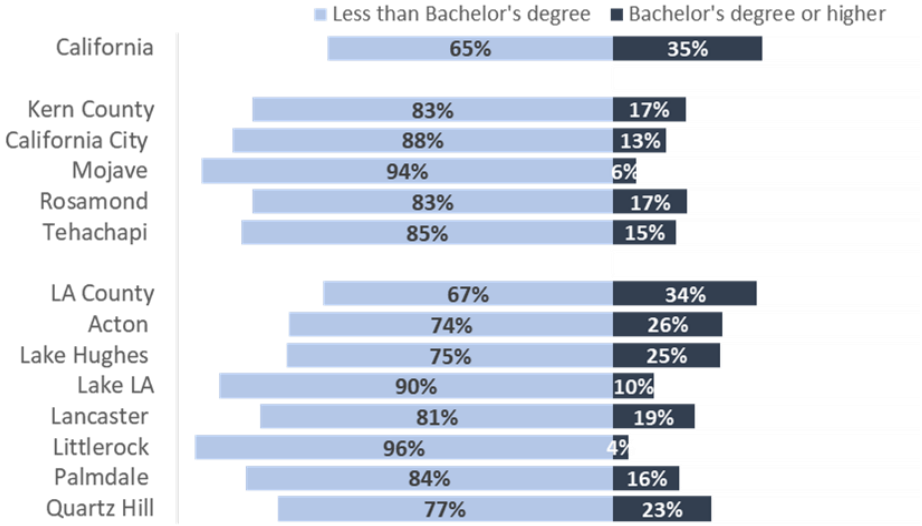
Population Over 25 & Educational Attainment by AV Cities

	Population 25 years and over	Less than High School Diploma	High school graduate (includes equivalency)	Some College /Associates Degree	Bachelor's degree	Graduate or professional degree
Kern County	**543,837**	**24.7%**	**27.5%**	**30.7%**	**11.4%**	**5.7%**
California City	9,449	21.6%	34.2%	31.7%	7.1%	5.5%
Mojave	2,452	21.6%	39.3%	33.5%	3.9%	1.7%
Rosamond	12,693	20.1%	30.3%	32.3%	10.5%	6.9%
Tehachapi	9,608	19.9%	28.2%	37.2%	8.5%	6.2%
LA County	**6,909,179**	**20.2%**	**20.4%**	**25.9%**	**21.8%**	**11.7%**
Acton	5,291	7.6%	24.2%	42.6%	19.5%	6.1%
Lake Hughes	523	13.0%	16.6%	45.3%	18.2%	6.9%
Lake Los Angeles	7,353	27.8%	34.4%	28.1%	7.0%	2.8%
Lancaster	98,478	17.9%	29.8%	33.2%	11.9%	7.2%
Littlerock	471	24.8%	34.8%	36.5%	3.8%	0.0%
Palmdale	91,601	24.4%	28.4%	31.5%	10.9%	4.8%
Quartz Hill	7,180	11.6%	22.4%	43.0%	14.8%	8.2%
California	**26,665,143**	**16.1%**	**20.4%**	**28.9%**	**21.6%**	**13.1%**

Source: *U.S. Census Bureau, 2016-2020 American Community Survey 5-Year Estimates*

Since higher levels of education are generally associated with lower levels of unemployment and higher levels of pay (see the following chart), the AV region could benefit from increased opportunities for education, training, and capitalization on partnerships with institutions of higher education.

Proportions of the Adult Population with and without a bachelor's degree

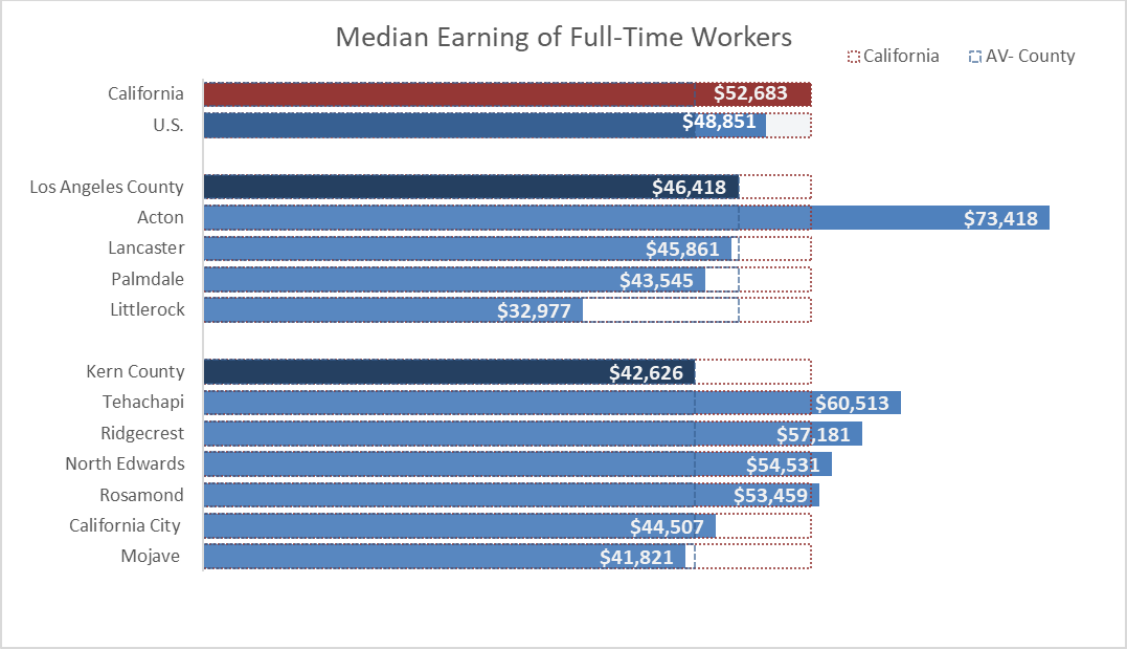


Data Source: *U.S. Census Bureau, 2016-2020 American Community Survey 5-Year Estimates*

Wages for AV Region Cities

The pre-pandemic median wages for full-time workers were higher at $48,851 in the U.S. and $52,683 in California compared with those presented for the AV Region and its cities in the next chart. The median wages for Acton, Tehachapi, Ridgecrest, North Edwards, and Rosamond fell above those of the nation and California, while the remaining AV Region cities fell below.

Although the majority of the population of AV cities that are over 25 years of age graduated from high school or has some college, this is not the case for bachelor's degrees and beyond. The increasing need for an educated workforce, and society, this presents both challenges and opportunities for local government, educational entities, business and industry to collaborate on the development of skilled and successful individuals who elect to stay here and contribute productively to the growth and sustainability of the valley for themselves as well as future generations.



Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates

Median Household Income by AV Region Cities

In 2019, the median household income for the nation was $67,521 and $78,672 for California, so Acton and Lake Hughes have a higher median household income than that of the U.S. and California (see following table). The remaining AV cities that have available data fall below California and the U.S. Mojave has the largest percentage of households with an income below poverty level, whereas Acton, Lake Hughes, and Littlerock have the lowest.

Household and Family Income by AV Cities

	Median household income	Mean household income	Per capita income	Median Earnings of FT Males	Median Earnings of FT Women	% whose Income in the past 12 Month was below Poverty Level	
						People	18 Years +
California	$78,672	$111,622	$38,576	$58,031	$50,693	12.6%	11.3%
Acton	$99,071	$124,849	$46,590	$79,152	$70,793	9.4%	9.4%
Lake Hughes	$84,583	$91,194	$35,064	$38,321	$66,023	0.0%	0.0%
Lake LA	$47,726	$61,769	$17,504	$48,297	$32,500	19.4%	21.1%
Lancaster	$58,413	$73,470	$23,185	$50,378	$43,760	20.2%	17.1%
Littlerock	$38,958	$79,701	$22,115	$37,027	-	0.0%	0.0%
Palmdale	$65,444	$80,328	$23,267	$49,189	$38,111	15.8%	13.0%
California City	$47,575	$65,933	$20,165	$43,060	$40,250	25.3%	19.4%
Mojave	$34,450	$49,555	$18,710	$47,283	$31,372	29.6%	25.3%
Rosamond	$64,218	$80,308	$26,990	$60,889	$51,269	17.4%	14.1%
Tehachapi	$47,039	$75,498	$21,408	$60,515	$60,115	11.4%	13.6%

Data Source: *U.S. Census Bureau, 2016-2020 American Community Survey 5-Year Estimates*

Sites

Lancaster Campus:
3041 West Avenue
Lancaster, CA 93536-5426
(661) 722-6300
www.avc.edu

Palmdale Center:
2301 East Palmdale Blvd.
Palmdale, CA 93550
(661) 722-6400
www.avc.edu/Palmdale

Fox Field Site
4725 William J Barnes Ave.
Lancaster, CA 93536-8401
(661) 940-1709

Specialized or Programmatic Accreditation

Accredited By:

Antelope Valley College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 3402 Mendocino Avenue, Santa Rosa, CA 95403, (707) 569-9177, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education. Reaffirmed Fall 2016.

Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org

Approved By:

California Community College Board of Governors
Office of Private Postsecondary Education for Training of Veterans Board of Vocational Nursing and Psychiatric Technicians Commission on Accreditation for Respiratory Care
Joint Review on Education in Radiologic Technology
College Reading and Learning Association
United States Immigration Service
Federal Aviation Administration
Board of Registered Nursing

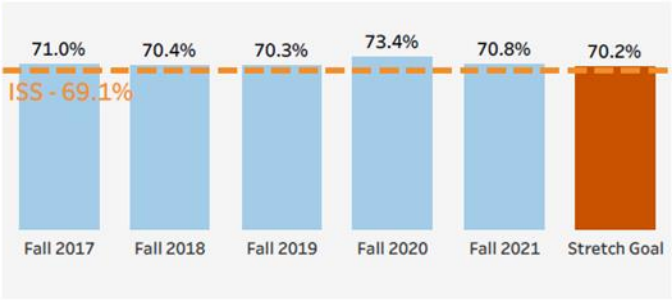
B. Presentation of Student Achievement Data and Institution-Set Standards

Institution Set Standards

Institutional Effectiveness, Research, and Planning (IERP) regularly updates the Institution Set Standards (ISS) with the most current data. In a publicly available dashboard (see below for snapshots of the dashboard), each metric is presented using three- and five-year averages. The AVC community annually reviews progress on these standards and stretch goals. The five-year average for course completion, retention, and the degrees and certificates awarded either met or surpassed the ISS.

Course Completion - Number of students who receive a successful grade (A, B, C, or P) over the number of students enrolled at census

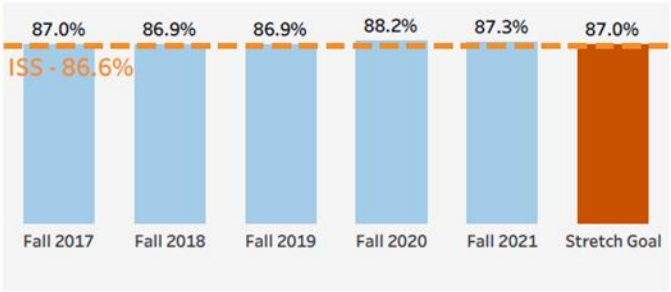
		3-Year AVG	5-Year AVG
Fall 2017	71.0%		
Fall 2018	70.4%		
Fall 2019	70.3%	70.6%	
Fall 2020	73.4%	71.4%	
Fall 2021	70.8%	71.5%	71.2%



Overall, successful course completion was above AVC's ISS and stretch goal of 69.1% and 70.2%, respectively, for both credit and degree-applicable courses.

Retention - Number of students remaining in the course after the no-penalty drop devided by the number of students enrolled at census

		3-Year AVG	5-Year AVG
Fall 2017	87.0%		
Fall 2018	86.9%		
Fall 2019	86.9%	86.9%	
Fall 2020	88.2%	87.3%	
Fall 2021	87.3%	87.5%	87.3%



Student retention has remained steady throughout the years. AVC has been meeting the institutional set standard and stretch goals.

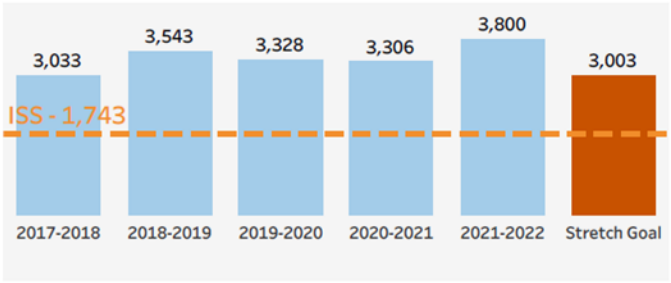
Fall to Spring Persistense - proportion of students who retained from fall to spring at AVC in the selected year, excluding students who completed an award or transferred to a postsecondary institution.

		3-Year AVG	5-Year AVG
2016-2017	72.2%		
2017-2018	71.9%		
2018-2019	70.7%	71.6%	
2019-2020	70.9%	71.2%	
2020-2021	71.2%	70.9%	71.4%

AVC is also meeting the ISS and stretch goals set for Fall to Spring persistence.

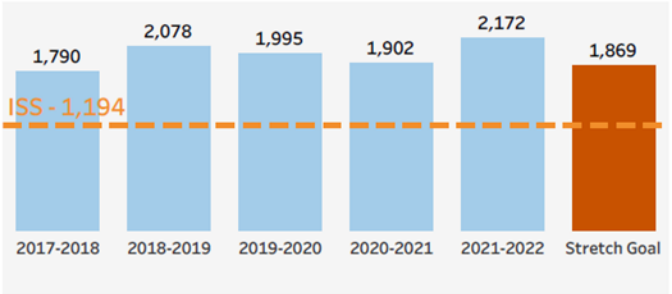
Degrees and Certificates Awarded

		3-Year AVG	5-Year AVG
2017-2018	3,033		
2018-2019	3,543		
2019-2020	3,328	3,301	
2020-2021	3,306	3,392	
2021-2022	3,800	3,478	3,402



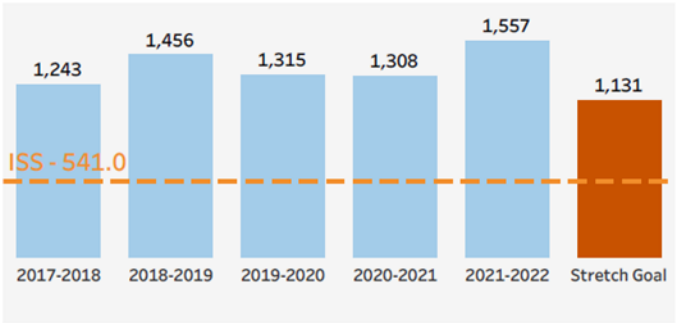
Degrees Awarded

		3-Year AVG	5-Year AVG
2017-2018	1,790		
2018-2019	2,078		
2019-2020	1,995	1,954	
2020-2021	1,902	1,992	
2021-2022	2,172	2,023	1,987



Certificates Awarded

		3-Year AVG	5-Year AVG
2017-2018	1,243		
2018-2019	1,456		
2019-2020	1,315	1,338	
2020-2021	1,308	1,360	
2021-2022	1,557	1,393	1,376



The number of degrees and certificates awarded has been exceeding both the ISS and stretch goals.

Student Achievement

Course Success Rate By Race/Ethnicity

Race/Ethnicity	2017-2018	2018-2019	2019-2020	2020-2021
Latinx/Hispanic	72.5%	71.8%	73.7%	74.1%
Black/African American	59.5%	59.7%	60.6%	60.1%
Two or More Races	72.3%	73.2%	73.0%	72.6%
White	78.1%	78.8%	79.8%	81.3%
Native American/Alaska Native	80.1%	75.7%	71.1%	70.9%
Pacific Islander or Hawaiian Native	64.8%	66.0%	66.4%	71.6%
Asian	82.8%	82.4%	82.4%	86.3%
Filipino	81.1%	79.5%	80.6%	83.1%
All Masked Values	80.2%	68.2%	66.5%	72.3%

Source: CCCCO's Student Success Metrics Dashboard

Overall success rates were disparate among different race/ethnicity groups. Asian, Filipino, and White students had higher success rates than all other groups (see above table). Among the lowest were the rates for Black students. Success rates for Black students were lower than overall and AVC's ISS.

Course Success Rate by Sex/Gender

Gender	2017-2018	2018-2019	2019-2020	2020-2021
Female	72.1%	71.7%	73.5%	74.4%
Male	71.4%	71.4%	71.6%	72.9%
Non-Binary			57.1%	60.3%

Source: CCCCO's Student Success Metrics Dashboard

As presented above, the overall success rates for female and male students are on par with one another.

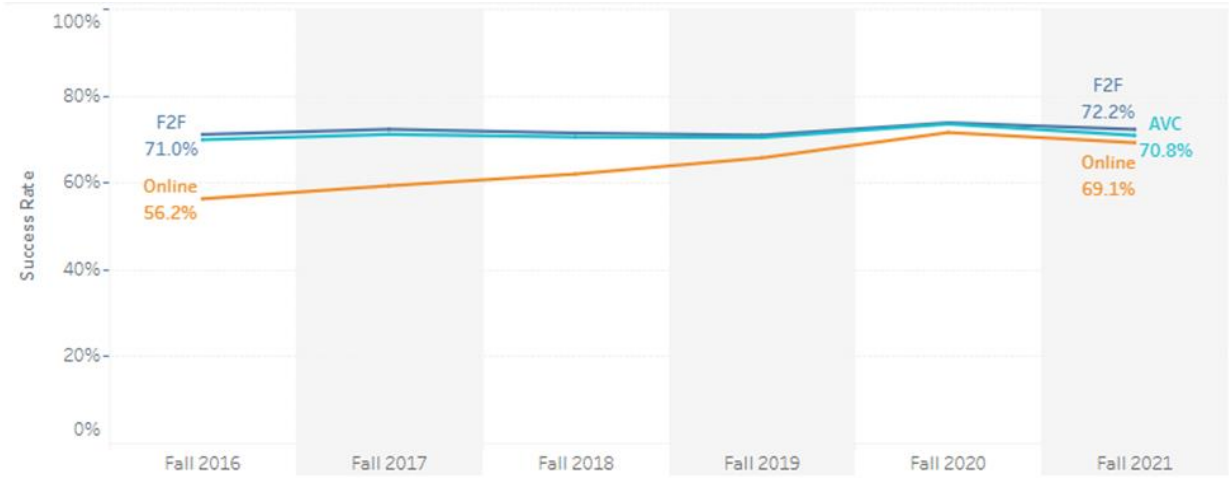
Course Success Rates by Special Population Group for Fall Terms

Special Population Group	Fall 2018	Fall 2019	Fall 2020	Fall 2021
CalWORKs	62.2%	65.8%	69.3%	65.5%
CARE	66.7%	72.1%	61.5%	58.8%
DSPS	66.8%	66.6%	75.8%	69.3%
EOPS	69.9%	70.0%	73.8%	73.8%
Foster Youth	54.2%	56.8%	57.6%	57.7%
Incarcerated	96.9%	88.9%	85.9%	50.0%
MCHS	94.4%	93.6%	91.6%	89.8%
Military (Active Duty/Reserve, National Gu	54.1%	69.2%	67.4%	71.4%
Puente				79.8%
Special Admit	90.3%	91.5%	90.8%	88.8%
Umoja	63.6%	68.0%	69.3%	59.7%
Veteran	70.0%	75.4%	74.1%	72.4%

Source: CCCCO's Student Success Metrics

Success rates for incarcerated students have declined over the years (see above table). In Fall 2021, the success rate for incarcerated students was 50 percent, which is lower than the success rate of all AVC students (70.8% percent). This may be attributed to the temporary changes from in-person teaching to teaching via correspondence. However, in Spring 2021, 15 students graduated from the AVC Prison Education Program, 13 earning their ADT degrees in Communication Studies, and another 2 earning other associates degrees.

Course Success Rates by Modality for Fall Terms



While success rates in online courses remain slightly lower than face-to-face (F2F), the gap in success rates between face-to-face and online modalities has narrowed over time (see above chart). During the pandemic, faculty were trained in online teaching methods.

Percent of Students Who Completed Transfer-Level Math & English Within One Year

Since the 2017 implementation of Guided Self-Placement at AVC, the percentage of students who completed transfer-level Math and English in their first year has increased (see above chart). The College is currently working on further increasing the percentage of students completing Math and English by offering support courses, improving the accessibility of tutoring services, and implementing equitable teaching practices in the classroom.

Percent of Students Completed Transfer Level Math in First Year by Race/Ethnicity

Race/Ethnicity	2017-2018	2018-2019	2019-2020	2020-2021
Latinx/ Hispanic	10.0%	11.3%	24.1%	26.9%
Black/ African American	3.8%	4.3%	10.5%	13.9%
Two or More Races	10.9%	14.6%	21.5%	24.0%
White	9.8%	15.4%	22.0%	30.4%
Asian	28.9%	26.3%	39.1%	36.4%
Filipino	20.5%	27.5%	39.3%	45.6%
All Masked Values	10.9%	11.2%	14.7%	28.9%

Source: CCCCO's Student Success Metrics

The College has made progress in ensuring that Latinx/Hispanic students complete Transfer-Level Math & English within one year (see above table). However, more work must be done to ensure that Black/African American students complete these gateway courses at higher rates.

Percent of Students Completed Transfer-Level Math in the First Year by Gender

Gender	2017-2018	2018-2019	2019-2020	2020-2021
Female	8.7%	11.1%	24.1%	29.5%
Male	10.5%	12.0%	18.8%	22.3%
All Masked Values	4.1%	14.1%	16.2%	22.7%

Source: CCCCO's Student Success Metrics

Female students have made more progress toward completing gateway courses within one year than male students (see above table). In the most current Student Equity Plan, AVC has outlined ways that the College will support male students in completing transfer-level Math and

English. One of the plans that is underway is focused on creating learning communities to support Black and Latino male students throughout their educational journey.

Persistence Rate by Race/Ethnicity

Race/Ethnicity	2017-2018	2018-2019	2019-2020	2020-2021
Latinx/Hispanic	74.3%	73.2%	72.5%	72.3%
Black/African American	63.3%	61.1%	63.4%	63.5%
Two or More Races	70.0%	69.0%	72.4%	66.3%
White	71.0%	69.5%	74.0%	73.7%
Asian	81.0%	70.3%	75.5%	81.8%
Filipino	75.9%	77.5%	79.5%	75.3%
American Indian/Alaska Native	70.0%	71.8%	51.2%	69.6%
Pacific Islander or Hawaiian Native	65.4%	67.7%	70.0%	66.7%
All Masked Values	63.3%	81.1%	58.2%	65.9%

Source: CCCCO's Student Success Metrics

Source: CCCCO's Student Success Metrics

With the exception of Black students, persistence for all race/ethnicity groups generally remained higher than the ISS (see above table). AVC is currently determining what actions can be taken to address persistence among Black students.

Persistence Rate by Gender

Gender	2017-2018	2018-2019	2019-2020	2020-2021
Female	73.1%	71.0%	71.5%	72.3%
Male	70.0%	70.4%	70.3%	69.6%
All Masked Values	61.8%	60.1%	68.9%	69.5%

Source: CCCCO's Student Success Metrics

As shown above, female students have slightly higher persistence rates than male students. Persistence rates for female students meet AVC's stretch goals, while male students are meeting the college's ISS.

Degrees and Certificates

The Vision for Success (VfS) Goals are: Completions, Transfers, Unit Accumulation, and Workforce-related goals (see table below). Each goal has metrics set by the Chancellor's Office. AVC has set targets that allow the College to evaluate whether we are exceeding progress on goals, are on target, or if more efforts are needed to meet the targets.

AVC has met the goal of increasing the number of Associate of Arts/Associate of Science (AA/AS) and ADT degrees and the number of students who attained the VfS Goal of Completion. The College is exceeding the goal of increasing by 20 percent the number of students who acquired Chancellor's approved Certificates.

In addition, the College has made progress with increasing the number of ADTs. However, greater progress is needed on the number of students transferring to the UC and CSUs. The College is below target on lowering the average number of units accumulated by Associate degree earners. The average unit accumulation for remains high for most Associate degree earners.

ANTELOPE VALLEY COLLEGE

***VISION FOR SUCCESS GOALS 4.0**

GOAL/ Metric Name (Chancellor's Office Target)	AVC's Target	2016-2017 Baseline	2017-2018	2018-2019	2019-2020	2020-2021	Current Status	Change by 2021-2022
GOAL 1: Completion								
AA/AS+ADT (↑20%)	▲20%	1,352	1,352	1,565	1,582	1,543	☺	1,622
Earned a CO Approved Credit Certificate (↑20%)	▲20%	789	871	1,098	1,020	1,014	★	947
Earned an Associate Degree (AA/AS) (↑20%)	▲20%	947	868	972	933	880	😐	1,136
Attained the Vision Goal Completion (↑20%)	▲20%	1,344	1,369	1,601	1,545	1,536	☺	1,613
GOAL 2: Transfer								
Earned an Associate Degree for Transfer (ADT) (↑35%)	▲35%	405	484	593	649	663	★	547
All Students Who Transferred to a CSU or UC (↑35%)	▲35%	645	669	757	773		😐	871
GOAL 3: Unit Accumulation								
AVG. Number of Units Accumulated by All Associate Degree Earners (↓ from 87 to 79, -9%)	▼12%	89.5	89.5	89.6	87.6	85.4	😐	79
GOAL 4: Workforce								
Median Annual Earnings, ($) (↑10%)	▲5%	23,960	26,494	26,112	27,454		★	25,158
Attained the Living Wage (%) (↑10%)	▲10%	28%	31%	31%	31%		☺	31%
Job Closely Related to Field of Study (↑ from 60% to 69%)	▲1%	71%	68%	65%			😐	72%

★ - exceeds target

☺ - on target

😐 - needs more effort/below target

Data Source: CalPassPlus.org, *SSM 4.0*

*AVC's overall progress with its Educational Master Plan/Strategic Plan is monitored by the Strategic Planning Committee and college leadership using these Vision for Success Goals.

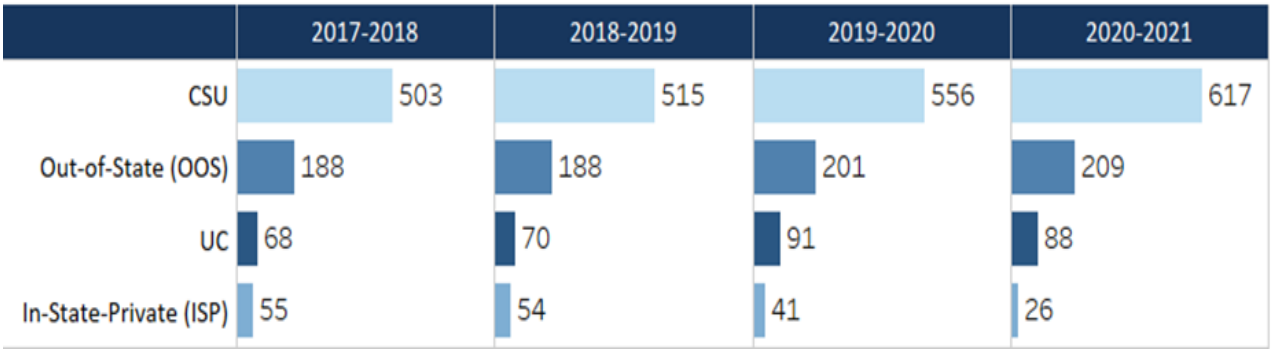
For workforce goals, AVC is exceeding its target of increasing median annual earnings and meeting the goal of increasing the percentage of students attaining a living wage. However, the College is below target for increasing the number of students who enter a job that is closely related to their field of study.

Count of Awards by Academic Year

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
AA/AS Degrees	1,224	1,374	1,241	1,131	1,335
AA/AS-T Degrees	566	704	755	771	837
BS Degrees		9	6	15	13
Certificates	1,049	1,302	1,177	1,171	1,384
Locally Approved Certificates	194	144	138	137	173
Non-Credit Awards		10	11	81	58
Grand Total	3,033	3,543	3,328	3,306	3,800

As shown in the above table, the number of Associate and Associate of Transfer degrees awarded have increased in the past five years. Additionally, AVC has increased the number of Chancellor's Approved and Locally Approved Certificates.

Transfers by Institution Type



The number of transfers to 4-year institutions has increased in the past five years (see above chart). The increase to UCs may be attributed to UC Transfer Admission Guarantee (TAG) program. In addition to TAG, AVC's Transfer center has an array of resources, such as: university field trips, transfer info sessions, transfer fairs, and much more. Most students transferred to CSUs, followed by Out-of-State institutions and UCs. In-State-Private institutions had among the lowest transfer from AVC.

Transfers to CSUs

Institution Name	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Northridge	213	196	237	253	270
Bakersfield	159	171	157	194	115
Los Angeles	9	15	9	14	22
Long Beach	25	36	32	36	19
Fullerton	12	10	16	19	19
Pomona	12	14	13	13	18
Dominguez Hills	11	12	13	14	13
San Diego	2	4	5	5	10
San Bernardino	2	5	8	10	10
Sacramento	3	6	9	6	9
San Francisco	9	4	7	6	7
Channel Islands	12	12	19	18	6
Humboldt	7	5	4	6	5
Stanislaus		3		3	3
San Marcos		1		3	3
Fresno	2	7	2	2	3
San Jose	8		4	2	2
Monterey Bay	5	2	7	2	2
Chico	3	6	5	4	2
Sonoma	1		2	1	1
San Luis Obispo	5	2	4	5	1
East Bay	3	3	3	1	1
Maritime Academy		1			
Grand Total	503	515	556	617	541

Most students transferred to CSU Northridge, CSU Bakersfield, and CSU Long Beach (see above table), with many of those transfers going into in Social Sciences, Business-Management, and Public Affairs programs (see table below).

Top Ten Disciplines for AVC Students Transferring to CSUs

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Social Sciences	74	77	94	98	66
Business-Management	80	75	73	75	69
Psychology	34	48	60	74	59
Public Affairs	51	51	63	64	69
Education	45	48	50	61	47
Fine and Applied Arts	43	29	36	36	28
Interdisciplinary	37	40	21	33	28
Letters	15	19	17	30	30
Information Sciences	13	12	20	25	19
Engineering	25	21	24	25	34
Grand Total	503	515	556	617	541

As presented in the table below, the number of transfers to UCLA and UCI have consistently been the highest among transfers to UC campuses.

Transfers to UCs

Institution Name	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
UCLA	14	29	27	24	18
UCI	17	11	13	9	13
UCR	5	8	13	19	8
UCSD	9	6	13	7	8
UCB	1	4	6	6	6
UCSC	1	2	2	7	6
UCD	6	3	7	6	4
UCM	4	2		1	2
UCSB	11	5	10	9	5
Grand Total	68	70	91	88	70

The majority of these transfer students go into the Biological/Biomedical Sciences and Social Sciences programs (see table below).

Top Ten Disciplines for AVC Students Transferring to UCs

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Social Sciences	8	15	12	16	13
Biological and Biomedical Sciences	10	13	24	24	12
Visual And Performing Arts	5	1	6	4	8
Engineering	8	6	13	6	8
Psychology	11	9	4	8	5
Physical Sciences	4	3	6	7	5
English Language and Literature/Letters	2	3	4	1	5
History	5	1		2	2
Health Professions and Related Programs		1	2		2
Computer and Information Sciences and Suppo..	2	1	2	7	2
Grand Total	68	70	91	88	70

AVC evaluates CTE employment rates (see table below) and licensure examination rates to ensure employment goals of students are being met. In addition to using the California Community Colleges Chancellor's Office (CCCCO) Perkins IV Core Indicators report, AVC administers the CTE Employment Outcomes Survey (CTEOS) to graduates. Results of CTEOS are available on the IERP website.

Employment Rates for Career and Technical Education (CTE)

Program Title	2018-2019	2019-2020	2020-2021
Administration of Justice	80%	65%	77%
Administrative Medical Assistant	67%	75%	75%
Air Conditioning-Refrigeration Specialist	73%	100%	70%
Aircraft Airframe	77%	76%	67%
Aircraft Fabrication and Assembly Technician	97%	90%	91%
Aircraft Powerplant	80%	90%	67%
Auto Refinishing Specialist	67%	63%	45%
Business Administration	75%	60%	72%
Child and Family Education	69%	75%	58%
Clinical Medical Assistant	54%	73%	70%
Computer Networking Multi-Platform	75%	60%	71%
Computer Software Developer	50%	75%	71%
Deaf Studies: Interpreter Training	79%	83%	78%
Electrical Technology	71%	95%	93%
Electronics Technology	73%	100%	63%
Fire Technology	85%	91%	75%
Firefighter I Academy	95%	96%	94%
General Aircraft Maintenance	100%	100%	88%
General Business	69%	60%	70%
Graphic Design	45%	60%	36%
Instructional Aide	100%	60%	50%
Interactive Media: Web Design	56%	25%	50%
Management	100%	50%	100%
Medical Assistant	67%	100%	50%
Office Specialist	55%	80%	40%
Professional Bookkeeping	70%	78%	57%
Radiologic Technology	90%	78%	100%
Real Estate	67%	29%	40%
Registered Nursing	93%	91%	89%
Respiratory Care/Therapy	64%	78%	89%
Welding	100%	75%	80%

Source: Perkins IV Core Indicator Report

The programs with the highest job placement rates are Registered Nursing, Radiologic Technology, Aircraft Fabrication, Assembly Technician, Electrical Technology and Firefighter Academy 1.

Licensure Examination Pass Rates for CTE

Program Title	2018-2019	2019-2020	2020-2021
EMT	67.0%	100.0%	36.0%
Radiologic Technology	100.0%	100.0%	90.0%
Registered Nursing	94.1%	94.4%	94.3%
Vocational Nurse	50.0%	100.0%	92.0%

Sources: LA County Approved EMT Programs with NREMT Exam; CA NCLEX-RN Pass Rates-First Time CA Educated Exam Testers; CDPH Credentialing Examination Pass Rates of Approved X-ray Schools; BVNPT Vocational Nursing Program Pass Rates

As presented in the above table, in 2020-21 most programs that required a licensure exam had a 90%+ pass rate. The EMT pass rate was lower (36%) than previous years.

C. Organization of the Self-Evaluation Process

In February 2021 and March 2022, Gohar Momjian of ACCJC provided training via zoom to college employees regarding the Institutional Self-Evaluation Report (C-01, C-02). The Board of Trustees had a training session on accreditation and Standard IV in January 2021 (C-03) to inform them of the self-evaluation process.

Following that training, a timeline for the accreditation process was developed (C-04). Standards leads were determined by the Accreditation Committee (AC). During the spring 2021 semester, the Accreditation Committee with its IT members created a shared repository using SharePoint for accreditation materials and provided training on usage. For greater accessibility by constituents, a google shared drive was used for the ISER drafts. Standards Team member recruitment took place during spring and summer 2021 and accreditation meetings. The following AVC employees and students participated on the Standards Teams:

ACCREDITATION WORKING GROUP*

STANDARDS I-IV	TEAM MEMBERS	POSITIONS/JOB TITLES
Standard I: Mission, Academic Quality, and Inst. Effectiveness and Integrity.....	Meeta Goel (Lead)	Accreditation Liaison Officer, and Dean, IERP/Library Studies
Standard I.A.: Mission.....	Nate Dillon	Dean, Arts & Humanities
	Desiree Lee	Marketing Specialist (Classified Staff)
	Candace Karasarkisian	ASO – Student Trustee
	Glen Haller	Faculty, Athletics & Kinesiology
Standard I.B.: Assuring, Academic Quality and Institutional Effectiveness	Svetlana Deplazes	Director, Institutional Research (IR)
	Wendy Dumas	AVC Internal Auditor
	Vanessa Escobar	Research Analyst, IR (Classified Staff)
	John Toth	Faculty, Language & Communication Arts
	Desiree Lee	Marketing Specialist (Classified Staff)
Standard I.C.: Institutional Integrity	LaDonna Trimble	Dean, Enrollment Services
	Greg Langner	Faculty, Language & Communication Arts
	Desiree Lee	Marketing Specialist (Classified Staff)
Standard II: Student Learning Programs and Support Services	Howard Davis (Lead)	Interim Assistant Superintendent / V.P., Academic Affairs
	Jose Rivera (Lead)	Interim VP, Student Services
Standard II.A.: Instructional Programs.....	Greg Bormann	Dean, Health & Safety Sciences
	Maria Clinton	Interim Dean, Career Technical Education (CTE)
	Tom Gang	Dean, Athletics & Kinesiology
	Duane Rumsey	Interim Dean, Social and Behavioral Science
	Christos Valiotis	Dean, Math & Engineering
	Kathryn Mitchell	Dean, Arts & Humanities
	Cathy Hart	Interim Dean, Community Projects & Extended Learning
	Alex Parisky	Director, Instructional Technology & Multimedia
Standard II.B.: Library & Learning Support Services.....	Van Rider	Faculty, Library Studies, and President, Academic Senate
	Linda Parker	Faculty, Library Studies
	Morenike Adebayo-Ige	Faculty Accreditation Coordinator, and Language & Comm. Arts
	Riley Dwyer	Dean, Language and Communication Arts
	Michele Lathrop	Technical Analyst, Counseling & Matriculation
	Allison Burch	Faculty, Library Studies
Standard II.C.: Student Support Services.....	Jill Zimmermann	Dean, Student Life
	LaDonna Trimble	Dean, Enrollment Services
	Kenya Johnson	Associate Dean, Outreach Services
	Michelle Hernandez	Associate Dean, Student Life
	Michele Lathrop	Technical Analyst, Counseling & Matriculation
	Vanessa Gibson	Technical Analyst, Financial Aid Office

STANDARDS I-IV	TEAM MEMBERS	POSITIONS/JOB TITLES
Standard III: Resources	Shami Brar (Lead)	V.P., Administrative Services
Standard III.A.: Human Resources	Harmony Miller	Interim Executive Director, Human Resources
	Rhonda Burgess	Project Supervisor
	Terry Cleveland	Director, Risk Management & Environmental Health
Standard III.B.: Physical Resources	Dawn MacIntosh	Executive Director, Facilities
	Ronald Benedetti	Director, Capital Projects
	Erin Tague	Director, Facilities Planning & Logistics
	Michele Schottelkorb	Clerical Assistant III, Information Technology Services
Standard III.C.: Technology Resources	Rick Shaw	Executive Director, Information Technology Services
	Mike Dioquino	Director, Technology Operations
	Mike Wilmes	System Administrator, Information Technology Services
	Debbie Sanchez	Adjunct Librarian, Library Services
	Lisa O'Leary	Foundation Coordinator, Foundation Office
Standard III.D.: Financial Resources	Sarah Miller	Executive Director, Business Services
	Dianne Knippel	Executive. Director, Foundation
Standard IV: Leadership and Governance	Van Rider (Lead)	Faculty, Library Studies, and President, Academic Senate
Standard IV.A.: Decision Making Roles and Processes	Hal Huntsman	Faculty, Math, Science & Engineering
	Bridgett Cook	General Counsel
	Wendy Dumas	AVC Internal Auditor
	Ivanne Odoi	ASO – Student Trustee
	Angel Ramos	ASO – Student Trustee
	Rocio Rivera	ASO – Student Trustee
Standard IV.B.: Chief Executive Officer	Meeta Goel	Accreditation Liaison Officer, and Dean, IERP/Library Studies
	Morenike Adebayo-Ige	Accreditation Co-Chair, and Faculty Language & Comm. Arts
Standard IV.C.: Governing Board	Jedidiah Lobos	Faculty, Language & Communication Arts
	Patty McClure	Director, Board & Executive Services
	Hal Huntsman	Faculty, Math, Science & Engineering
Standard IV.D.: Multi-College District or Systems	N/A	

*Please note-Other previous contributing Accreditation Work Group Members: Mark McGovern-Astronomy & Physics Faculty, Tina McDermott-Comm Studies Faculty, Isabelle Saber-VP of Academic Affairs, Tom Graves-Comm Studies Faculty, ASO- Ivanne Odoi, Angel Ramos Mendiola, Nhe'Zhem Peoples, Rocio Rivera (Student Trustee)

The 2021 AVC Accreditation Handbook (C-05) and ACCJC's Guide for Institutional Self-Evaluation (C-06) were used for developing Standards templates, as style guides, and for evidence collection guidelines. By the fall 2021 semester, Standards Leads and Teams began to gather evidence and draft responses (C-07).

The Accreditation Committee met monthly (C-08) with two accreditation work sessions for Standards I-IV during fall 2021 and then a third one during spring 2022 (C-09, C-10). Each Standard Team carried on the work within their teams between these work sessions. The Standards Team Leads worked with their groups during the drafting process. The Accreditation Committee discussed ideas for the Quality Focus Essay in fall 2021 and spring 2022 (C-11), and these were then further discussed at Executive Council (C-12). Stemming from our self-reflection during the ISER process, how the college could more effectively utilize the comprehensive assessment system offered by eLumen and shifting our culture to better serve our students emerged as areas needing development, and the AC ultimately chose to focus on the following two projects for implementation: Maximizing on the Potential of eLumen and Empowering a Culture of Service Quality Focus Essays.

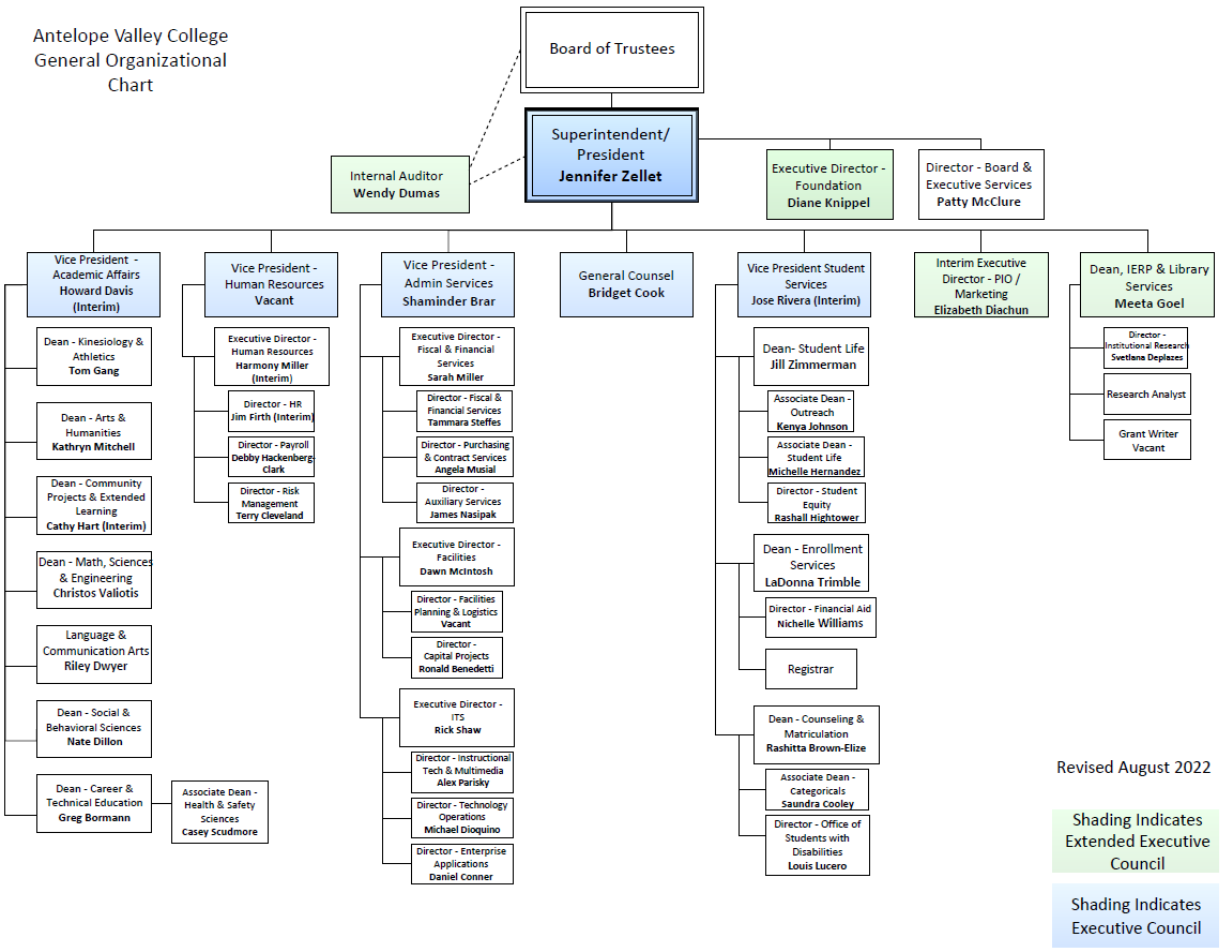
Over fall 2021 and 2022, the AC co-chairs presented to various constituent groups, committees, and programs, at campus meetings, and via phone and email to provide information regarding the accreditation process to the College (C-13), help raise awareness, and get college constituents involved.

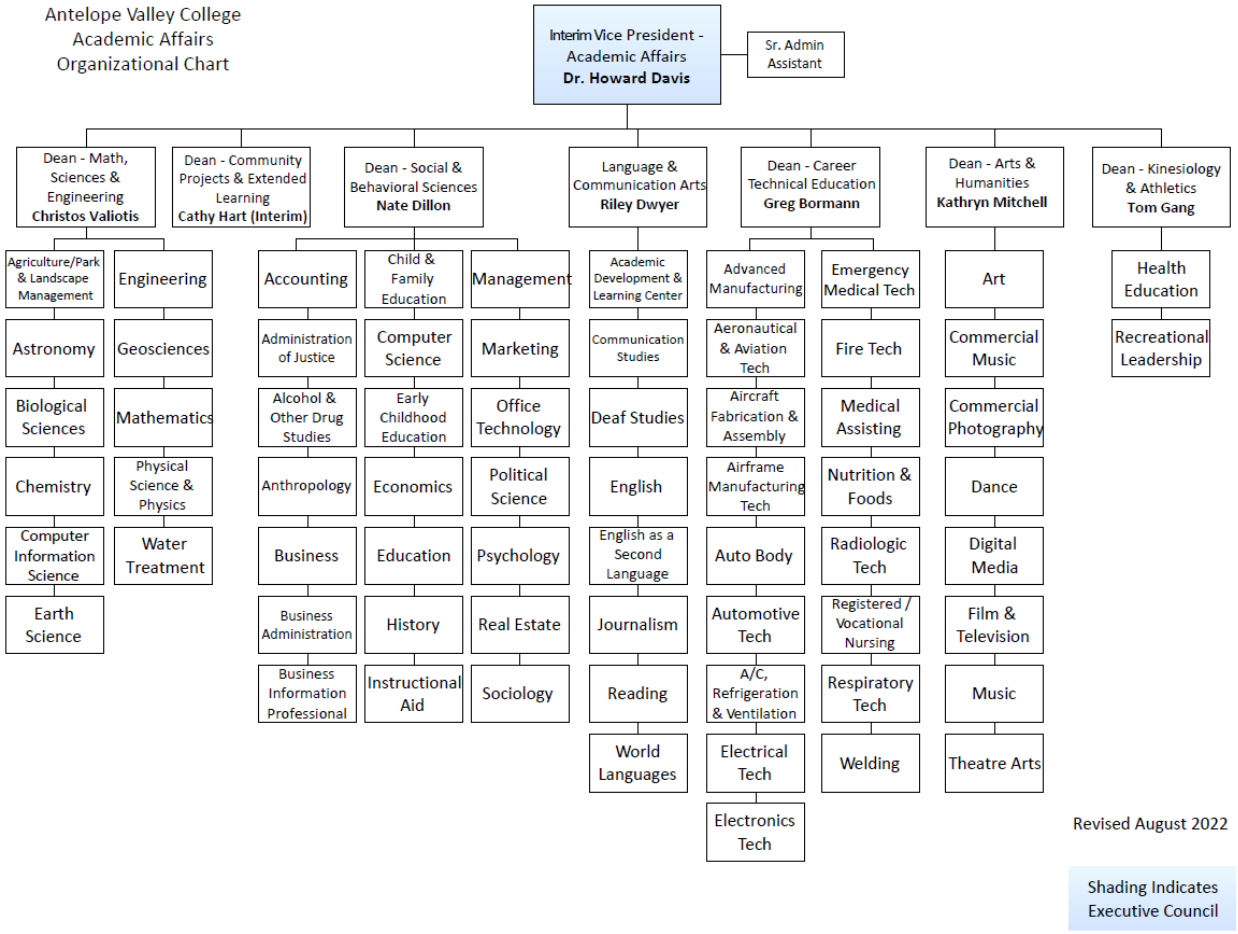
The first draft was shared with the Accreditation Committee during summer 2022. A second draft was completed by the end of November 2022, and shared with the Executive Council (C-14) Academic Senate Exec., and the Accreditation Committee before forwarding it to the Board for approval on December 9th, 2022 (C-15). The final draft was proofed by Dr. Richie Neil Hao (Communication Studies Faculty), the ALO, FAC, and President Jennifer Zellet prior to the submission of the Institutional Self-Evaluation Report to ACCJC.

Organization of the Self-Evaluation Process Evidence List

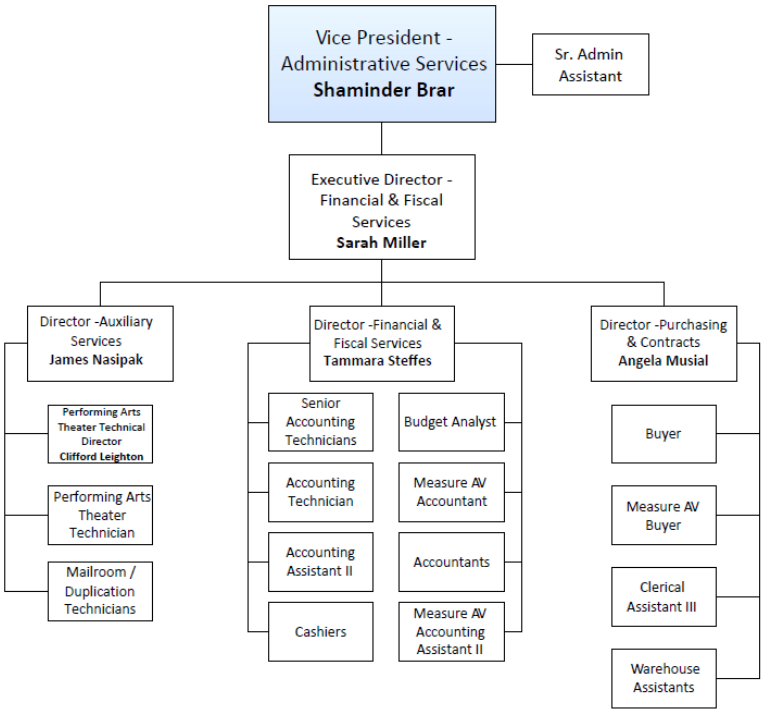
C-01 Antelope Valley ISER Training_Feb2021
C-02 AVC Advanced ISER Training - Mar2022
C-03 Antelope Valley Board Training_Feb2021
C-04 AVC ACCJC ISER Timeline 2021-2024
C-05 Accreditation Handbook 2021
C-06 Guide-to-Institutional-Self-Evaluation-Improvement-and-Peer-Review August 2022
C-07 Standards I-IV Teams Work-Spring 2022
C-08 Accreditation Committee Meeting Agenda-Jan 25th, 2022
C-09 Agenda for Accreditation Work Session 3 February 15th, 2022
C-10 Accreditation Committee Meeting Agenda-March 1st, 2022
C-11 ISER Development 2-15-22 Work Session
C-12 22.3.7 Exec Council Agenda and Docs
C-13 Accreditation at AVC
C-14 Executive Council Agenda-November 28th, 2022
C-15 12-9-2022 Agenda BoardDocs® Plus

D. Organizational Information




Antelope Valley College
Academic Affairs
Organizational Chart
Interim Vice President - Academic Affairs
Dr. Howard Davis
Sr. Admin Assistant
Dean - Math, Sciences & Engineering
Christos Valiotis
Dean - Community Projects & Extended Learning
Cathy Hart (Interim)
Dean - Social & Behavioral Sciences
Nate Dillon
Language & Communication Arts
Riley Dwyer
Dean - Career Technical Education
Greg Bormann
Dean - Arts & Humanities
Kathryn Mitchell
Dean - Kinesiology & Athletics
Tom Gang
Agriculture/Park & Landscape Management
Astronomy
Biological Sciences
Chemistry
Computer Information Science
Earth Science
Engineering
Geosciences
Mathematics
Physical Science & Physics
Water Treatment
Accounting
Administration of Justice
Alcohol & Other Drug Studies
Anthropology
Business
Business Administration
Business Information Professional
Child & Family Education
Computer Science
Early Childhood Education
Economics
Education
History
Instructional Aid
Management
Marketing
Office Technology
Political Science
Psychology
Real Estate
Sociology
Academic Development & Learning Center
Communication Studies
Deaf Studies
English
English as a Second Language
Journalism
Reading
World Languages
Advanced Manufacturing
Aeronautical & Aviation Tech
Aircraft Fabrication & Assembly
Airframe Manufacturing Tech
Auto Body
Automotive Tech
A/C, Refrigeration & Ventilation
Electrical Tech
Electronics Tech
Emergency Medical Tech
Fire Tech
Medical Assisting
Nutrition & Foods
Radiologic Tech
Registered / Vocational Nursing
Respiratory Tech
Welding
Art
Commercial Music
Commercial Photography
Dance
Digital Media
Film & Television
Music
Theatre Arts
Health Education
Recreational Leadership
Revised August 2022
Shading Indicates Executive Council

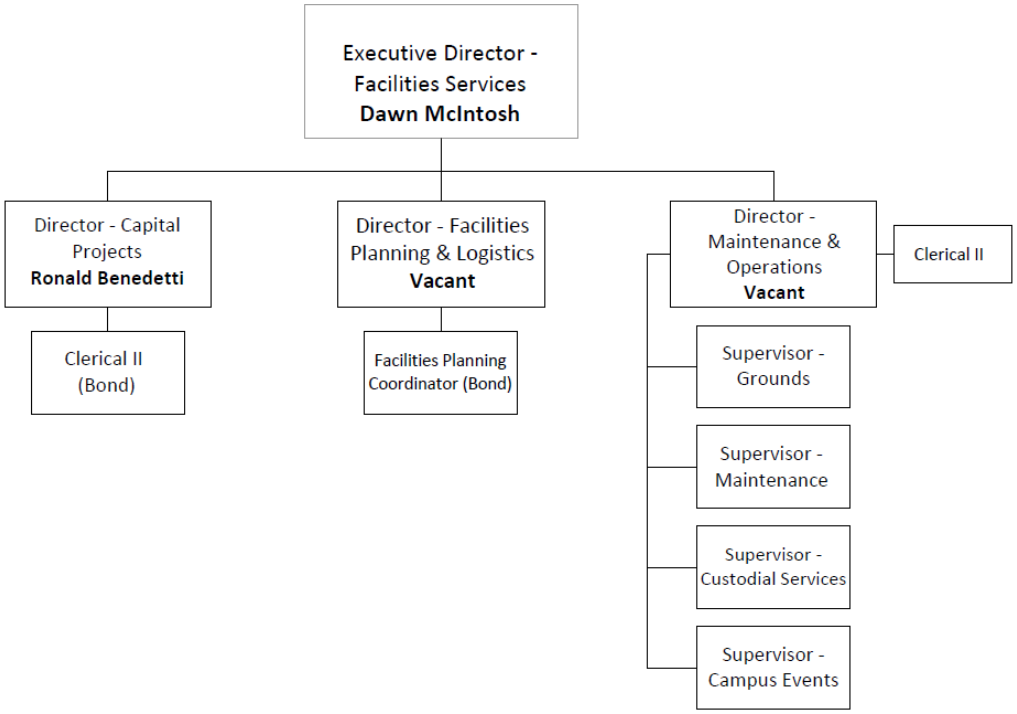
Antelope Valley College
Business Services
Organizational Chart



Revised August 2022

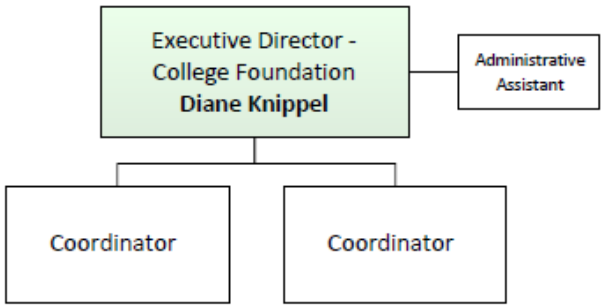
Shading Indicates Executive Council

Antelope Valley College
Facilities Services
Organizational Chart



Revised August 2022

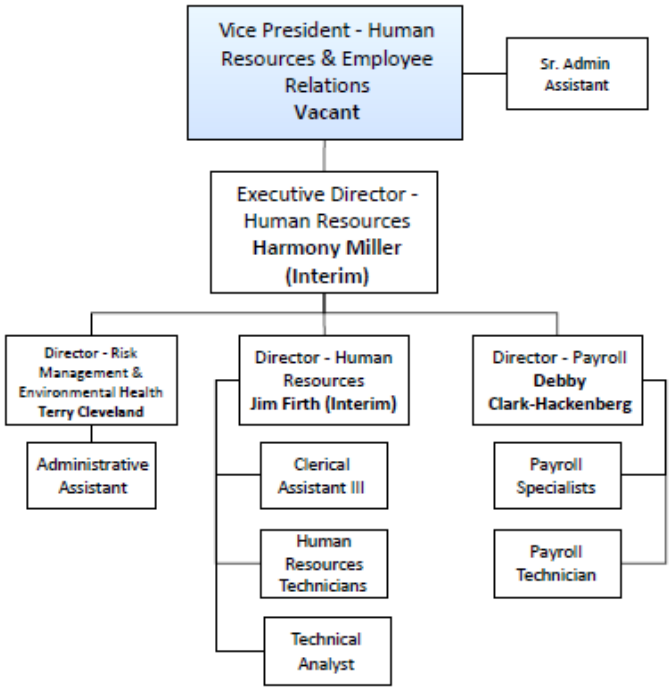
Antelope Valley College
Foundation
Organizational Chart



Revised August 2022

Shading Indicates Extended Executive Council

Antelope Valley College
Human Resources
Organizational Chart



Revised August 2022

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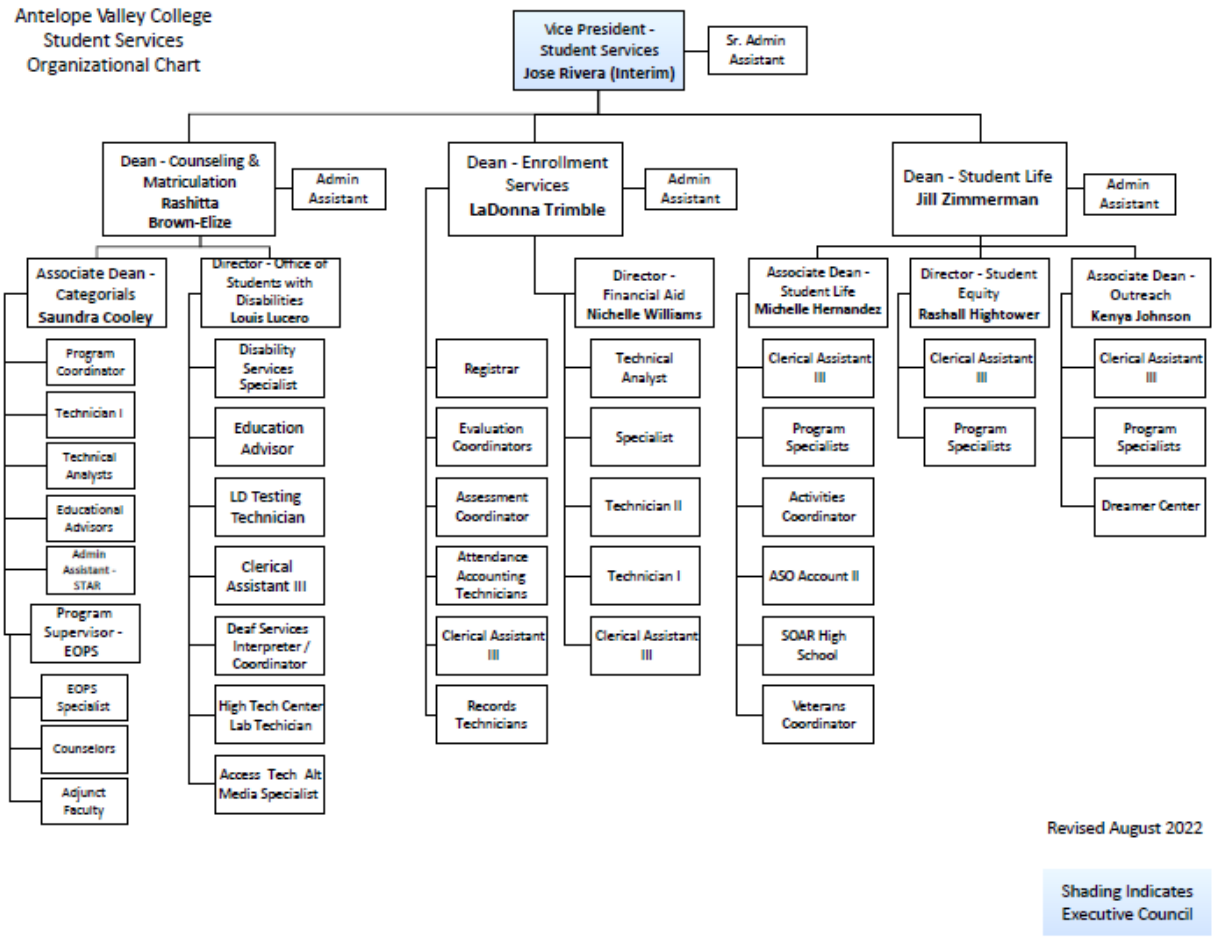
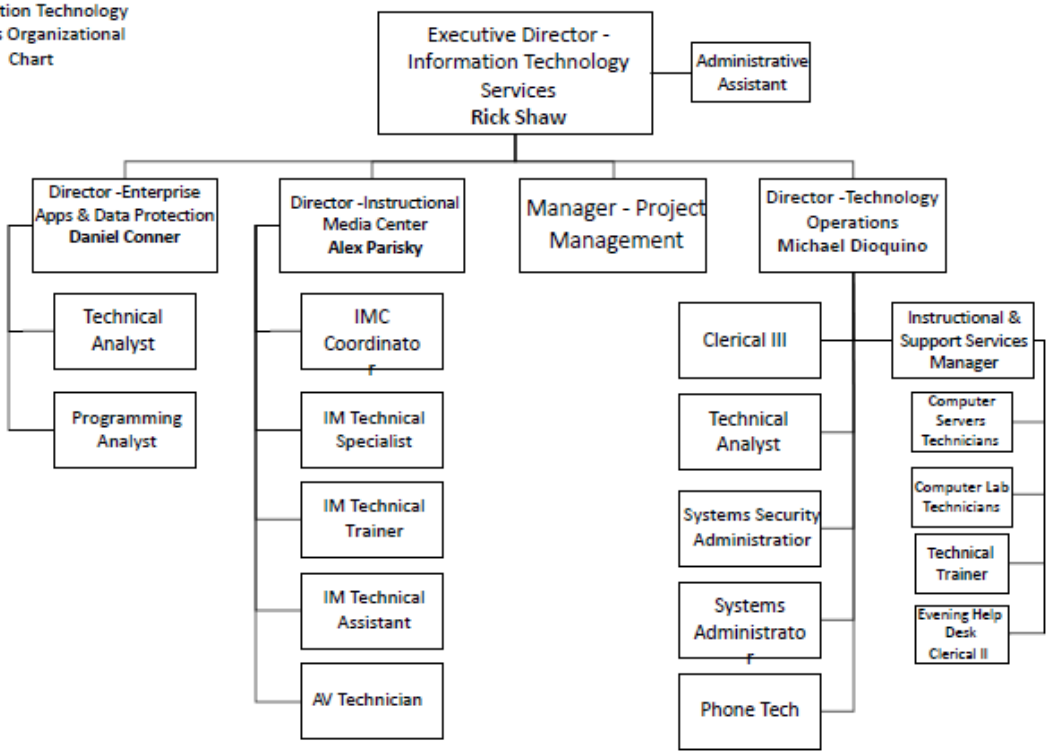

Antelope Valley College
Student Services
Organizational Chart
Vice President - Student Services
Jose Rivera (Interim)
Sr. Admin Assistant
Dean - Counseling & Matriculation
Rashitta Brown-Elize
Admin Assistant
Dean - Enrollment Services
LaDonna Trimble
Admin Assistant
Dean - Student Life
Jill Zimmerman
Admin Assistant
Associate Dean - Categorials
Saundra Cooley
Program Coordinator
Technician I
Technical Analysts
Educational Advisors
Admin Assistant - STAR
Program Supervisor - EOPS
EOPS Specialist
Counselors
Adjunct Faculty
Director - Office of Students with Disabilities
Louis Lucero
Disability Services Specialist
Education Advisor
LD Testing Technician
Clerical Assistant III
Deaf Services Interpreter / Coordinator
High Tech Center Lab Techician
Access Tech Alt Media Specialist
Registrar
Evaluation Coordinators
Assessment Coordinator
Attendance Accounting Technicians
Clerical Assistant III
Records Technicians
Director - Financial Aid
Nichelle Williams
Technical Analyst
Specialist
Technician II
Technician I
Clerical Assistant III
Associate Dean - Student Life
Michelle Hernandez
Clerical Assistant III
Program Specialists
Activities Coordinator
ASO Account II
SOAR High School
Veterans Coordinator
Director - Student Equity
Rashall Hightower
Clerical Assistant III
Program Specialists
Associate Dean - Outreach
Kenya Johnson
Clerical Assistant III
Program Specialists
Dreamer Center
Revised August 2022
Shading Indicates Executive Council

Antelope Valley College Information Technology Services Organizational Chart



Revised August 2022

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority
The institution is authorized or 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. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

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) (ER1-01) The most recent affirmation of accreditation status was conveyed by ACCJC in a letter dated February 3, 2017 and is posted on the college website (ER1-02).

Eligibility Requirement 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 (ER2-01). 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.

Eligibility Requirement 3: Degrees
A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic 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. The college catalog and schedule of classes contain comprehensive information regarding college programs and services (ER3-01, ER3-02).

Antelope Valley College offer 70 certificates of achievement and 60 associate degrees, including 26 Associate Degrees of Transfer (ADT). In addition, the college has offered a Baccalaureate Degree in Airframe Manufacturing Technology since fall, 2016.

Eligibility Requirement 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, Dr. Jennifer Zellet, serves as the chief executive officer with full-time responsibility to the college and district (ER4-01). She was appointed Superintendent/President by the Antelope Valley Community College Board of Trustees in July 1st, 2022 and has the requisite authority to administer board policies. The Superintendent/President has oversight for all programs and support services implemented at the College.

Eligibility Requirement 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 (ER5-01,ER5-02).

Certification of Continued Compliance with Eligibility Requirements Evidence

ER1-01 Accreditation on AVC Website
ER1-02 ACCJC Reaffirmation Letter 2-3-2017
ER2-01 AVC Annual Enrollment Dashboard
ER3-01 AVC 2021-2022 Catalog
ER3-02 Majors
ER4-01 AVC Superintendent/President Dr. Jennifer Zellet
ER5-01 Audits
ER5-02 Budgets

F. Certification of Continued Institutional Compliance with Commission Policies

Antelope Valley College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment
Regulation citation: 602.23(b).

The Accreditation Committee, with college wide representation, facilitates the college's accreditation work. The Faculty Accreditation Coordinator (FAC), Dr. Morenike Adebayo-Ige, and the Accreditation Liaison Officer (ALO), Dr. Meeta Goel, co-chair this committee. Key ACCJC communications and decisions are posted on AVC's accreditation web page (F-01). Information about third party comments is also provided on the website (F-02). Accreditation-related information is communicated to college constituents by the President and ALO. The FAC has reported progress with the ISER regularly to the Academic Senate and Board of Trustees.

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

The college sets targets for achievement using its Institution Set Standards (F-03), including stretch goals. These ISS are updated annually by IERP. AVC's progress on them is reviewed by the Strategic Planning Committee, Executive Council, Academic Senate, and the Board for the purpose of continuous improvement.

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Antelope Valley College adheres 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.

Tuition at Antelope Valley College is consistent across degree programs. The resident tuition is $46.00 per unit, and non-resident is $321.00 per semester unit plus enrollment fee and capital outlay. Upper division coursework is $84.00 per unit in addition to the standard tuition.

Board Policy 4020-Program, Curriculum, and Course Development (F-04) and Administrative Procedure 4020-Program and Curriculum Development (F-05) clearly delineate policies and procedures for determining a credit hour that meets academic expectations and the California

Code of Regulations. The Academic Policies and Procedures (AP & P) committee reviews and approves all course and program information.

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

Transfer-of-credit policies are made available to AVC students upon entry to the college through the college's Student Services, 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.

The college 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. Additional information regarding the college's transfer policies is available in Standard IIA1 and IIA9.

AVC develops articulation agreements in accordance with BP 4050-Articulation (F-06)and AP 4050-Articulation (F-07) by assessing transfer patterns to other institutions via the California Community Colleges Chancellor's Office 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.

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

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. DE courses incorporate regular and effective contact between the instructor and students, as well as between students via announcements, discussions, email, phone calls/texts, group or individual meetings (e.g. via Zoom), library workshops, assignment/test feedback, etc. AVC will become a Teaching College on the California Virtual Campus (CVC) in Spring 2023 (F-08).

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 AP&P committee and is reviewed through the curriculum and program review process. AP 4105-Distance Education (F-09) lays out these procedures.

Student Complaints
Regulation citations: 602.16(a)(1)(ix); 668.43.

AVC has a student rights and grievances process in place that is reasonable, fairly administered, and well publicized. The procedures for complaints are described in AP 5530-Student Rights and Grievances (F-10). 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 for filing a complaint with the ACCJC is included in the accreditation statement on the accreditation page.

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1))(vii); 668.6.

AVC and its Marketing and Public Information Office practice integrity and responsibility in advertising, student recruitment, and representing the college's accredited status. The catalog and student handbook are available online and the college website lists additional locations where information may be found (F-11). AVC's website provides the college's current accreditation status and access to historical accreditation documents (F-12, F-13).

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 Associate Dean of Outreach Services.

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

As delineated in BP 5130-Financial Aid (F-14) and AP 5130-Financial Aid (F-15), the college follows federal requirements for the financial assistance it offers students. AVC 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 counseling 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.

Certification of Continued Institutional Compliance with Commission Policies Evidence

F-01 AVC Accreditation Web Page
F-02 Third Party Comments
F-03 AVC's Institution Set Standards
F-04 Board Policy 4020-Program, Curriculum, and Course Development
F-05 Administrative Procedure 4020-Program and Curriculum Development
F-06 BP 4050-Articulation
F-07 AP 4050-Articulation
F-08 cvc.edu
F-09 AP 4105-Distance Education
F-10 BP 5530- Student Rights and Grievances
F-11 2022-23 Catalog Final Proof with Cover 7-9-22
F-12 Accreditation Link on AVC Homepage
F-13 AVC Accreditation Page
F-14 BP 5130-Financial Aid
F-15 AP 5130-Financial Aid

G. Institutional Analysis

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.

A. Mission

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)

Evidence of Meeting the Standard

BP 1200 states the District's Mission and how it is reviewed on a regular basis (IA1-01):

Antelope Valley Community 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 college provides its service area communities access to a comprehensive array of programs and services: Associate Degrees, A Bachelor's Degree Program, Career and Technical Education, Transfer/General Education Courses, Instructional and Student Support, Workforce Preparation and Economic Development, and Personal Enrichment and Professional Development. This breadth of offerings is presented in the college catalog (IA1-02) and website (IA1-03).

College constituent groups participate in regular reviews of the Mission e.g. at Strategic Planning Committee meetings (IA1-04, IA1-05). A Leadership Academy Team reviewed the college's Mission, Vision, and Values 2019-2020 and shared their recommendations at Strategic Planning Committee and Equity Committee meetings during 2020-2021 (IA1-06, IA1-07, IA1-08). Item 6.1 of the March 17th, 2022 Academic Senate meeting (IA1-09) included the presentation and invitation to provide feedback on the values. These recommendations were also shared with the Executive Council where it was decided that the existing college Mission sufficed but the Values could be revised (IA1-10).

Analysis and Evaluation

AVC's Mission delineates its core purpose and focus, which is to serve all students by providing them with educational opportunities and promoting student achievement and success. The

college is committed to this Mission and improving student lives for the diverse communities it serves.

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.

Evidence of Meeting the Standard

Based on the college Mission and environmental scan information, the Educational Master Plan (EMP-now called the Educational Service Plan or ESP) goals developed are focused on improving programs and services and enhance student success. To determine college progress with these goals and identify priorities, data such as enrollment, student retention and success, degree/certificate completion, employment and earnings are presented at least annually to the Board (IA2-01), Executive Council (IA2-02), Administrative Council (IA2-03), Strategic Planning Committee and Budget Committee (IA2-04), Program Review Committee (IA2-05), Equity Committee (IA2-06), Planning Retreats (IA2-07, IA2-08), and with other college groups. These Mission-driven indicators are also shared via tableau dashboards (IA2-09) on the IERP web pages. Users can disaggregate these data by age, gender, race/ethnicity, enrollment status, special populations, etc. to determine and address any achievement gaps amongst groups. One of the best examples of usage of college data to assess how well the college is fulfilling its Mission is the program review process (IA2-10), where each college instructional and non-instructional area annually examines student achievement and survey data, as well as environmental scan information such as enrollment, demographics, and labor market trends. The implementation of Invoke Learning currently underway will help provide further access and insights regarding these indicators and more, as will the data coaching initiative also underway to help with improving how data are used to determine progress with planning and the accomplishment of the college mission. These college groups also monitor overall progress with AVC's Mission and Educational Master Plan using the Vision for Success Goals and Institution Set Standards.

Analysis and Evaluation

To support how well AVC is accomplishing its Mission and demonstrating progress with its Mission-driven Educational Master Plan goals, student and other college data are regularly analyzed and shared with internal and external constituents in person, via email, and the college website e.g. BOT, Executive Council, Strategic Planning Committee meetings for the purpose of adjusting these goals as needed and continually improve student success.

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.

Evidence of Meeting the Standard

Annual program reviews (IA3-01) start with how each instructional and non-instructional program supports the college Mission and continues with identification of which Educational

Master goal(s) are supported by the program, progress with these goals, and any resource needs stemming from this analysis. These goals are driven by the college Mission and based on extensive internal and external environmental scan information related to student, other stakeholder, and service area needs. On page 3 of the Program Review Handbook (IA3-02), "The program identifies specific goals and plans for improvement that support the college mission". Examples of how college programs support the Mission are presented in the Health and Safety Sciences Division program review (IA3-03) and its peer review (IA3-04). This Mission guides institutional planning activities (IA3-05).

Analysis and Evaluation
AVC's Mission is central to the planning and decision-making process. All college areas reflect on how they are contributing to the accomplishment of the college Mission as a part of the annual program review.

Identified opportunities for improvement
Continue to improve alignment of planning and budgeting

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)

Evidence of Meeting the Standard
The institution's mission is approved by the governing board. The Mission is published in multiple locations, including the college catalog, website (IA4-01) and in BP 1200-District Mission (IA4-02). The institution follows its process for reviewing and updating its mission as delineated in AP 3250 (IA4-03). The entire college community is invited to participate in reviewing the Mission at annual planning retreats (IA4-04) and various other meetings such as the Strategic Planning Committee and Budget Committee joint meeting (IA4-05) and Executive Council (IA4-06). AVC's Mission Statement was last revised during 2014. One of the teams from the initial cohort of the Leadership Academy (IA4-07) proposed changes to the Vision, Mission, and Values and shared these at the Strategic Planning Committee during 2020 (IA4-08) and Equity Committee (IA4-09). Following this proposal, it was decided by leadership that the Mission adequately reflected the college's purpose for the time being, however the Values could be revised, and some parts of the proposed Mission would be incorporated within the Values. Additionally, input was gathered from students and employees about the current and proposed Values via a survey created by SPC in collaboration with the Leadership Academy Team (IA4-10). Based on the survey results and discussions at the Strategic Planning Committee, Executive Council, and Academic Senate, a blend of the current and proposed Values was created. These new Values were approved by the Board in June, 2022 (IA4-11, IA4-12). With the impact of the pandemic and the uncertainty of the current environment, in general, how we treat one another and work together became even more important, so it was important to revise the Values. Reviewing (per AP3250), tweaking, as needed, and actualizing our Vision, Mission, and Values is key to this.

Analysis and Evaluation
AVC's Mission is published and widely shared through numerous means such as the college website, catalog, and Board Policy. It is reviewed annually at the college wide planning retreat.

Conclusions on Standard I.A: Mission
The core purpose of the college is captured in its Mission, as it describes the students AVC serves and its commitment to student success and meeting the needs of its community. This Mission Statement is widely published, reviewed regularly, updated and approved by the Board as needed.

Improvement Plan(s)
IA3 Continue to improve alignment of planning and budgeting via the collaboration of the Program Review Committee, Strategic Planning Committee, and the Budget Committee.

Standard IA Evidence List

IA1-01 BP 1200 District Mission
IA1-02 AVC 2021-2022 Catalog
IA1-03 AVC website program information
IA1-04 Joint Strategic Planning and Budget Committee with Mission Review 10-7-2020
IA1-05 CW Planning Retreat with Mission Review September 29th, 2017
IA1-06 Group 4-Leadership Academy AVC Mission, Vision, and Values
IA1-07 SPC-BC Joint Meeting Agenda Packet April 28th, 2021
IA1-08 02-09-21 Student Equity Meeting Minutes
IA1-09 3.17.22 Senate Meeting AVC Values
IA1-10 Executive Council w Deans and Vision, Mission, & Values Agenda 5-3-2021
IA2-01 Trends for BOT Planning Retreat
IA2-02 EC and Deans Meeting-AVC Goals and VfS
IA2-03 Admin Council-Institutional Effectiveness, Research, & Planning 8-26-19
IA2-04 Joint SPC-BC Meeting w VfS Goals and ISS
IA2-05 Program Review Meeting Minutes 2020.02.01
IA2-06 Equity Meeting Minutes with Tableau
IA2-07 All College Planning Retreat Agenda-Sept 28th 2018
IA2-08 College Wide Planning Retreat 2021
IA2-09 Program Review Data Tableau
IA2-10 Program Review Handbook rev 8.30.21
IA3-01 AVC Program Review Report Template 2020-2021
IA3-02 Program Review Handbook rev 8.30.21
IA3-03 HSS Program Review Report 2020-2021
IA3-04 HSS Peer Review
IA3-05 CW Planning Retreat with Mission Review Sept 29, 2017
IA4-01 AVC Vision, Mission and Values
IA4-02 BP 1200 District Mission

IA4-03 AP 3250 Institutional Planning
IA4-04 CW Planning Retreat with Mission Review Sept 29, 2017
IA4-05 SPC-BC Meeting with Mission Review 10-7-2020
IA4-06 EC with Deans and AP3250 and Vision Mission Values 5.3.21
IA4-07 Group 4 - Leadership Academy-AVC Mission, Vision, and Values
IA4-08 November 18, 2020-SPC Minutes
IA4-09 02-09-21 Student Equity Meeting Minutes
IA4-10 12-14-2021 Student Equity Meeting Minutes Final
IA4-11 AVC Revised Values to BOT 6-13-22
IA4-12 AVC Values Spring 2022-Revised

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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.**

Evidence of Meeting the Standard

Student outcomes, student equity, academic quality, and institutional effectiveness are discussed regularly at meetings of Equity, Program Review, and Strategic Planning Committees for the purposes of continuous improvement of student learning and achievement. Recommendations from these groups are forwarded to leadership for further dialog and input e.g. Executive Council and Academic Senate. Equity Committee meetings and college wide Equity Retreats are designed as a forum for substantive dialog to better support student success. Examination of student outcome data and equity-minded practices and college progress its Student Equity Plan (IB1-01) occurs at Equity meetings (IB1-02). For example, discussing the results of the National Assessment of Collegiate Campus Climates Survey of students and next steps were emphasized at the most recent Equity Retreat (IB1-03).

Championed by the Program Review Committee (IB1-04), annual program reviews (IB1-05) for all college instructional and non-instructional areas involve extensive reflection, discussion, and actions around student outcomes, academic quality, effectiveness, and continuous improvement of teaching and learning. Examination of internal (IB1-06, IB1-07) and external data and peer review (IB1-08) are an integral part of this process. The Academic Policies and Procedures Committee plays a prominent role in assuring Academic Quality as well (IB1-09). The Strategic Planning Committee monitors the college's progress with the accomplishment of its Mission and identifies any needed improvements needed for instructional and non-instructional areas using the Chancellor's Office Vision for Success metrics (IB1-10) and other data such as the Community College Survey of Student Engagement (IB1-11). The first Data Coaching Cohort was trained recently with a focus on individually and collectively understanding race/equity and what actions can be taken to address the closing of equity gaps (IB1-12).

Analysis and Evaluation
Sustained, substantive, and collegial dialog regarding student outcomes, student equity, academic quality, and institutional effectiveness for the purpose of continually improving student learning and achievement takes place at key college meetings and forums, and area program reviews capture the college's progress.

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

Evidence of Meeting the Standard
The college catalog, which is available on AVC's website, contains learning outcomes and course descriptions for all instructional programs (IB2-01). Student learning outcomes and assessments are established for all instructional and student support services programs and embedded in the annual program review process available on the college website (IB2-02). By fall 2019, WEAVE Online was replaced by eLumen (IB2-03) as a repository for the collection and analysis of student learning outcomes data. Program review data (IB2-04) are examined and progress with student and program learning outcomes and towards action plans is presented. This is followed by Peer Review of these program reviews (IB2-05).

Analysis and Evaluation
The college systematically and regularly reviews its instructional and student support services via its program review process. Learning outcomes assessments are the basis for this evaluation of all courses and programs.

Definition and assessment of student learning outcomes for all learning support programs.
The availability of eLumen Reports.

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. (ER 11)

Evidence of Meeting the Standard
Institution-Set Standards (ISS) for achievement are reported annually to ACCJC (IB3-01). The ACCJC Annual Reports reflecting progress towards ISS are publicly available on AVC's Accreditation webpage (IB3-02, IB3-03). In addition to the Accreditation page (IB3-04), Institution-Set Standards are publicly available on AVC's Tableau site. Included are the institution's stretch (aspirational) goals (IB3-05). Progress on these ISS is examined annually by college leadership (IB3-06) and groups such as SPC-BC (IB3-07). At these meetings, targets for the goals are evaluated and adjusted as appropriate and stretch goals were added in 2020 for each ISS as the college desired to aim for higher standards for itself.

Analysis and Evaluation
The ISS are updated and evaluated annually for ACCJC, as well as the college to monitor how well AVC is achieving them in pursuit of continuous improvement and accomplishment of its Mission. These ISS are publicly available on the college website.

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

Evidence of Meeting the Standard
Extensive program review data are provided by Institutional Effectiveness, Research, and Planning using tableau, surveys, and other means. These data are available on the college website (IB4-01) and college areas (IB4-02) utilize them during the program review process to evaluate progress with and plan for continuous improvement of student learning and student achievement, as well as to determine any additional resource needs. The Student Equity Plan (IB4-03, IB4-04) is also used to examine the college's progress on associated metrics and the impact of equity-minded practices for the purpose of continuous improvement.

Analysis and Evaluation
Assessment data play a key role in supporting student learning and student achievement. They are a primary focus of program reviews and inform the planning process.

Institutional Effectiveness

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.

Evidence of Meeting the Standard
The Program Review Committee provides a handbook to campus constituents that outlines the Program Review process, PR Principles, and guidelines for writing the Program Review Self-Study Report (IB5-01). In addition to the Program Review Handbook, the committee has Program Review training in Canvas (IB5-02). The Program Review Committee provides a template to assure that the program review process is uniform and consistent. The Program Review template currently employs a SWOT analysis. However, the committee is currently reviewing the template and considering utilizing the elements of SOAM Analysis for future program reviews (IB5-03). Quantitative data are disaggregated by program type and modality in a public Tableau site. The dashboard shows success and retention for each program. Additional tabs show success and retention by demographic groups, disproportionate impact, and FTEF (IB5-04). Constituents provide results from any internal and external environmental scan information, such as interviews, focus groups, advisory groups, licensure exams, job placement rates, and the program review data (IB5-05, IB5-06). Every program is required to reflect on how it contributes to the college Mission and to use these data to assess its progress with its program goals and plans for continuous improvement. The completed program reviews are posted on the AVC website after the reports have been peer-reviewed (IB5-07).

Analysis and Evaluation
The college uses the program review process to assess the accomplishment of its Mission and continuous improvement. This process emphasizes the evaluation of program goals, student learning outcomes, and student achievement data disaggregated by student demographics, program type, and modality.

6. **The institution disaggregates and analyzes learning outcomes and achievement for subpopulations 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.**

Evidence of Meeting the Standard
Disaggregated data for disproportionately impacted student populations are analyzed for the Student Equity Plan (IB6-01, IB6-02) to identify any achievement gaps and implement strategies to close them. The metrics of the Vision for Success goals (IB6-03, IB6-04, IB6-05) are also disaggregated by special populations and student demographics. These data are shared with college constituents for data-informed planning, decision-making, and resource allocation e.g. Student Equity Committee (IB6-06), Strategic Planning Committee (IB6-07), Executive Council (IB6-08). The effectiveness of this activity is evaluated via the program review process.

Analysis and Evaluation
In order to identify any performance gaps, and allocate or relocate resources where needed, and implement strategies to close these gaps, the college disaggregates and analyzes learning outcomes and achievement data for subpopulations of students. Progress with the Student Equity Plan and Vision for Success goals is evaluated at the Student Equity Committee, Strategic Planning Committee and through the program review and planning processes.

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.**

Evidence of Meeting the Standard
A systemic procedure is in place for the revision of Board Policies and Administrative Procedures (IB7-01). The college has sought assistance from the Community College League of California (CCLC) for improving the revision process. CCLC has reviewed all the college BPs and APs and made some recommendations. The CCLC has provided updates that are distributed to the Executive Council (IB7-02) for revisions before going to the College Coordinating Council (CCC) for input. The revisions are then brought to AP&P, Academic Senate, and other constituent groups before being returned to CCC. The review process of Administrative Policies typically has a longer timeline. Any revisions go to a Board of Trustees-Board meeting (IB7-03). Board Policies with substantive changes are taken there for approval (IB7-04) and those having

non-substantive changes as informational (IB7-05) items. Administrative Policies (IB7-06) as presented to the Board as information.

This review and revision process takes place according to an updating timeline (IB7-07) from CCLC that ensures that approximately 400 Board and Administrative Policies reflecting a cross-section of college areas get reviewed annually. For example, BP 6400 (IB7-08) and AP 6400 (IB7-09), which address audits, and were revised using the above procedure. Similarly, BP 7100 (IB7-10) and AP 7100 (IB7-11) titled "Commitment to Diversity" were reviewed and revised and this process involved all campus constituencies.

Practices across all instructional and non-instructional areas of the institution are also evaluated by the program review process (IB7-12). Peer Reviewers from the Program Review Committee provide feedback to areas on the quality of the completed program review reports (IB7-13) and any recommendations for improvement. The Program Review Committee submits an annual report regarding its progress on its goals, which have focused on the continuous improvement of the program review process (IB7-14).

Analysis and Evaluation
Policies and practices are regularly evaluated across all areas of the college to assure their effectiveness in supporting academic quality and accomplishment of AVC's Mission. This takes place at CCC with input from the Executive Council, Academic Senate, AP&P, and other groups before going to the Board.

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.

Evidence of Meeting the Standard
The Institutional Effectiveness, Research, and Planning web pages on the college website is the primary location for the results of AVC's assessment and evaluation activities (IB8-01). The information presented there regarding accreditation (IB8-02), strategic planning (IB8-03), results of surveys of stakeholders (IB8-04), and other institutional information (IB8-05) is shared frequently at various meetings (IB8-06, IB8-07) and college events (IB8-08, IB8-09). The college's program review process, including the Program Review Handbook, report templates, and completed reports is presented on the program review web pages of the college site (IB8-10).

Analysis and Evaluation
The Institutional Effectiveness, Planning, and Research web pages of AVC's website serve as the main repository for broad communication college assessment and evaluation efforts. The college continues to address the usage of this information for furthering a shared understanding of its strengths and weaknesses and setting of appropriate priorities.

Identified opportunities for improvement
Increased understanding and usage of college assessment and evaluation data for data-informed decision-making and continuous improvement.

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)

Evidence of Meeting the Standard
The Strategic Planning Committee hosts a yearly college wide retreat centered on reviewing campus values and planning for the following year (IB9-01). During the planning retreat in 2021, campus constituents convened to identify what the areas are doing well, what processes, operations, or services need improvement, and brainstormed ideas to solve problems in the different areas (IB9-02). Based on the Educational Master Plan (IB9-03, IB9-04), the strategic plan at AVC consists of a three-year plan that establishes the areas' goal (or vision for the future) and the steps that will be taken to achieve those goals (IB9-05, IB9-06). The Strategic Planning Committee (SPC) is comprised of AVC employees from different areas of campus. In support of the Educational Master Plan and accompanying Facilities Master Plan (FMP-now called the Facilities Service Plan or FSP), members of SPC are represented by Facilities, Human Resources, Marketing, Information Technology Services, as well as Academic Affairs and Student Services. During SPC meetings, committee members discuss Vision for Success Goals, Educational Master Plan, and strategic plan goals (IB9-07). AVC has established Vision for Success goals for completions, transfers, unit accumulation, and workforce development. The college annually evaluates whether these goals are met for continuous improvement of institutional effectiveness and academic quality. SPC also reviews the mission, vision, and values and monitors progress with Institutional Learning Outcomes and Institution Set Standards (IB9-08, IB9-09, IB9-10). Some SPC committee members are also present in Program Review committee meetings to ensure that the program review process is aligned with the AVC's mission, vision, and values (IB9-11, IB9-12). Similarly, some Program Review Committee members are members of the Budget Committee. The Strategic Planning Committee and Budget Committees meet jointly (IB9-13) twice a year and work in concert with the Program Review Committee for integrated planning (IB9-14).

Analysis and Evaluation
The college engages in continuous, broad based, systematic evaluation and planning. However, How well program review, planning, and resource allocation are integrated into a comprehensive process that leads to accomplishment of the college mission and improvement of institutional effectiveness and academic quality, as well as how institutional planning addresses short- and long-term needs for educational programs and services and for human, physical, technology, and financial resources could be improved.

Identified opportunities for improvement
Integrated planning continues to be a goal of the Program Review Committee and Strategic Planning Committee/Budget Committee, so that we can ensure better alignment of program review, planning, and resource allocation for the accomplishment of the college mission and improvement of institutional effectiveness and academic quality.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness
Using student learning and achievement data that is disaggregated as needed, the college systematically assesses and evaluates its progress with accomplishing its Mission and improving institutional effectiveness and academic quality. This primarily occurs via the annual program review, planning, and resource allocation processes. AVC is continuing to address better integration of these processes.

Improvement Plan(s)
IB2 Definition and assessment of student learning outcomes for all learning support programs. Improve the availability and accessibility of information.
IB2 eLumen Reports, work with eLumen to leverage its reports feature.
IB8 Increased understanding and usage of college assessment and evaluation data for data-informed decision-making and continuous improvement using the expansion of Data Coaching.
IB9 Integrated planning-Integrated planning continues to be a goal of the Program Review Committee and Strategic Planning Committee, and Budget Committee, so that we can ensure better alignment of program review, planning, and resource allocation for the accomplishment of the college mission and improvement of institutional effectiveness and academic quality. The goal will be to further integrate the eLumen platform and strategic planning.

Standard IB Evidence List

IB1-01 DI Overview by SEP Metric
IB1-02 Equity minutes Aug 11, 2020
IB1-03 Student Equity Retreat
IB1-04 Program Review Meeting Minutes 2020.02.01
IB1-05 EOPS Program Review Report 2022-2023
IB1-06 Program Review Data-Psy
IB1-07 S&R by Demographic Groups-Psy
IB1-08 EOPS Peer Review
IB1-09 9.12.19 Agenda Packet
IB1-10 SPC Agenda - 5.18.22
IB1-11 SPC Agenda Packet Aug. 3, 2022
IB1-12 AVC Data Coaching Summer Kick-Off
IB2-01 2022-2023 catalog on AVC website
IB2-02 program review
IB2-03 eLumen Course Outline Record
IB2-04 STAR Program Review Report 2020-2021

IB2-05 STAR Peer Review
IB3-01 2022 ACCJC Annual Report
IB3-02 2021 ACCJC Annual Report
IB3-03 2020 ACCJC Annual Report
IB3-04 AVC Accreditation Webpage
IB3-05 ISS Dashboard
IB3-06 ISS-5.6.19 EC Agenda and Docs
IB3-07 SPC-BC Agenda Packet - Oct 2019 w ILO M Rev
IB4-01 research
IB4-02 Program Review Data-3
IB4-03 Equity-3
IB4-04 DI Overview by SEP Metric
IB5-01 Program Review Handbook
IB5-02 PR Training in Canvas
IB5-03 2020-21 PR Template
IB5-04 Program Review Dashboard
IB5-05 Completed PR Reports
IB5-06 Completed PR Example
IB5-07 Peer Review Example
IB6-01 SEP Overview
IB6-02 DI Overview by SEP Metric
IB6-03 Vision for Success V4
IB6-04 Completion Goal
IB6-05 AVG Number of Units
IB6-06 Equity minutes Aug 11 2020
IB6-07 SPC AGENDA - 5.18.22
IB6-08 VfS Goals 6.6.22 Exec Council Agenda
IB7-01 AVC BP & AP Approval Process Flow Chart
IB7-02 EC 4.13.20 Agenda and Docs BPs APs
IB7-03 BoardDocs® Plus
IB7-04 BOT June 8 2020 Meeting w BP Approvals BoardDocs® Plus
IB7-05 BOT August 11 2018 Meeting w BPs and APs as Information BoardDocs® Plus
IB7-06 BOT February 11 2019 Meeting w APs as Information BoardDocs® Plus
IB7-07 Timeline for updating AVC policies
IB7-08 BP 6400 Financial Audits
IB7-09 AP 6400 Financial Audits
IB7-10 BP 7100 Rev 5.29.20
IB7-11 AP 7100 Rev 5.29.20
IB7-12 AHUM Program Review Report 2020-2021
IB7-13 AHUM Peer Review
IB7-14 Year-End Committee Report PR 2021-2022
IB8-01 IERP
IB8-02 accreditation
IB8-03 planning

IB8-04 Surveys
IB8-05 dashboards
IB8-06 VfS Goals-5.23.22 Exec Council Agenda
IB8-07 BOT 6-13-22 w Values and VfS
IB8-08 MGandSD-Opening Day Spring 2022
IB8-09 2022 Spring Agenda Final
IB8-10 program review
IB9-01 2021 Planning Retreat Agenda
IB9-02 2021 Planning Retreat Activity
IB9-03 2016 Educational Master Plan
IB9-04 edmasterplan docs webpage
IB9-05 2019-2022 Strategic Plan
IB9-06 plans
IB9-07 VfS Goals with Actuals
IB9-08 SPC Minutes 2-6-19
IB9-09 SPC Minutes 6-3-20
IB9-10 SPC Minutes 10-7-20
IB9-11 PR Minutes 11-16-21
IB9-12 PR Minutes 10-19-20
IB9-13 SPC-BC Oct. 7, 2020 Minutes
IB9-14 SPC-BC Flow-April 2017

C. Institutional Integrity

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)

Evidence of Meeting the Standard
The college provides accurate information about its accreditation status to students and the public on its website (IC1-01) and in its catalog-also available on the college website (IC1-02), which contains current information about college programs and services and is updated regularly.

Analysis and Evaluation
The clarity, accuracy, and integrity of information provided to students and other stakeholders is regularly examined and is available on the college website.

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". (ER 20)

Evidence of Meeting the Standard
The college reviews and revises the catalog annually. The catalog contains accurate and current information regarding college requirements, policies, and procedures. The Catalog Committee works with college areas to determine what changes are needed. It is available in print and online (IC2-01). An Addendum allows for any updates that occur between these revisions (IC2-02).

Analysis and Evaluation
The college catalog is available online and in print and is reviewed annually by the Catalog Committee and by college areas for accuracy and revised as needed.

Identified opportunities for improvement
The Catalog Committee and the catalog review and revision process.

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)**

Evidence of Meeting the Standard
Progress with the Vision for Success goals and metrics and other student learning and achievement data are shared by Institutional Effectiveness, Research, and Planning annually with the Board (IC3-01), Executive Council (IC3-02), the Strategic Planning Committee (IC3-03), and other college groups, as well as posted on the college website (IC3-04), in order to communicate matters of academic quality. The Vision for Success data allow for AVC to benchmark itself, as well as with other colleges in the State. Program reviews with SLO data are available on the college website (IC3-05) and Outreach promotes programs and uses AVC Facts with key college data e.g. student demographics, number of degrees and certificates awarded, etc. (IC3-06).

Analysis and Evaluation
The college utilizes documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including students and the public.

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

Evidence of Meeting the Standard
The college catalog describes AVC's degrees and certificates, their purpose, requirements, and learning outcomes, and it is available on the college website both in its entirety (IC4-01) or by program (IC4-02).

Analysis and Evaluation
In its catalog, the college includes comprehensive information regarding its certificates and degrees, their purpose, content, course requirements, and learning outcomes.

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

Evidence of Meeting the Standard
Board Policies, Administrative Procedures, and publications such as the catalog are systematically reviewed to assure the integrity of how the Mission, college programs, and services are represented per BP and AP 2410 (IC5-01). BPs and APs are distributed to the Executive Council (IC5-02) for revisions before going to the College Coordinating Council for input (IC5-04). The revisions are then brought to AP&P (IC5-06), Academic Senate, and other constituent groups before being returned to the College Coordinating Council. Any revisions then go to a Board of Trustees meeting (IC5-07).

Analysis and Evaluation
In an effort to assure integrity in all representations of its Mission, programs, and services, the College Coordinating Council, Executive Council, Academic Senate, and other constituent groups regularly review institutional policies, procedures, and publications before forwarding them to the Board for approval.

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.

Evidence of Meeting the Standard
College costs available in the catalog, page 14 (IC6-01) and under admissions and records (IC6-02) on the college website, as well as under information about financial aid.

Analysis and Evaluation
Information on the total cost of attendance is provided for current and prospective students in the college catalog and admission and records web pages.

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)

Evidence of Meeting the Standard
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 (IC7-01) in reference to Title 5, Section 51023 (IC7-02) of the Faculty Handbook Code of Ethics (IC7-03, page 35), and the Antelope Valley College Faculty Collective Bargaining Agreement with the District (IC7-04, Article VII, Section 7.0, Academic Freedom, pages 33-35).

Analysis and Evaluation
BP 4030 on academic freedom delineates the college'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. This policy is available on the college website.

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.

Evidence of Meeting the Standard
The college has established the following BPs and APs: BP 5500-Standards of Conduct (IC8-01); BP 2715-Code of Ethics (IC8-02); AP 5520-Student Discipline procedures (IC8-03); BP/AP 7360-Discipline and Dismissal-Academic Employees (IC8-04, IC8-05); BP/AP 7365-Discipline and Dismissal-Classified Employees (IC8-06, IC8-07); and AP 3050-Institutional Code of Ethics (IC8-09) to clearly communicate expected standards of behavior and promote honesty, responsibility, and academic integrity. These policies and procedures are available on the college website. Online Orientation is available via the myAVC portal and students receive a pass/fail score to ensure receipt and comprehension.

Analysis and Evaluation
The college publicly publishes established policies and procedures with standards of behavior that promote honesty, responsibility and academic integrity.

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

Evidence of Meeting the Standard
Antelope Valley College's expectation that faculty distinguish between personal conviction and professionally accepted views in their discipline is explicitly codified in Board Policy 4030 (IC9-

01, Academic Freedom). Additionally, the Academic Senate's Faculty Handbook (IC9-02, last updated 2015-2016) includes a detailed section on Faculty Rights and Professionalism (page 35) states,

The faculty at Antelope Valley College recognizes that membership in the academic profession carries with it special responsibilities . . . 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, and further specifies that "We strive to remain open-minded, intellectually resilient, and willing at all times to entertain and evaluate positions other than our own. We strive to teach and convey what we know without imposing our personal beliefs upon other people. We assess academic achievement in an objective manner".

The Antelope Valley College Faculty Collective Bargaining Agreement with the District (IC9-03, Article VII, Section 7.0, Academic Freedom, page 33) ensures faculty adhere to the course curriculum of record, present materials in ways they deem relevant, and express different points of view, stating,

To ensure this freedom, faculty shall not be subjected to censorship or discipline solely on the grounds that he or she has expressed opinions or views, or provided access to opinions or views, which are controversial or unpopular. Antelope Valley College faculty have a special responsibility to insist that their institution does not yield to ephemeral passion or heavy community pressures to take hasty actions that may infringe on freedom of expression, and follows, "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."

The Faculty Professional Development (FPD) program (IC9-04) 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.

The full and part time peer-reviewed faculty evaluation outlined in Article VIII of the Faculty Collective Bargaining Agreement (IC9-05, page 36) 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 and reviewed.

Monthly division and department meetings also provide faculty and deans the opportunity to discuss matters and share ideas pertaining to academic improvements and policies in a collegial environment. Many faculty publish books and book chapters, and academic journal articles through rigorous peer- and editorial-review processes, examining and promoting a wide range of dynamic topics, perspectives, and practices.

With sound policies and practices, Antelope Valley College 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, as well as encourage students to openly share their perspectives, ultimately creating a rich academic environment for teaching and learning.

Analysis and Evaluation
Per Board policies, faculty are expected to distinguish between personal conviction and professionally accepted views in a discipline and present data and information fairly and objectively.

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.

Evidence of Meeting the Standard

Expectations for student conduct are described in BP 5500-Student Conduct and AP 5520-Student Discipline Procedures (IC10-01) the college catalog under Standards of Student Conduct and Student Discipline Procedures, pages 36-41 (IC10-02). The college's expectations of ethical behavior for employees are described in AP 3050- Institutional Code of Ethics (IC10-03). The catalog and these policies and procedures are available on the college website (IC10-04).

Analysis and Evaluation
Board policy and administrative procedures communicate the college's expectations of specific codes of conduct from staff, faculty, administrators, and students. These documents are available on the college website

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.

Evidence of Meeting the Standard
N/A-AVC is located in the Antelope Valley only.

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)

Evidence of Meeting the Standard
AP 3200 establishes the organizational process for the ISER by outlining the accreditation Committee structure, documenting practices, campus communications about the process, and communication of the visiting team's findings (IC12-01). BP 3200 ensures that the president will comply with the accreditation process and that the Board of Trustees is informed of the accreditation status (IC12-02). ACCJC accreditation status, reports, and related information are available on the college website (IC12-03).

Analysis and Evaluation
The college has been committed to accreditation and has collaborated with ACCJC during its history with the college.

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)

Evidence of Meeting the Standard
AVC has maintained good standing with ACCJC and established processes for ensuring compliance with accreditation process and standards-AP 3200 and BP 3200 (IC13-01, IC13-02). AVC publishes accreditation status and the contact information to the accreditation commission in the catalog (IC13-03). Health and Safety Science programs (IC13-04) have received consistent accreditation from the various commissions

- AVC's Fire Technology program has accreditation status from the California Fire Marshal (IC13-05).
- The Nursing program is approved by the California Board of Nurses (IC13-06)
- The Vocational Nursing Program is certified by the Board of Vocational Nursing and Psychiatric Technicians (IC13-06).
- The Radiologic Technology program is accredited by the Joint Review Committee on Education in Radiologic Technology (IC13-07).

Analysis and Evaluation
The college complies with ACCJC with timely, clear, honest communications. AVC's Accreditation information is accessible on its website and published in the catalog.

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.

Evidence of Meeting the Standard
As reflected in the college Mission and BP 1200, AVC is committed to student success (IC14-01). Conflict of interest is addressed in BP 2710 (IC14-02). The policy states that "Board members

and employees shall not be financially interested in any contract made by them in their official capacity". Conflict of interest and incompatible practices are also delineated in AP 2710 () and states how "Board members and employees shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to the Board member's duties as an officer of the District".

Analysis and Evaluation
As clearly communicated in BP 1200-Mission and BP/AP 2710-Conflict of Interest, the college is committed to high quality education, student achievement, and student learning.

Conclusions on Standard I.C: Institutional Integrity
AVC is committed to student success and communicates its Mission and information about its educational programs and services in the college catalog, as well as on its website. It regularly reviews established policies and procedures, updating as necessary, and posting them on the college website. These policies and procedures are designed to promote honesty, responsibility, institutional and academic integrity, and academic freedom. The college complies with the regulations of external agencies and its ACCJC accreditation status and related documents are posted on the website.

Improvement Plan(s)
IC2 The Catalog Committee: Utilization of the eLumen platform is planned for online catalog development.

Standard IC Evidence List

IC1-01 accreditation
IC1-02 catalog
IC2-01 2022-23 Catalog Final with Cover 7-9-22
IC2-02 Catalog Addendum 2021-2022 Revised 1.3.21
IC3-01 6.13.22 Draft BOT Minutes
IC3-02 VfS Goals-5.23.22 Exec Council Agenda
IC3-03 SPC Agenda - 5.18.22
IC3-04 plans
IC3-05 MSE Program Review Report 2020-2021
IC3-06 IERP
IC4-01 2022-23 Catalog Final with Cover 7-9-22
IC4-02 Anthropology
IC5-01 BP 2410 Board Policies and Administrative Procedures
IC5-02 AP 2410 Policy and Administrative Procedures
IC5-03 Accred-21.9.13 Exec Council Agenda and Docs
IC5-04 Policies-11.13.19 CCC Agenda and Docs
IC5-05 Policies-22.2.23 CCC Agenda and Docs
IC5-06 4.25.19 agenda packet

IC5-07 6.8.20 DRAFT BOT Minutes
IC6-01 2022-23 Catalog Final with Cover 7-9-22
IC6-02 student expenses and fees
IC7-01 BP 4030 Academic Freedom
IC7-02 CCR
IC7-03 FacultyHandbook2015_2016
IC7-04 Certificated Agreement 2018-2021
IC8-01 BP 5500 Standards of Conduct
IC8-02 BP 2715 Code of Ethics
IC8-03 AP 5520 Student Discipline Procedures
IC8-04 BP 7360 Discipline and Dismissals
IC8-05 AP 7360 Discipline and Dismissal
IC8-06 BP 7365 Discipline and Dismissals
IC8-07 AP 7365 Discipline and Dismissal
IC8-09 AP 3050 Institutional Code of Ethics
IC9-01 BP 4030 Academic Freedom
IC9-02 FacultyHandbook2015_2016
IC9-03 Certificated Agreement 2018-2021
IC9-04 FPD
IC9-05 Certificated Agreement 2018-2021
IC10-01 BP 5500 Standards of Conduct
IC10-02 AP 5520 Student Discipline Procedures
IC10-03 AP 3050 Institutional Code of Ethics
IC10-04 2022-23 Catalog Final Proof with Cover 7-9-22
IC12-01 AP 3200
IC12-02 BP 3200
IC12-03 accreditation
IC13-01 AP 3200
IC13-02 BP 3200
IC13-03 2021-22 Catalog
IC13-04 H&SS Program Certifications
IC13-05 Fire Tech Accreditation
IC13-06 Vocational Nursing Accreditation
IC13-07 Rad Tech Accreditation
IC14-01 BP 1200 District Mission
IC14-02 BP 2710 Conflict of Interest
IC14-03 AP 2710 Conflict of Interest

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.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence 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 degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Antelope Valley College offers a variety of programs in both credit and noncredit in a variety of modalities (face-to-face, distance education, and correspondence) (IIA1-01). During the pandemic the college began to offer distance education (DE) courses in synchronous modality in addition to the previously approved asynchronous versions. As of summer 2021, the college has offered HyFlex courses which combine face-to-face with synchronous remote modalities to allow increased flexibility for students and to comply with social distancing requirements set forth by Los Angeles County.

The college began to temporarily offer correspondence courses in the prison program beginning in 2020 in order to continue to serve the incarcerated population while the state prisons have had limited accessibility due to COVID 19. All courses and programs, regardless of location or means of delivery, are consistent with the institution's mission and are mapped to ILO's, career pathways, degrees and certificates (IIA1-02, IIA1-03, IIA1-04, IIA1-05, IIA1-06). The appropriateness of these offerings with higher education standards is supported by the approval process of the Course Outline of Record (COR) and programs (IIA1-07) by the Colleges curriculum committee (Academic Procedures & Policies AP&P) (IIA1-08) prior to submission to the state Chancellor's office. All CORs and programs identify SLO's that align with the institution's mission and prepares students for the achievement of degrees, certificates, employment, or transfer to other institutions of higher education (IIA1-09). Students and stakeholders are apprised of program and course development via the college catalog that is published in print and online. Quality is the focus regardless of modality (IIA1-10).

Analysis and Evaluation
Connection to the Mission is reflected in program review, as is the documentation of the assessment of SLOs and PLOs. Programs are appropriate to higher education based on curriculum approval process. The catalog supports this and describes the certificates and degrees students can obtain for each program.

2. **Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

Evidence of Meeting the Standard
Board Policy 2510 (IIA2-01) and Administrative Policy 2510 (IIA2-02) outline the Academic Senate's role in local decision-making through participatory governance, specifically noting that the Board of Trustees relies primarily on the Senate recommendations for items relating to Academic and Professional Matters. The Academic Senate standing committees include the curriculum committee (Academic Policies & Procedures, AP&P) and the Program Review Committee, establishing faculty involvement and ownership of courses and programs. Faculty are involved in curriculum development for all courses and programs found in the AVC College Catalog (IIA2-03), ensuring the course and program content and methods of instruction meet academic and professional standards of higher education, delineated in the Academic Policies & Practices (AP&P Handbook) (IIA2-04) and seen in the Course Outline of Records in eLumen (IIA2-05). Curriculum is carefully and thoroughly reviewed by faculty for content, relevance, outcomes, and transfer, among other criteria, on a strict revision cycle (IIA2-06) (every 2 years for CTE courses and programs and every 4 years for academic courses and programs). The AVC curriculum committee has embedded faculty from the Outcomes Committee into its membership, thereby efficiently incorporating outcomes more comprehensively into the curriculum (IIA2-07 and IIA2-08, pages 6 and 9 in the AP&P Handbook).

Increased training of faculty for online instruction has resulted in another level of scrutiny of our curriculum and methods of instruction, demonstrated in the documents found on the Distance Education & Technology Committee (IIA2-09) webpage and the AP&P Committee approval of courses for Distance Education from the curriculum process. Program Review is embedded in Institutional Planning, recognized in Administrative Policy 3250 (IIA2-10), providing continuing input into the planning, assessment, and evaluation of the Educational Master Plan. The Program Review process, as explained in the Program Review Handbook (IIA2-11), enables faculty to evaluate and discuss the relationship between teaching methodologies and student performance on an annual basis. Program Review includes analysis of student achievement data and student learning data, posted on the Program Review website (IIA2-12), aiding faculty in reviewing curriculum and teaching strategies.

Analysis and Evaluation
All faculty at AVC engage in the assessment of courses and programs to ensure that they meet generally accepted academics and professional standards. This is achieved through the regular revision of COR's by AP&P (bi-annually for CTE and every 4 years for other courses and programs). The curriculum development is supported by the eLumen software and facilitates the process of development, review, and approval of CORs for all courses including those suitable for remote delivery. CORs for courses approved for distance education (DE) contain an addendum that has been developed by the Distance Education and Technology Committee (DETC,) a sub-committee of the Academic Senate. All Academic programs undergo an annual program review process to ensure the relevance and appropriateness of all offerings.

Identified opportunities for improvement
Further eLumen training

3. **The institution identifies and regularly assesses learning outcomes for courses, programs, certificates 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.**

Evidence of Meeting the Standard
Board Policy 2510 (IIA3-01) identifies the Academic Senate's standing committees which include the Learning Outcomes Committee, Program Review Committee, and the Academic Policy and Procedure (AP&P) Committee (curriculum), enabling faculty involvement and leadership in learning outcomes. The college has established a procedure for identifying student learning outcomes for courses, programs, certificates, and degrees, outlined in the Learning Outcomes Committee Handbook (IIA3-02).

The Learning Outcomes Committee has developed a process for campus-wide uniform implementation and assessment of student learning outcomes (SLOs) at the course, program, and department level. The committee also ensures that SLOs are connected to Institutional Learning Outcomes (ILOs). Learning outcomes are embedded in the Course Outline of Record (IIA3-03) and Program Outline of Record (POR) (IIA3-04). SLOs and PLOs are created, reviewed, and revised in the curriculum process. Two Learning Outcomes Committee representatives are embedded into the AP&P Committee Membership (IIA3-05), ensuring the course and program learning outcomes are clear, reflective, and assessable prior to approval. Student Learning Outcomes are assessed by faculty each semester and reviewed during the Program Review (IIA3-06) process as outlined in the Program Review Handbook.

In every class, students are provided with a course syllabus that centers on the COR and includes the Student Learning Outcomes for the course. AP&P has created the framework for a course syllabus, found in the AP&P Handbook (IIA3-07) and on the AP&P Resources webpage

(IIA3-08) as "Guidelines for Creating an Effective Syllabus" (IIA3-09). Examples of course syllabi can be found here (IIA3-10, IIA3-11, IIA3-12).

Analysis and Evaluation
All CORs contain a number of Student Learning Outcomes (SLOs) that are assessed annually in every course section. The aggregate data obtained by individual assessments are reviewed by the Outcomes Committee and appropriate changes recommended. The institution maintains officially-approved and current course outlines through the faculty-driven AP&P committee. Similarly, program and institutional learning outcomes are assessed annually by all academic departments and divisions and reviewed by the Program Review Committee through an official peer-reviewed process.

Faculty provide a syllabus to their students on or prior to the first week of the semester, and the content of which is in alignment with guidelines provided by the Academic Senate. Syllabi require the inclusion of learning outcomes specified in the COR.

Identified opportunities for improvement
The documentation of the assessment of SLOs and PLOs in program reviews.
Plans to improve: The Learning Outcomes Committee and the curriculum committee are working together to implement the Curriculum Map (IIA3-13) feature in eLumen under curriculum. This will directly map the course SLOs to the Institutional Learning Outcomes within the COR. This will also help to close the loop from creation of SLOs to assessment to curriculum revision to program review to ILOs, resulting in improvement of student learning.

4. If the institution offers pre-collegiate level 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.

Evidence of Meeting the Standard
AB 705 has been fully implemented. In compliance with the legislation, we no longer offer pre-collegiate level curriculum in English or Math. The college-level courses are supported by a variety of workshops in Math (IIA4-01), Academic Skills (IIA4-02), and English (IIA4-03) through the Learning Center, as well as companion courses in Math.

ESL courses at AVC are all noncredit with a sequence of courses (IIA4-04) that culminate into transition into freshman English. The goal of the Advanced Noncredit ESL Certificate of Competency is to recognize ESL students who have successfully completed Level 5 (Advanced) and mark their preparation for subsequent academic transfer preparation.

The Math department has developed a series of companion courses, MATH 015 and MATH 035, for college level Math courses to assist students who would have previously placed at the sub-collegiate level prior to the implementation of AB 705. Additionally, Math workshops (IIA4-01) are offered through the Learning Center and are taught by the Math faculty. The Math workshops support college-level Math courses and Fundamental Math Review.

Analysis and Evaluation
With the full implementation of AB 705, including the elimination of all pre-college level courses, using multiple measures and high school GPA for placement, and offering support workshops and courses, AVC will be collecting data for several semesters for statistically valid data to analyze the results of the changes. The Math and English departments will be analyzing the results of the data to ensure that the workshops and companion courses are efficient and effective in supporting our students.

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. (ER 12)

Evidence of Meeting the Standard
Appropriate length would be according to the CCCCO's Program and Course Approval Handbook (PACAH) (IIA5-01). Breadth, depth, and rigor are established by the COR approved at the local and state levels. Course sequencing is established by the program development process according to the Education Code Title V regulations, matriculation regulations, the State Chancellor's office, and ASCCC, and found in the AP&P Handbook, pages 75-109 (IIA5-02).

Time-to-completion is supported by the college's two-year scheduling of programs at the associate level and four—year sequence for the baccalaureate program. All associate degrees-for-transfer and local degrees (IIA5-03 and IIA5-04) adhere to the 60-semester-credit requirement. AVC's lone baccalaureate program in Airframe Manufacturing Technology has a 120-credit requirement for program graduation (IIA5-05), which included 60 units in lower-division coursework, over 40 units in upper-division coursework, and 12 units in upper GE coursework. Approved Course Identification Numbering System (C-ID) courses are listed on pages 60-63 in the College Catalog (IIA5-06).

Analysis and Evaluation
Degrees and Programs must go through a rigorous process that follows guidelines set by the Ed Code, Title V Regulations, Matriculation Regulations, the Chancellor's Office and the Academic Senate for CCC's. All stakeholders including but not limited to faculty, deans, VPAA, AP&P representatives, Outcomes Committee representatives, Articulation Officer and the Library will be involved in this process.
Learning Outcomes for transfer must be comparable to AVC courses by using the C-ID. This allows higher educational institutions a list of course acceptable for articulation. Associate Degree's for Transfer must include courses in the C-ID.

Course catalog and educational plans communicate course units and length, as well as breadth of courses. CORs reflect course depth and rigor and include Student Learning Outcomes.

Identified opportunities for improvement
AB 1111 requires community colleges to establish a common course numbering system for general education and transfer courses by July 1, 2024. Currently, there is a state-wide task force working to develop the common course numbering system. Once established, AVC will convert to this numbering system, which will support student transfers to CSUs and UCs by aligning transfer pathways for all community college students.

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. (ER 9)**

Evidence of Meeting the Standard
AVC's Guided Pathways (IIA6-01) has been working with faculty and counselors to clarify the recommended plans of study for all degree and certificate programs and institute Meta Majors. This has been an on-going process that has been instrumental in establishing recommended plans of study for our students that are clear and directed.

AVC applied for and was awarded an Institutional Effectiveness Partnership Initiative (IEPI) from the state Chancellor's Office to receive system-wide peer expertise on the effective implementation of Guided Pathways (IIA6-04). The Peer Resource Team (PRT) will visit the campus in early spring 2023 to assess the campus implementation and again later in the spring to present a menu of options and suggestions for action. The final PRT visit will be in fall 2023 to assess progress and offer course corrections, if needed.

In addition, effective Spring 2021, the college began to implement EduNav (IIA6-02), an integrated planning tool that helps students navigate their degree pattern. In conjunction with counselors, EduNav assists students in the selection and sequencing of courses.

The institution had started to develop "Smart" schedules, or Coordinated Schedules (IIA6-03), for a variety of programs that allow timely completion of certificates and degrees. Smart schedules follow a two-year recommended plan of study schedule, targeting specific sections of courses that fit in students' schedules and create a pathway to completion in two-years. Currently, smart schedules are being evaluated for effectiveness and need with the implementation of EduNav.

Analysis and Evaluation
Faculty were at first reluctant to suggest specific courses for GE requirements, which caused some confusion for recommended plans of study and the development of smart schedules. Students would choose courses that ultimately could not be used for their degree program and therefore wasting valuable time, money, and effort. With clear suggestions for the GE requirements within the recommended plans of study, students are now able to plan their schedules with deliberation and informed decisions.

As EduNav becomes universally used by our students, and with Guided Pathways integrated into the system, our students will be able to work with counselors to schedule their courses and develop their ed plans, resulting in timely graduation and increased completion rates. It will provide students with a method of scheduling that is more streamlined than what is currently in place.
Additionally, though the college develops a two-year schedule, the schedule itself is difficult to find on the AVC website; ITS is creating a more user-friendly version that will be accessible and updated.

Identified opportunities for improvement
Course schedule and educational plans.

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.

Evidence of Meeting the Standard
The changing needs of students were of particular concern for AVC during the pandemic as most courses had to quickly transition from face-to-face to remote learning (IIA7-03, IIA7-04, IIA7-05, IIA7-09). The college made significant investment in technology to assist faculty in delivering courses remotely (IIA7-07), and upon partial return to campus in Summer 2021 the majority of classrooms were outfitted to allow for simultaneous delivery of face-to-face and remote instruction.

The college is equipped for a variety of delivery modes to assist its student population (IIA7-01, IIA7-02). As of Fall 2021, the course offerings have been approximately 40% face-to-face, 30% HyFlex, 20% synchronous online, and 10% asynchronous online. AVC plans to continue to offer a diverse set of modalities based on further studies of equitable success metrics. To better serve students, the college will continue to offer online options when available (IIA7-10).

Faculty utilize a variety of teaching methodologies to assist student learning and make many learning support services available to their students to ensure their success. Learning support services include, but are not limited to, tutoring (online, in person, and embedded,) counseling and advising, and course-specific workshops (IIA7-08).

Analysis and Evaluation
The changing needs of students were of particular concern for AVC during the pandemic as most courses had to quickly transition from face-to-face to remote learning. The college made significant investment in technology to assist faculty in delivering courses remotely, and upon partial return to campus in Summer 2021 the majority of classrooms were outfitted to allow for simultaneous delivery of face-to-face and remote instruction.

As we study the data from each semester for fill rates, student needs, and pedagogically sound modalities, AVC will continue to offer a variety of modalities. AVC students are often part time

students and attending classes while working full-time jobs, so greater flexibility is needed to help support and accommodate these students.

Identified opportunities for improvement
FPD, counseling, tutoring, and library services.

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.

Evidence of Meeting the Standard
A number of programs at AVC are externally accredited and subject to third-party examination:

- The Respiratory Care program uses the exam provides by the Applied Measurements Professionals, Inc., which is a national-accredited testing center by the National Board for Respiratory Care.
- The students in the Nursing program take a proctored, computerized, nationally-normed end-of-course exam from Kaplan, which is an external source (IIA8-01).
- Nursing faculty develop tests for their classes that follow the NCLEX (IIA8-02) blueprint template to prepare students for the National Council licensure examination (IIA8-03).

In addition, select disciplines have established a discipline-wide examination and/or common rubrics:

- Students in English 101 courses are required to submit composition essays that are graded according to the departmental rubric (IIA8-04).
- English faculty attend one-day composition retreats twice a year to discuss relevant issues pertaining to the teaching of the subject matter, including review of the departmental assessment of student work to ensure it is unbiased and reliable (IIA8-05, IIA8-06) and the effectiveness in measuring SLOs and PLOs.
- In physical sciences, standardized ACS (American Chemical Society) tests are used for Chemistry for pre- and post-validated assessments to measure student learning gains and make comparisons to national averages (IIA8-07).

• Faculty establish prerequisite criteria according to the needs of transfer institutions, such as CSU and UC. The prerequisites are consistent with all other colleges in the state.
• In addition all COR conform to the needs to AST where applicable.
• Faculty assess classroom performance including SLO's using the established mechanism of quizzes, tests and other assignments.

Analysis and Evaluation
AVC strives to validate the effectiveness of assessment of student work. With third-party examination of some programs and the dedicated and continuous discipline analysis of assessment processes and rubrics of other programs, the college is dedicated to fair and unbiased examinations of student learning.

Identified opportunities for improvement

Identifying implicit bias in instructor-created exams
Plan for improvement:
Training for faculty to learn what implicit bias is, how to identify it in course materials, and how to create unbiased exams for the subject matter.

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. (ER 10)

Evidence of Meeting the Standard
The assessment of student learning is based on the attainment of specific objectives for each course, as outlined in the AP&P approval process. Course objectives are linked to learning outcomes as indicated in the *Learning Outcomes Handbook* (IIA9-01). The faculty are required to include established learning outcomes and course objectives in their syllabi per Academic Senate guidelines delineated in the *AP&P Handbook* (IIA9-02, pages 72-73), "How to Create an Effective Syllabus" (IIA9-03). Units of credit awarded for each course, degree, and certificate are consistent with institutional policies and generally accepted norms in higher education and certified by the state Chancellor's Office (IIA9-04 and IIA9-05). Academic Affairs maintains clock-to-credit-hour conversions for all classes. Additionally, eLumen automatically provides unit conversion to mitigate human error. The college offers a handful of courses and programs based on clock hours in areas where there are a required number of hours of student attendance mandate by external accrediting agencies. These areas include Nursing, LVN, Respiratory Therapy, Radiological Technician, and Airframe and Powerplant. BP and AP 4020 outline credit hours (IIA9-06 and IIA9-07).

Analysis and Evaluation
SLOs are aligned with course objectives, and PLOs are aligned with SLOs. AVC has added the "Curriculum Map" to the Course Outline of Record in eLumen in order to clearly connect the learning outcomes with the program and institutional outcomes.

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 transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard
The college makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty (IIA10-01). In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses.

Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission (IIA10-02, IIA10-03).

Antelope Valley College's policies and procedures addressing transfer of credit from other institutions are outlined in the college catalog and on the website (IIA10-01). Transfer credit is awarded after evaluating official transcripts from regionally accredited colleges and universities (IIA10-04). Evaluations are conducted by transcript analysts in the Transcript Evaluation Office and the Articulation Office as well as by academic counselors (IIA10-05). Transcript analysts and academic counselors review course descriptions and course outlines to determine equivalency and consult with academic faculty as needed. A standing workgroup of transcript analysts and academic counselors meets regularly to discuss a range of matters, including transfer credit policies and procedures

Regarding transferring credit from Antelope Valley College to four-year universities, AVC has clear policies and procedures about transfer course articulation described in BP and AP 4050 Articulation (IIA10-06). This information is presented in both the college catalog and on the website (IIA10-07). Articulation agreements have been developed with University of California and California State University institutions as well as private institutions and out-of-state institutions where patterns of student enrollment have been identified.

Analysis and Evaluation
Faculty establish prerequisite criteria according to the requirements of transfer institutions. The prerequisites are consistent with other colleges in the state. Transfer requirements are detailed in the catalog, in transcript evaluation, and in district policies, BP/AP 4050-Articulation.

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

Evidence of Meeting the Standard
All of our courses are required to have Student Learning Outcomes that are linked to Program Learning Outcomes (IIA11-01 and IIA11-02). All course outlines of record are reviewed and approved by the Academic Policies & Procedures Committee (AP&P) (IIA11-03) and align with the requirements outlined in the PACAH (IIA11-04). All approved CORS are available on the public eLumen website (IIA11-05). The Outcomes Committee ensures that the AVC Mission is supported in the processes of developing outcomes on all levels (SLO, PLO, ILO, OO), and the committee's mission statement and responsibilities can be found in the *Outcomes Handbook* (IIA11-06). Our programs are required to undergo program review on a yearly basis wherein faculty analyze student learning outcomes and develop action plans for improvement if necessary. The *Program Review Handbook* explains that the yearly program review process is to integrate "Outcomes findings and Course Improvement Plans" (IIA11-07).

Analysis and Evaluation

All of the college's courses are required to have Student Learning Outcomes that are linked to Program Learning Outcomes. Course and program development and review includes rigorous evaluation of the outcomes, ensuring that courses and programs have and maintain communication, information, and quantitative competencies, analytical inquiry skills, ethical reasoning, and the ability to engage diverse perspectives within the course objectives and outcomes. Outcomes mapping has been instituted and clear paths between SLOs, PLOs, and ILOs are now made.

12. The institution requires of all of 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, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The institution carefully and clearly explains the General Education requirements in the catalog (IIA12-01 and IIA12-02). The catalog notes the college philosophy regarding general education as being "designed to introduce the students to the variety of means through which people comprehend the changing world." It continues to state that AVC believes that "those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines… lead[ing] to better self-understanding." The catalog details the objectives and principles of general education and emphasizes GE requirements that offer a well-rounded education.

Faculty are responsible for curriculum, based on the 10+1, which relies primarily on understanding of participatory government and as experts in their field of study (IIA12-03). AP 4025 outlines the Philosophy and Criteria for Associate Degree and General Education for AVC, based on Title 5 Section 55061 (IIA12-04).

All CORs conform to the requirements of an ADT where applicable, and SLOs and PLOs reflect students' preparation for participation in society and life-long learning (IIA12-05, IIA12-06). BP/AP 4020-Program and Curriculum Development includes the college's policies and procedures for degree/program development (IIA12-07, IIA12-08).

Analysis and Evaluation

The catalog includes our faculty developed rationale for general education that serves as the basis for inclusion of courses in general education. BP/AP 4025-Philosophy and Criteria for

Associate Degree and General Education and BP/AP 4020-Program and Curriculum Development includes our rationale and policies for degree/program development.

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.

Evidence of Meeting the Standard

In accordance with the college's mission to provide a "comprehensive education to a diverse population of learners," AVC offers 88 degrees and 70 certificates in 59 fields of study as listed on pages 49, 52-53, and 55 of the online 2022-2023 Catalog (IIA13-01). Each Associate of Arts (AA), Associate of Science (AS), and Associate Degree for transfer (AA-T and AS-T), includes one area of focused study or interdisciplinary core that includes a minimum of 18 units as mandated by Title V. Each degree comprises program learning outcomes that are tied to SLOs for each course within the program as well as institutional learning outcomes. Students must maintain at least a 2.0 grade point average in the area of focused study in order to graduate. To earn either an AA or AS degree, students must also complete a pattern of general education coursework. AA-T and AS-T degrees require that students complete either the CSU Breadth requirements or the IGETC pattern for general education. AVC also offers a Baccalaureate in Science (BS) in Airframe Manufacturing Technology for which students must have a 2.8 minimum GPA in all core AFAB/AERO courses and a 2.5 minimum GPA in all college classes taken for credit (overall GPA).

The 2022-2023 catalog is available online and provides a list of all programs, requirements, and course descriptions of all instructional programs, including distance education, new and revised courses, degrees, certificates of achievement, and certificates of proficiency offered at AVC. All courses and programs are reviewed and approved by the Academic Policies and Procedures Committee (AP&P), a standing committee of the Academic Senate (IIA13-02). By working collaboratively with department faculty, the AP&P, and the Learning Outcomes Committee, the college ensures that all degree programs provide student learning outcomes that cover the breadth and depth of knowledge of the discipline studied, enabling students to transfer to another university or enter the job market with a high level of skills and competencies (IIA13-03). These degree programs are documented in course outlines of record, student learning outcomes, and program learning outcomes stored in eLumen (IIA13-04). All new degrees are submitted to the California Community Colleges Chancellor's Office for approval to ensure that they meet Title 5 requirements.

Analysis and Evaluation

The institution is committed to providing high quality, focused programs in areas relevant to the educational goals of its students.

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.

Evidence of Meeting the Standard
Graduates from Antelope Valley College career and technical certificate and degree programs demonstrate professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification (IIA14-01). Additionally, career technical education (CTE) faculty consult annually with local industry advisory boards (IIA14-02). All programs maintain SLOs that directly link to employment standards, and these SLOs are connected to course and program requirements (IIA14-03 and IIA14-04).

Faculty making proposals in career technical areas must attach a detailed analysis of labor market information, as well as documentation of advisory board meetings documenting need (IIA14-05). Once approved, information about program standards are available in the college catalog and on departmental webpages (IIA14-06). For departments preparing students for licensure or certification, pass rates of enrolled students are also publicly shared (IIA14-07, IIA14-08).

Analysis and Evaluation
Faculty assess classroom performance including SLO's using the established mechanism of quizzes, tests and other assignments, Advisory committees, state and national tests.

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

Evidence of Meeting the Standard
The guidelines for program discontinuance or modification are outlined in the AP&P Handbook, pp. 15-62 (IIA15-01). Similarly, guidelines for course development are established in Board Policy 4020 (IIA15-02) and Administrative Policy 4021 (IIA15-03). In recent years the college has undertaken the process of discontinuance of Clothing and Textiles and Interior Design, and is currently phasing out the Horticulture programs.

Analysis and Evaluation
AP 4021 delineates the procedure for program discontinuance and the arrangements for impacted students.

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.

Evidence of Meeting the Standard
The Program Review Committee has a published handbook (IIA16-01) and a Canvas Training Course (IIA16-02) for the submission of report. These reports document a self-assessment of programmatic past progress as well as plans for future improvements. Reports include data on student learning and achievement and undergo a rigorous peer review process that informs future modifications and enhances improved learning outcomes. Program Reviews are completed each academic year.

The measure of internal and external validity of all examination materials are established by using a pre and post validated test. Program Review begins with Course Improvement Plans (CIPs). CIPs connect course and program learning outcomes (SLOs and PLOs) (IIA16-03). The Program Review process includes looking at the previous year's report, analysis of current data, identifying strengths and opportunities, creating goals, and requests for program support (IIA16-04). See a sample program review report (IIA16-05) and a program review peer review (IIA16-06).

Analysis and Evaluation
The college's program review process is focused on continuous improvement of programs and services to help increase student success.

Conclusions on Standard II.A: Instructional Programs
The college offers a variety of instructional programs that are aligned with its mission. Using outcomes assessment and program review processes, AVC ensures the quality and rigor of these programs at standards appropriate for higher education.

Improvement Plan(s)
IIA2 Further eLumen training among stakeholders and approvers is desired. Based on our ISER work, many of the key improvements related to eLumen that are needed have been incorporated into QFE 1-Maximizing on the Potential of eLumen.
IIA3 The documentation of the assessment of SLOs and PLOs in program reviews.
Plans to improve: The Learning Outcomes Committee and the curriculum committee are working together to implement the Curriculum Map feature in eLumen under curriculum. This will directly map the course SLOs to the Institutional Learning Outcomes within the COR. This will also help to close the loop from creation of SLOs to assessment to curriculum revision to program review to ILOs, resulting in improvement to student learning.
IIA5 AB 1111 requires community colleges to establish a common course numbering system for general education and transfer courses by July 1, 2024. Currently, there is a state-wide task force working to develop the common course numbering system. Once established, AVC will convert to this numbering system, which will support student transfers to CSUs and UCs by aligning transfer pathways for all community college students.
IIA6 Course schedule and educational plans are needed for part-time and full-time students.

IIA7 FPD, counseling, tutoring, and library services.
IIA8 Identifying implicit bias in instructor. Plan for improvement: Training for faculty to learn what implicit bias is, how to identify it in course materials, and how to create unbiased exams for the subject matter.

Standard IIA Evidence List

IIA1-01 Catalog Programs and Descriptions
IIA1-02 Program Example Administration of Justice
IIA1-03 Program Example English
IIA1-04 Division Web Page Example Aeronautical & Aviation; includes brochure
IIA1-05 Division Web Page Example Business with interactive brochure
IIA1-06 Division Web Page Radiologic Technology includes brochure
IIA1-07 Course Outlines of Record all programs and courses eLumen public page
IIA1-08 Academic Policies and Procedures Standards & Practices development and SLO
IIA1-09 Articulation Transfer and IGETC
IIA1-10 Completion and Employment Data
IIA2-01 BP 2510
IIA2-02 AP 2510
IIA2-03 2022-2023 AVC Catalog
IIA2-04 AP&P Standards and Practices Handbook
IIA2-05 eLumen Public Site
IIA2-06 Revision Cycle
IIA2-07 APP Outcomes Representative Membership
IIA2-08 APP Outcomes Representative Duties
IIA2-09 DETC Website
IIA2-10 AP 3250
IIA2-11 Program Review Handbook
IIA2-12 Program Review Website
IIA3-01 BP 2510
IIA3-02 Learning Outcomes Committee Handbook
IIA3-03 COR Sample SLOs
IIA3-04 POR Sample PLOs
IIA3-05 APP Membership
IIA3-06 Program Review Handbook
IIA3-07 APP Standards and Practices Handbook
IIA3-08 APP Website
IIA3-09 Guidelines for Creating an Effective Syllabus
IIA3-10 Sample Syllabus for THA 101
IIA3-11 Sample Syllabus for NS 203
IIA3-12 Sample Syllabus for MATH 150H
IIA3-13 Example Curriculum Map
IIA4-01 Math Workshop Schedule
IIA4-02 Academic Skills Workshop Schedule

IIA4-03 Writing Workshop Schedule
IIA4-04 ESL Course Sequence
IIA5-01 PACAH
IIA5-02 AP&P Handbook
IIA5-03 ADTs
IIA5-04 ADTs continued
IIA5-05 College Catalog Baccalaureate Program Airframe Manufacturing
IIA5-06 AVC College Catalog
IIA6-01 Guided Pathways Website
IIA6-02 EduNav Website
IIA6-03 Smart Schedule Example
IIA6-04 IEPI-PRT Application
IIA7-01 Annual Enrollment
IIA7-02 Special Population
IIA7-03 AP&P Standards and Practices Handbook (p16-45)
IIA7-04 AP&P Standards and Practices Handbook (p49-51)
IIA7-05 AP&P Standards and Practices Handbook (p49)
IIA7-06 Program Review Data
IIA7-07 FPD Online Opportunities
IIA7-08 Online & Extended Tutoring Services
IIA7-09 Distance Education Course Shell and Syllabus
IIA7-10 Course Formats and Modalities
IIA8-01 Kaplan Text Blueprint
IIA8-02 NCLEX-RN Examination Booklet
IIA8-03 NCLEX Reports
IIA8-04 English 101 Rubric
IIA8-05 English Comp Retreat Agenda
IIA8-06 English Comp Retreat Agenda
IIA8-07 ACS Chemistry Examination
IIA9-01 Learning Outcomes Handbook
IIA9-02 AP&P Handbook
IIA9-03 Guidelines for Creating an Effective Syllabus
IIA9-04 BP 4100 Graduation Requirements for Degrees and Certificates
IIA9-05 AP 4100 Graduation Requirements for Degrees and Certificates
IIA9-06 BP 4020
IIA9-07 AP 4020
IIA10-01 Catalog Transfer of Credit Policies pages 32-34
IIA10-02 Catalog Transcripts page 13
IIA10-03 Catalog Transcripts page 29
IIA10-04 Catalog Transfer of Credit Policies page 32
IIA10-05 Counseling Transcript Evaluation Process
IIA10-06 AP 4050 Articulation
IIA10-07 Articulation Webpage
IIA11-01 Sample SLOs for ENGL 101 Course

IIA11-02 Sample PLOs for ENGL Program
IIA11-03 APP Handbook Committee Procedures and Requirements
IIA11-04 PACAH
IIA11-05 eLumen Public Website
IIA11-06 Outcomes Committee Mission and Responsibilities
IIA11-07 Program Review Integration of Plans
IIA12-01 Catalog General Education
IIA12-02 Catalog General Education
IIA12-03 AP 2510 Participation in Local Decision Making
IIA12-04 AP 4025 Philosophy and Criteria for Associate Degree and General Education
IIA12-05 Sample SOC 101 SLOs
IIA12-06 Sample MATH AS-T PLOs
IIA12-07 AP 4020 Program and Curriculum Development
IIA12-08 BP 4020 Program and Curriculum Development
IIA13-01 AVC Catalog
IIA13-02 APP Standards and Practices Handbook
IIA13-03 Learning Outcomes Committee Handbook
IIA13-04 Sample eLumen Public Site
IIA14-01 EMT Program Requirements
IIA14-02 RADT Advisory Board Meeting Minutes
IIA14-03 Curriculum eLumen Public Site
IIA14-04 Sample COR Welding with SLOs
IIA14-05 Registered Nursing LMI Data
IIA14-06 Catalog Electronics Technology Program Requirements
IIA14-07 LVN Success Rates
IIA14-08 RADT Success Rates
IIA15-01 AP&P Standards and Practices Handbook
IIA15-02 BP 4020 Program, Curriculum, and Course Development
IIA15-03 AP 4021 Program Discontinuance
IIA16-01 Program Review Handbook
IIA16-02 Program Review Canvas Course
IIA16-03 CIP Information
IIA16-04 Program Review Outline
IIA16-05 Sample Program Review Report AHUM
IIA16-06 Sample PR Peer Review AHUM

B. Library and Learning Support Services

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)

Evidence of Meeting the Standard

The AVC Library meets Standard II.B.I by offering quality instructional and support services to the AVC community. Library Studies courses are delivered in a variety of formats and are available through both the Main Campus and the Palmdale Center locations. See AVC Catalog page 247 for course listings (IIB1-01). The library provides access to materials, public services staff, and librarians in-person and/or virtually. Access evidence comes in the form of the Library Home Page (IIB1-02) and the Need Help? Section (IIB1-03) of the library site. Learning support services include reference services, periodical databases, the Primo catalog, as well as materials and technical equipment. Evidence for the effectiveness of these resources and services is noted in the number of Research Methods Workshops (IIB1-04, IIB1-05), Drop-In Workshops (IIB1-04, IIB1-05), varied student contacts noted in the Desk Tracker data (IIB1-06, IIB1-07), the number of transactions recorded via LibWizard (IIB1-08), and in Summer Reference documentation (IIB1-09, IIB1-10, IIB1-11). A Faculty Brochure (IIB1-12) and Student Brochure (IIB1-13) have been developed to quickly and easily disseminate information regarding library services and resources available. To help acclimate visitors to the building and its collections, a self-guided Library Walking Tour (IIB1-14) is offered, which many instructors integrate as part of an assignment or component of extra-credit. A varied number of databases are provided and accessed through EBSCO, while others are accessed directly, such as CQ Researcher, Gale Literature, Films on Demand, PressReader, and Grove Music Online to name a few. Database usage statistics (IIB1-15, IIB1-16) provide crucial evidence of the views, searches, and downloads of those valuable resources.

Prior to 2015, the library received $12,000 per year for print, eBook and database purchases. The need to update and build the collection was included in program review each year. However, since that time, the college has given the library an increased priority allocating additional monies over the years toward building a more updated collection and expansion of offerings. Evidence of library resources (IIB1-17) shows the number of physical materials, e-Books, and equipment (laptops, chargers, calculators) available to students along with the age statistics of the collection. Circulation Stats (IIB1-18) from past years demonstrate the use of the libraries' various collections as well as the dip in services due to Covid-19. Annual Gate Counts (IIB1-19, IIB1-20, IIB1-21, IIB1-22) demonstrate evidence of people coming through the libraries to access services, materials, and resources. It should be noted that 2020 Gate Counts are not available as the library buildings were closed due to the pandemic. The library regularly assesses Student Learning Outcomes (SLOs) of library courses (IIB1-23), and although the majority of students meet or exceed the standard, Program Review and Data (IIB1-24) indicate that there is a gap when it comes to African-American students - an area of needed improvement. A Spring 2022 Library Student Survey (IIB1-25) reports that the majority of students (approximately 85%) chose Strongly Agree and Agree that the library has enough resources to support them in their classes, however, they do have suggestions for improvements, which include the addition of a cart or kiosk with food and coffee as well as the

addition of a vending machine with school supplies (scantrons, pencils, blue books) as the top two requests.

The Learning Center has greatly expanded its support of student learning since 2015. Embedded tutoring and Supplemental Instruction have augmented the support offered the students in a variety of disciplines and courses. At the start of the pandemic in Spring 2020, the Learning Center moved all of its services online and made them accessible through a dynamic Canvas shell (IIB1-26). The partial return to campus in 2021 has allowed AVC to make tutoring, S.I. sessions, and faculty-led workshops accessible to students through online and in-person formats (IIB1-27). Extended tutoring options are available to students through external platforms such as Smarthinking and NetTutor (IIB1-28), enhancing online access and learning support outside the Learning Center's hours of operation.

Beginning in Summer 2020, AVC has employed an Accudemia database (IIB1-29) to track the usage of the Learning Center's resources. In Fall 2021, the Learning Center was relocated to a brand-new building on campus, Sage Hall, providing expanded space and enhanced physical resources to serve students (IIB1-30).

Analysis and Evaluation

The college supports student learning and achievement by providing library, and other learning support resources to students and to personnel responsible for said student learning and support. Library and Learning Center hours, capacity, and available services both in person and virtually are sufficient as evidenced by information literacy/competency promoted by reference librarians, workshops, Learning Center faculty, specialists, and tutors, class visits, access to computers, printing, library courses, Library collections, usage statistics, and the use of Learning Center materials, services, and resources.

Identified opportunities for improvement

Areas of improvement are related to the ongoing effort of collection development to update library print resources, expand e-Book offerings, and obtain new technologies. An additional area of improvement relates to library courses and the success of African-American students. A review of courses and their content does take place, however, to ensure inclusion, accessibility, and equitability for all students, regular examination and reflection through this lens is necessary.

The Learning Center's areas of improvement include expanding outreach to increase utilization by faculty and students at both the Lancaster and Palmdale locations to reduce equity gaps.

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.**

Evidence of Meeting the Standard

The Instructional Multimedia Center (IMC) has open labs and collaborative spaces available to students (IIB2-01). IMC offers the use of laptops, hotspots, smart carts, media players, a multi-media room, four (4) viewing rooms, and a small computer lab with 14 computers (6 of which are Macs). IMC maintains a substantial repository of supplemental learning materials available for faculty and student use (IIB2-02). This repository evolves with faculty needs. Content is regularly evaluated to ensure Americans with Disabilities Act (ADA) compliance. Replication, if provided, is done in compliance with copyright protections/permissions on each piece.

The Learning Center has recently acquired a state-of- the-art, award winning building (IIB2-03) tailored to student usage. Sage Hall is equipped with a new computer lab. The Learning Center offers students use of textbooks, Wacom tablets, laptops, headsets, and webcams all to enhance their learning experience and engagement. Sage Hall includes quiet study space, small meeting rooms, classrooms, and a large computer lab where students can learn and complete assignments (IIB2-04). Instructional handouts and handbooks are available in print and online. The Learning Center Tutoring program is certified by the College Reading and Learning Association (CRLA) for three levels (Regular, Advanced, Master) (IIB2-05). Ongoing tutor training for all AVC writing tutors occurs twice a month in order for tutors to stay current in their areas of expertise. When surveyed, LAC 100 students reported satisfaction with the course. Both hybrid and traditional sections experienced a high pass rate with many students also earning the CRLA tutor certification. During the pandemic, the Learning Center quickly updated Canvas to offer fully-online tutoring services to AVC students, while also maintaining a robust embedded tutor and SI programs. These services were regularly mentioned in Campus Updates (IIB2-06).

Learning Center supervisors and faculty attended Supplemental Instruction (S.I.) conferences and training which enhanced the curricular materials utilized to train AVC S.I. tutors on learning and teaching strategies suitable for various disciplines.

The College relies on tests and standards approved by the State Chancellor's Office. The usage of the IMC and Learning Center technology and resources is tracked (IIB2-07, IIB2-08). Also tracked is the repair and maintenance schedule of technologies for the Instructional Media Center (IIB2-09).

One of the significant developments since the last ISER has been the implementation of the Read-to-Succeed (RtS) program. RtS is a grassroots initiative funded by Student Equity to build a community of readers among students, faculty, staff, and the community we serve. Each academic year through engaged reading and discussions, RtS picks diverse books that reflect our student population to support students' success via critical thinking and reflection. RtS also bolsters retention, as students connect and network with colleagues, faculty, staff, and the community. For more about RtS history, see IIB2-10. Currently, the RtS group is meeting regularly to hold discussions facilitated by faculty members where students, staff, and community members can choose to meet in-person or via Zoom. The discussion schedule is noted on the RtS Homepage (IIB2-11) and reminders are sent via email and pushed to social

media platforms. One has the opportunity to discover previous material and view prior presentations by accessing RtS Past Activities (IIB2-12).

Analysis and Evaluation
Ongoing contact with discipline faculty to better support learning and the college mission, access to Library collections and technology, in person and virtual services. Program review for planning and improvement of services.

Identified opportunities for improvement
The Learning Center recognizes that providing equivalent services at the Palmdale Center and utilizing more quantitative and qualitative data to evaluate the effectiveness of LC services is an area of needed improvement.

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.**

Evidence of Meeting the Standard
As with other departments, the Learning Center hosts a number of courses as viewed through e-Lumen's Public Course View (IIB3-01). Course Outline of Records (IIB3-02) and Student Learning Outcomes (IIB3-03) are all recorded in eLumen. The Learning Center, as well as the Library uses surveys and program reviews (IIB3-04, IIB3-05)to evaluate services. While these areas did not conduct surveys during the pandemic, they resumed in spring 2022. The library completed a recent student survey (IIB3-06) and is in the process of conducting a faculty survey (IIB3-07) for which data will be available in the spring of 2023. Since the last ISER, a faculty survey from fall 2017 (IIB3-08) was completed demonstrating that although faculty encourage their students to use library resources, there are gaps which could be addressed through increased marketing, outreach, and professional development. The Learning Center also collects and evaluates a wide variety of data using Accudemia tracking software (IIB3-09), as well as Smarthinking reports (IIB3-10) provided by IERP.

Analysis and Evaluation
Library and Learning Center program reviews, usage and satisfaction data from student and faculty surveys are utilized for continuous improvement of the Library and Learning Center services. The IMC is at the forefront of reviewing and testing new technologies for implementation at AVC. For example, the IMC was instrumental in bringing updated video recording, storing, and captioning services through YuJa as well as Yuja's accessibility testing product, Panorama. These applications allow for faculty to have tools in hand to ensure accessibility for AVC's diverse student population.

Identified opportunities for improvement
The pandemic placed a restriction on the methods available for marketing, outreach, and professional development. Now having returned to campus with a full-range of in-person

activities, the ability to market events, conduct outreach, and provide professional development in each of these areas (IMC, Learning Center, and Library) has increased. In fact, many online or Zoom activities are duplicated in a face-to-face environment making it easier for students, staff, and faculty to choose their mode of attendance or instruction. Being intentional about providing equal resources and services at the Palmdale Center continues to be an area of needed improvement.

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. (ER 17)**

Evidence of Meeting the Standard

To assure the security and reliability of the provided by external software services, AVC has a number of policies and procedures that address these aspects (AP 3720 Computer, Network and Telecommunications Use; AP 3725 Information and Communications Technology Accessibility & Acceptable Use; AP 3750 Use of Copyrighted Material for Educational Purposes; AP 6340 Bids and Contracts; AP 6360 Contracts Electronic Systems; AP 6365 Accessibility of Information Technology (IIB4-01)

The Learning Center has formal agreements with several outside sources that provide support for student learning. These agreements are bound by formal agreements that include adequate security, maintenance, and reliability of services .

Smarthinking is an online tutoring platform that allows all AVC students to receive on-demand individual support from online tutors in a variety of subjects. It is now accessible via Canvas Learning Management System (LMS). Smarthinking is responsible for the maintenance of the site (IIB4-02,IIB4-03). It has been in use at AVC since 2009 for writing and has proven to be successful (IIB4-04).

As part of partnership agreement between Foundation for California Community Colleges and California Virtual Campus - Online Educational Initiative (CVC_OEI), AVC students have access to NetTutor that provides 24/7 online tutoring in ESL, English, writing, humanities, mathematics, etc. AVC students have access to it via the Learning Center Canvas Course (IIB4-05), which ensures the security of student information.

The Learning Center program review is used to evaluate services provided either directly or through contractual agreement (IIB4-06) e.g. online tutoring services. The Library similarly evaluates such services in its program review (IIB4-07) e.g. online databases, its Library Management System.

Analysis and Evaluation
Subscriptions to online resources through the Community College Library Consortium, the Library's relatively new library services platform, and online tutoring services are examples of reliable services provided to the college. Program review is used to evaluate the effectiveness of these services.

Conclusions on Standard II.B: Library and Learning Support Services

AVC offers a variety of library and learning support services that are aligned with its mission. Library and learning support services are sufficient in depth and coverage and are offered in a number of subject areas and are accessible in person in the main campus and Palmdale Center and online at extended hours. Library and learning support services are evaluated regularly via outcomes assessment, the program review process, surveys, and as part of faculty evaluations. The college documents formal agreements with outside institutions and service providers and ensures that those resources and services are effectively utilized, easily accessible, and are adequate to support curricular, faculty, and student learning needs.

Improvement Plan(s)
IIB1-Areas of improvement are related to the ongoing effort of collection development to update library print resources, expand e-Book offerings, and obtain new technologies. An additional area of improvement relates to library courses and the success of African-American students. A review of courses and their content does take place, however, to ensure inclusion, accessibility, and equitability for all students, regular examination and reflection through this lens is necessary. Learning Center areas of improvement, which include expanding outreach to increase utilization by faculty and students at both the Lancaster and Palmdale locations to reduce equity gaps.

IIB2-The Learning Center recognizes that providing equivalent services at the Palmdale Center and utilizing more quantitative and qualitative data to evaluate the effectiveness of LC services is an area of needed improvement.

IIB3-The pandemic placed a restriction on the methods available for marketing, outreach, and professional development. Now having returned to campus with a full-range of in-person activities, the ability to market events, conduct outreach, and provide professional development in each of these areas (IMC, Learning Center, and Library) has increased. In fact, many online or Zoom activities are duplicated in a face-to-face environment making it easier for students, staff, and faculty to choose their mode of attendance or instruction. Being intentional about providing equal resources and services at the Palmdale Center continues to be an area of needed improvement.

Standard IIB Evidence List

IIB1-01 AVC Library Studies Courses

IIB1-02 AVC Library Home Page
IIB1-03 Library Need Help? Page
IIB1-04 RMW-DIW 21-22
IIB1-05 RMW-DIW 20-21
IIB1-06 Desk Tracker Data F20-Sum21
IIB1-07 Desk Tracker Data 18-19
IIB1-08 LibWizard Data 20-21
IIB1-09 Summer Ref 2019
IIB1-10 Summer Ref 2018
IIB1-11 Summer Ref 2017
IIB1-12 Faculty Brochure
IIB1-13 Student Brochure
IIB1-14 Library Walking Tour
IIB1-15 Database Usage 19-21
IIB1-16 Database Usage 19-21 Infographic
IIB1-17 Evidence of Physical Resources
IIB1-18 Circulation Stats
IIB1-19 Gate Count 2022
IIB1-20 Gate Count 2021
IIB1-21 Gate Count 2019
IIB1-22 Gate Count 2018
IIB1-23 Library Course Outcomes
IIB1-24 Library Program Review & Data 2020-2022
IIB1-25 Spring 2022 Library Student Survey
IIB1-26 Learning Center Canvas Shell
IIB1-27 Fall 2022 Faculty Workshops Schedule
IIB1-28 Learning Center Online Tutoring
IIB1-29 Accudemia Fall 2022 Report by Subject
IIB1-30 Learning Center Tour
IIB2-01 IMC Open Labs & Collaborative Spaces
IIB2-02 IMC Resources for Faculty & Students
IIB2-03 Award Winning Sage Hall
IIB2-04 Learning Center Tour
IIB2-05 CRLA Certificates
IIB2-06 AVC Campus Update for LC
IIB2-07 LC Session Time & Usage
IIB2-08 IMC Usage Stats
IIB2-09 ITS Refresh Philosophy
IIB2-10 History of RtS
IIB2-11 RtS Homepage
IIB2-12 RtS Past Activities

IIB3-01 e-Lumen Public Course View for LC
IIB3-02 LC Sample LC Course Outline of Record
IIB3-03 List of LAC SLOs
IIB3-04 Learning Center Program Review 20-21
IIB3-05 Library Program Review 16-17
IIB3-06 Library Student Survey Spring 2022
IIB3-07 Library Faculty Survey Fall 2022
IIB3-08 Library Faculty Survey Fall 2017
IIB3-09 Accudemia Usage Stats
IIB3-10 Smarthinking Report
IIB4-01 AP 3720, AP 3725, AP 3750, AP 6340, AP 6360, AP 6365
IIB4-02 Smarthinking AVC SOW 12-07-17
IIB4-03 Smarthinking AVC SOW 07-20-22
IIB4-04 2016-2017 Smarthinking Report
IIB4-05 NetTutor Agreement
IIB4-06 Learning Center Program Review 2019-2020
IIB4-07 Library Program Review 2018-2019

C. Student Support Services

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)

Evidence of Meeting the Standard
In order to support and enhance the college's Mission of providing comprehensive education to a diverse population of learners, AVC offers a variety of student services that support academic success and promote well-being, and regularly evaluates the quality of student support services and efforts.

Student Services areas such as Admissions, Counseling, and Student Life (IIC1-01) assess their programs annually as a part of the college's program review process. Student Life evaluates Associated Student Organization (ASO) and Student Clubs, SOAR, Basic Needs, Commencement, and programmatic support of college and state initiatives. Program Review reports are used by various categorical programs to reflect on current achievements and efforts, evaluate prior year goal achievement, set up new goals, and plan for improvements if needed .

To better understand student experience and provide responsive support, the college and the programs periodically survey students. The Revealing Institutional Strength Survey (RISC) surveys were conducted in Spring 2021 and Spring 2022 to gain insight about student success and the obstacles students face in the following areas: academic support services, campus environment; finances and financial aid; succeeding in their courses; and work and personal

issues. The results were shared with the Academic Achievement, Equity, Enrollment Management (IIC1-02) Committees, etc. to inform programmatic decisions. The Community College Survey of Student Engagement (CCSSE) is administered every three years to provide insight about support services and help identify areas where improvements are needed (IIC1-03).

As part of diversity, equity and inclusion efforts, AVC partnered with the University of Southern California to conduct The National Assessment of Collegiate Campus Climate (NACCC) Survey in Spring 2021 to evaluate institutional commitment to racial equity and inclusion, to what extent students interact with others, and where and when racial learning occurs (IIC1-04). The results were presented at the Equity Retreat on August 8, 2022 (IIC1-05), shared with the Equity Committee.

Analysis and Evaluation
AVC regularly evaluates the quality of student support services, including distance and correspondence education, supports student learning, and enhances the accomplishment of the mission of the college.

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.**

Evidence of Meeting the Standard
As indicated in the College Mission, "A comprehensive education to a diverse population of learners" is represented in the 87 degrees, 65 certificates in 59 fields of study that are offered. Annual program reviews are used to review progress with and assess learning support outcomes for students and provide the needed student support services and programs to achieve those outcomes (IIC2-01, IIC2-02).

The CCSSE (IIC2-03) is administered to evaluate student engagement, experience, and any gaps in college programs and services. The RISC survey (IIC2-04) captures any challenges students may have with support services and the campus environment. It also allows students to express how AVC can best support their success.

Analysis and Evaluation
Program reviews and data analysis, area goals, and surveys of students such as CCSSE and RISC are utilized for the continuous improvement of services.

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)**

Evidence of Meeting the Standard

Antelope Valley College regularly works towards ensuring equitable access to all students by providing appropriate, comprehensive, and reliable services. Students can access information about district policies, enrollment information, and student services on the college's website. AVC has created an online orientation to facilitate the new student onboarding process (IIC3-01). Since AVC is a Hispanic Serving Institution (HSI), online orientation is made available to students in English and Spanish. At the beginning of each term, the college has orientation activities to introduce students to college life. During Welcome Week, the campus community comes together to welcome students onto the campus. Many of the departments have welcome tables, where they display information about the various services offered on campus. Moreover, Student Life has mobile greeters around campus to answer any questions that students may have during their first week of classes (IIC3-02). During the semester, the college offers a number of workshops, such as Student Support, Outreach, Financial Aid, etc.

Student services offer support to ensure that students' basic needs are met. Services include access to food via the food pantry or grab and go groceries, clothing for interviews (Dress for Success). AVC also provides assistance with college expenses, such as books, bus passes, calculators, access codes to math courses, etc. (IIC3-03). Currently enrolled students have access to medical, dental, vision and mental health services as well as health education and prevention activities (IIC3-04).

Student programs such as Umoja, Puente, etc. help foster community on campus for students from underrepresented communities. The Umoja program hosts events to cultivate a sense of inclusion among black students. Furthermore, the program has Umojified Career workshops and hosts HBCU campus tours (IIC3-05). Puente's goal is to increase the number of students who enroll in four-year colleges and universities, earn college degrees. The program provides students with mentorship opportunities, and cohort group classes (IIC3-06). AVC has an active Foster Youth program, Guardian Scholars, which works collaboratively with local high schools and community partners to ensure that students have a seamless educational pipeline from graduating high school and entering community college (IIC3-07).

The Counseling Center assists students plan their educational program, provides information on transfer, degree, and certificate requirements, assists with career planning, and students cope with personal hardships. During the pandemic, the Counseling Center switched to online counseling using Cranium Cafe (IIC3-08). They have continued to make online services available so that they are accessible to all students. The Counseling Center hosts weekly 'Mindful Meditation' sessions to help students cope with the stresses of their personal and college life (IIC3-09).

In order to evaluate equitable access, Student Life annually submits the Chancellor Office's Student Equity and Achievement Report (IIC3-10).

Analysis and Evaluation

Regardless of location or delivery method, the college assures equitable access for all students by providing academic counseling services that are available in person, individual/group, via

phone, and online for educational plans, etc., as well as providing admissions, registration, transfer, career services, financial aid, COVID-related, health services, foster youth, veteran, DSPS, EOPS, STAR, CalWorks, and orientation information that is readily available and accessible by students.

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.**
   Evidence of Meeting the Standard

   AVC's student clubs and athletic programs complement the institution's mission and contribute to the social experiences of students. In line with BP 5400 & AP 5400-Associated Student Organizations and BP 5700 & AP 5700-Athletics, the district assures that participation of co-curricular activities are accessible to all students (IIC4-01, IIC4-02, IIC4-03, IIC4-04). Title IX Reports are submitted annually (IIC4-05). Student clubs and organizations such as A2MEND and Deaf Studies Association demonstrate how the college is contributing to the cultural dimensions of student's educational experiences (IIC4--06, IIC4-07).

   Analysis and Evaluation
   BP/AP 5400-ASO and Student Clubs and Organizations and BP/AP 5700, Co-curricular programs and athletics programs support AVC's mission and contribute to the social and cultural dimensions of the educational experience of its students.

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.**

   Evidence of Meeting the Standard
   The Counseling Center helps students throughout their educational journey by formulating their educational plan, providing information about transfers and awards, and assisting with career planning. Currently, counseling services are available in-person and online to support student development and success. Students can also schedule appointments in-person, on the phone, or online via E-SARS, which is an online appointment system (IIC5-01). In addition to general academic counseling services, there are embedded counselors that support specific programs on campus (e.g., Puente, UMOJA, STEM, Athletics, EOPS etc.) (IIC5-02). These counselors are trained to understand the needs of these specific student groups.

   New students participate in on-boarding activities (e.g., New Student Success Workshops) facilitate transitions and ensure that students have the right tools needed to succeed at AVC.

Counselors provide an overview of students' Educational Plans and assist them with selecting classes for their first term (IIC5-03). The Counseling department has a dedicated counselor that assists with new student orientation. In partnership with First Year Experience and Outreach, counselors host workshops to introduce students to the registration process, to facilitate academic transitions for new students. Students gain the understanding of how to effectively utilize counseling services and better understand their educational plan and pathway. If students are unable to attend the group workshops, counselors reach out and schedule a one-on-one meeting with the students.

Additionally, AVC has created a program which supports students on academic probation and dismissal. Reflect. Improve. Succeed. Excel. (RISE) Program provides individual counseling and workshops to help students recover an academic good standing with the college (IIC5-04, IIC5-05). The RISE program has workshops that are designed to assist students who are having difficulty with successfully maintaining a "good standing" status in their academic/progress achievement. By the end of the program, students understand their academic record, have evaluated their academic situation, have created SMART goals and developed a Plan of Action for regaining good standing at the College .

The Counseling division meets weekly for training related to incoming or ongoing initiatives. In order to keep campus constituents informed about Counseling processes, invites division leaders to their meetings. Additionally, counselors participate in shared governance meetings in which they provide input on behalf of the counseling department.

Analysis and Evaluation

The college provides academic counseling services that are available in person, individually or in groups, via phone, and online with Transfer and Career counseling. Professional development is provided for counselors. These 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.

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)**

Evidence of Meeting the Standard

In adherence with BP 5010 (IIC6-01) and AP 5010 (IIC6-02)- Admissions, the college is consistent in its admissions policies and practices that specify the qualifications of students appropriate for its programs in support of the mission.

AVC has been working on the implementation of Guided Pathways for the last six years. Working in cross-functional teams, teaching faculty and counselors developed recommended course sequences by discipline (IIC6-03, IIC6-04). The college had created Areas of Study, as

voted by students and created Recommended Pathways for nearly every degree offered, including a four-semester course sequence for completion with a specific sequence of classes for each GE category (IIC6-05). These Recommended Pathways are available in our campus catalog. The college has rebranded and promoted a full-time unit load of 15 units (instead of 12). EduNav (IIC6-06), software that helps students to create individualized plans depending on their desired program, has been implemented and is currently available for all first-time students and will be scaled up for all students in the 2022-23 academic year.

The First Year Experience and Second Year Experience (SYE) exist to support students on these clear pathways and complete their degrees, certificate and transfer goals (IIC6-07)

Analysis and Evaluation
BP/AP 5010-Admissions provide guidelines for the application and admission process. Guided Pathways, EduNav, FYE, and SYE support students in attaining their goals.

7. **The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

Evidence of Meeting the Standard
In accordance to the State's AB 1805 (IIC7-01) and AB 705 (IIC7-02), AVC has adopted Multiple Measures Recommendations. Based on statewide research, AVC has opted for all students to begin in transfer-level English and Math courses to ensure equitable access to college-level courses. The Testing and Assessment Center uses students self-reported high school information from their college application to place them into English and Math courses.

The Admission and Records department works collaboratively with IERP to evaluate placement practices at AVC to comply with AB705 and AB 1805. IERP created a dashboard that looks at multiple measures recommendations disaggregated by race/ethnicity (IIC7-03). Based on data provided by IERP, the college is working on creating co-curricular support courses for students whose counselors have identified that support may be needed (IIC7-04, IIC7-05).

Analysis and Evaluation
The college regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases e.g. ENGL and MATH placement in college level courses and retention and success.

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.**

Evidence of Meeting the Standard
BP3310 (IIC8-01) and AP 3310 (IIC8-02)-Records Retention and Destruction, BP 5040 (IIC8-03) and AP 5040 (IIC8-04)-Student Records, Directory Information, and Privacy, and AP 5035 (IIC8-

05)-Withholding of Student Records, the California Ed Code, Title 5, FERPA, HIPAA serve to guide how the college maintains student records and publishes and follows established policies for release of student records.

Analysis and Evaluation
Guided by California Ed Code, Title 5, FERPA, HIPAA, BP/AP 3310-Records Retention and Destruction, BP/AP 5040-Student Records, Directory Information, and Privacy, and AP 5035-Withholding of Student Records, the college 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.

Conclusions on Standard II.C: Student Support Services
AVC offers equitable access to comprehensive student support services that are aligned with its mission. The college uses student success metrics, surveys, and program review to evaluate its progress for the purpose of improving educational quality and institutional effectiveness. An outcome of the pandemic has been readily accessible online student support.

Standard IIC Evidence List

IIC1-01 Student Life Program Review 20-21
IIC1-02 EMC RISC Packet 9-14-22
IIC1-03 NACCC Student Results Spring 2021
IIC1-04 NACCC Data Walk Equity Retreat 8-8-22
IIC1-05 CCSSE 2019 Support Services Questions
IIC2-01 Program Review Example Rhetoric and Literacy
IIC2-02 Program Review Example Student Life
IIC2-03 CCSSEE Dashboard Snapshot
IIC2-04 RISC Custom Questions Example
IIC3-01 Online Student Orientation
IIC3-02 Welcome Week Communication
IIC3-03 Student Services Webpage
IIC3-04 Student Health Services Webpage
IIC3-05 Umoja Webpage
IIC3-06 Puente Webpage
IIC3-07 Guardian Scholars Webpage
IIC3-08 Counseling Webpage
IIC3-09 Mindful Meditation Webpage
IIC3-10 AVC SEA Annual Report 2020-2021
IIC4-01 BP 5400 Associated Students Organization
IIC4-02 AP 5400 Associated Students Organization
IIC4-03 AP 5700 Athletics
IIC4-04 BP 5700 Athletics
IIC4-05 Title IX Report with Certificate

IIC4--06 Student Clubs and Organizations Webpage
IIC4-07 AVC Civic and Voter Engagement Action Plan 2022
IIC5-01 E-Sars Counseling Webpage Snapshot
IIC5-02 Puente Embedded Counseling
IIC5-03 New Student Success Workshops Webpage
IIC5-04 RISE Informational Booklet
IIC5-05 Academic Probation & Dismissal Webpage
IIC6-01 BP 5010 Admissions
IIC6-02 AP 5010 Admissions
IIC6-03 Guided Pathways Coordinating Committee_08-30-22
IIC6-04 Areas of Study Diagram
IIC6-05 Guided Pathways Areas of Study List
IIC6-06 EduNav Webpage Snapshot
IIC6-07 FYE Develop Your Schedule Slideshow
IIC7-01 AB 1805 Student Information Webpage
IIC7-02 AB 705 Student Information Webpage
IIC7-03 AB 1805 Dashboard
IIC7-04 AB 705 Evaluation Example
IIC7-05 AB 705 Evaluation Example
IIC8-01 BP3310-Records Retention and Destruction
IIC8-02 AP3310-Records Retention and Destruction
IIC8-03 BP 5040-Student Records, Directory Information, and Privacy
IIC8-04 AP 5040-Student Records, Directory Information, and Privacy
IIC8-05 AP 5035-Withholding of Student Records

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution assures the integrity and quality of its programs 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 student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Hiring qualified administrators, faculty, and staff is one of the top priorities for the college, ensured by the Office of Human Resources and Employee Relations. Qualifications for faculty and educational administrators are based on minimum qualifications set forth by the State of California Chancellor's Office (IIIA1-01), as well as desirable qualifications based on specific program needs. Minimum qualifications are posted in job announcements on the Human Resources Employment web page (IIIA1-02) and NEOGOV/NEOED (IIIA1-03) for faculty, administration, and staff when positions are open.

In order to obtain as diverse a pool as possible, the NEOGOV/NEOED position announcements are publicly posted on the AVC Careers Page and on the AVC Human Resources web page and are continually updated. Additionally, the following are used:

- Publications, including electronic media, that reflect the full range of academic and administrative opportunities offered in higher education and related fields.
    - CCC Registry
    - Chronicle of Higher Ed
    - Inside Higher Ed
    - Chronicle of Higher Education
    - EDJOIN Online Education Recruitment
    - Higher Ed Jobs
    - Diverse Issues in Higher Education
        - CCjobsnow
    - CommunityCollegeJobs.com
        - www.AcademicJobsToday.com

        - www.AllHigherEd.com
        - www.FacultyJobs.net
        - www.SciencePositions.com
        - www.PhdJobs.com
        - www.AdjunctProfessorJobs.com
        - www.DeanPositions.com
        - www.CollegePresidentJobs.com
        - www.MathematicalJobs.com
    - Diversity Recruitment
        - www.VeteransInAcademia.com
        - www.DisabledInAcademia.com
        - www.HispanicsInAcademia.com
        - www.BlacksInAcademia.com
        - www.AsiansInAcademia.com
        - www.LGBTInAcademia.com
        - www.NativeAmericansInAcademia.com
        - www.HigherEdWomen.com
        - www.MinorityPhds.com
    - LinkedIn
    - Other resources which may be recommended by faculty and staff for specific disciplines
- Recruitment booths at job fairs or conferences, i.e., the CCC Job Fair, 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.

Full-Time and Adjunct Faculty Positions

Full-time and part-time faculty hiring is governed by Board Policy (BP) 7120 (IIIA1-04), Administrative Policy (AP) 7120 (IIIA1-05) and AP 7211 (IIIA1-06). Pursuant to AP 7120 (IIIA1-05) 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. 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.

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 (IIIA1-07) 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 (EEO) Officer monitors the job-related, desirable qualifications for adverse impact. If they appear to be too restrictive, the EEO Officer will meet with the division faculty and educational 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 to interview
- Interview applicants by the hiring committee
- Interview by the Superintendent/President or the Vice President of Academic Affairs
- Arriving to consensus for the three finalist interviewees

Faculty hired to teach in the Baccalaureate Degree are required to meet the standards approved by the State Academic Senate and Chancellor's office.

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" (IIIA1-08) and also mirrors AP 7211 (IIIA1-06), Faculty Service Areas, Minimum Qualifications, and Equivalencies. Once the discipline faculty decides 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 (IIIA1-09). The Dean and the Department chair submit 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.

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. They are able to advance in academic ranking based on those accomplishments by

submitting an Application to the Academic Senate for Academic Ranking (IIIA1-10) and fulfilling criteria set forth by section B.500.5 of the Academic Senate Bylaws (IIIA1-11).

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.

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 (IIIA1-07). Pursuant to BP 7120 (IIIA1-04) 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 (IIIA1-05) details the hiring process. Additionally, the Classified hiring process is delineated in the AVCFCE Bargaining Agreement (IIIA1-12).

The process is monitored at four stages for EEO Compliance, which are as follows:

- Evaluation of Pool by a hiring committee composed of 4 or 5 persons chaired by the supervisor for the position.
- Minimum Qualifications are established.
    - Typing qualifications are verified with a typing certificate.
    - College coursework or degrees are verified with unofficial transcripts for applicants and official transcripts for newly hired personnel.
- 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 will 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.

When the district creates a new position or proposes to change the content of a vacant job description, as a result of the reclassification procedures outlined in the AVCFCE Bargaining Agreement (IIIA1-12) 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 or Superintendent/President, 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.

Confidential/Management/Supervisory (CMS) Staff

AP 7120 (IIIA1-05) 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 completed by the manager/supervisor and/or administrator. The EEO 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" (IIIA1-01) as well as the specific needs of the college. Selection of the President is described in AP 2431 (IIIA1-13). AP 7120 (IIIA1-05) details the hiring process for Administrators. The process in 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, an 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.
- 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 and 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.

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, 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)

Evidence of Meeting the Standard

Pursuant to BP 7120 (IIIA2-01) and AP 7120 (IIIA2-02), the process to develop a faculty job description/ job announcement 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.

Analysis and Evaluation
AP 7120 for recruitment & hiring and AP 7211 provide guidance for faculty minimum qualifications.

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.

Evidence of Meeting the Standard
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, EEO officers and college administrators.

Pursuant to AP 7120 (IIIA3-01), the Vice President of Human Resources/EEO Officer, or designee, 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 Office of Human Resources and Employee Relations 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 Office of Human Resources and Employee Relations, 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 Office of Human Resources and Employee Relations 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 the 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, or designee, 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, or designee, to determine how to proceed.

Analysis and Evaluation
AP 7120 for Recruitment & Hiring and AP 7211 guidance for faculty minimum qualifications. Job announcements are used for all openings.

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.

Evidence of Meeting the Standard

AVC follows Title 5 of the California Code of Regulations sections 53406, 53410, and 53420 in requiring that degrees held by its employees are from U.S. accrediting agencies. The Application Instructions on the last page of each job announcement states that applicants must supply:

- Transcripts for all college coursework or degrees when requested to do so within a job announcement.
- All out of the country transcripts must be evaluated prior to submitting them with applications.
    - Any evaluation service member of the National Association of Credential Evaluation Service (NACES) http://www.naces.org/ is acceptable.

Pursuant to AP 7211 (IIIA4-01) 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 (IIIA4-02), 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.

Analysis and Evaluation
Review of transcripts to ensure degrees and credits are from accredited institutions.
All out of the country transcripts must be evaluated prior to submitting them with applications.

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.

Evidence of Meeting the Standard

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 (IIIA5-01), 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 (IIIA5-02, IIIA5-03, IIIA5-04, IIIA5-05) 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, improvement areas, 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

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 IIIA5-06).

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), (IIIA5-07) 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 (IIIA5-08), 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). (IIIA5-09, IIIA5-10).

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) (IIIA5-11, IIIA5-12, IIIA5-13, IIIA5-14).

- 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: The 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, (IIIA5-15). 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 (IIIA5-16).

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 (IIIA5-17, IIIA5-18).

Analysis and Evaluation

The college has established written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise delineated in AP 7150 Evaluation & evaluation process for faculty (also see CBA Article VIII), staff (also see CBA Article IX), and administrators. Instructions and forms are available on AVC's website.

~~**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.**~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

7. **The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

Evidence of Meeting the Standard

AVC assures that the staffing needs that are identified through program reviews (IIIA7-01), the Educational Service Plan (IIIA7-02) and the budget request process (IIIA7-03) are met in order to contribute to the mission of the college. During the fall semester of each year desired new positions are identified for consideration of funding for the following year using the faculty hiring prioritization process (IIIA7-04) in conjunction with review of the classified/CMS prioritization process. The Prioritization Processes allow for all positions to be approved and evaluated to the critical need and its effectiveness in supporting the mission and goals, and Educational Service Plan of AVC. 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. The classified/CMS process requires that each area/division review their program reviews and alignment with the Education Service Plan. They then identify and prioritize potential staffing needs. Once this occurs each area/division provides 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. Training regarding the prioritization process is completed at both the Executive and Administrative Council, and lower level.

Currently there are 183 full-time faculty. The district continues to exceed its statutorily established Faculty Obligation Number for 2022. The Full Time Faculty Obligation for Antelope Valley College was 157.4; the college exceeded the Full Time Faculty Obligation by 26.6. The table below shows growth in all employee 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.

- New Employee Data

	# Recruitments		# Applicants		# Hired	
Employee Type	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22

Classified	30	74	855	2111	11	24
Confidential, Managers, Supervisors	6	7	129	164	4	3
Administrators	4	7	70	176	5	7
Faculty – FT	13	26	206	289	15	18
Faculty – PT	39	13	1029	836	29	28
Short Term Hourly	14	16	744	1607	15	28
TOTALS	106	143	3033	5183	79	108

Full-Time Faculty

Student FTE as of the Fall Semester		
2019-20	2020-21	2021-22
4,884	4,242	3,501

The College has experienced a decrease of approximately 1,383 FTE over the past three years starting with the 2020-21 school year. In planning for the 2022-23 school year, there was an increase to overall staffing, but future planning will take the lower FTES into account.

Analysis and Evaluation

The college assures that the staffing needs are identified through program reviews, the Educational Service Plan, the budget request process and are met for the accomplishment of college mission. AVC maintains a sufficient number of qualified faculty to ensure the quality of educational programs and services to achieve institutional mission and purposes.

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.

Evidence of Meeting the Standard
Each Summer an Adjunct Orientation is scheduled for adjuncts. This is done to provide the necessary Human Resources 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. Adjuncts hired throughout the year receive an orientation consistent with the Collective Bargaining Agreement (article XIII) (IIIA8-01).

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 an online submission and the division deans approve the proposal and the final submission.

Evaluation
The Collective Bargaining Agreement (article VIII) governs the full-time and adjunct faculty systematic evaluation process based on written criteria negotiated with the AVC Federation of Teachers.

Professional Development
Administrative Procedure (AP) 7160 Professional Development (IIIA8-02) 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 (IIIA8-03) facilitates numerous workshops and professional development training opportunities for full and part time faculty. Consistent with state guidelines and pursuant to the Collective Bargaining Agreement (article X) and the FPD Reference Guide (IIIA8-04), 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.

A wide variety of workshops and presentations (IIIA8-05) 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 Online Opportunities) (IIIA8-06). The presentations encompass topics from creating effective tools in the classroom to cultural issues, learning differences, STEM, literature and film, and more.

In addition, the AVC Superintendent/President hosts a fall and spring Opening Day, on the Friday before each semester begins, organized with the Faculty Professional Development Committee. It is an opportunity for all colleagues to reconnect after the break and get updates from the Superintendent/President as well as other areas of the college who give presentations such as AVC Foundation, planning discussions, safety information and special topics. 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, providing all full-time and part-time faculty the opportunity to learn about new developments ask questions and have meaningful discussions.
The FPD committee often conducts a thorough survey following each Opening Day. The FPD also tracks how many part-time faculty attend Opening Day; with a sign-in sheet (IIIA8-07). The data is used to determine how professional development events.

Analysis and Evaluation
The college has employment policies and practices which provide for part-time and Adjunct faculty orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into AVC daily operations.

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)

Evidence of Meeting the Standard

AVC maintains a sufficient number of classified staff to support the goals and operations of the college. Human Resources (HR) identified the need for more data to assist in making decisions in prioritizations of staffing needs. Through the implementation of Neoga for recruitment purposes, and Banner as the HR Information System, staffing and hiring trends can be tracked. Additionally, position control is being established to assist in further decision-making processes.

Many divisions and areas need more staff, and use the prioritization process for staffing requests. 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.

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:

- Academic Affairs
- General Organizational Chart
- Business Services
- Facilities
- Foundation
- Human Resources
- Students Services
- Technology Services

During the last two years AVC staffing was impacted by the COVID-19 pandemic. During the beginning of the pandemic, AVC imposed a freeze on hiring new positions and looked into increasing the duties and responsibilities of current employees when a position became vacant. Recently, previously unfilled positions have been filled and new, growth positions are being evaluated for hire in the 2022-2023 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 changes in the economy and the end of the pandemic, although overall there has been a negative cumulative impact in employee counts.

Number of Employees Employed at Antelope Valley College 2018 - 2022			
Tax Year	Employee Numbers (Based on W2's Issued)	% Growth	Cumulative Growth
2018	1,882	-1.54%	-1.54%
2019	1,932	2.59%	1.05%
2020	1,707	-13.18%	-12.13%

2021	1,544	-10.56%	-22.69%
2022 Estimate	1,582	2.40%	-20.29%
Totals include all employees (Student & Hourly included) paid in the calendar year.			

Analysis and Evaluation
The number of staff, part-time and full-time faculty is sufficient to support the effective educational, technological, physical, and administrative operations of the college.

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. (ER 8)

Evidence of Meeting the Standard
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. The process identifies new, not currently budgeted growth positions, where a prioritization process is applied to positions funded through unrestricted funds. Furthermore, positions supported through restricted funds are prioritized within their own Divisions/Areas. Divisions/Areas identify their CMSA staffing needs (both unrestricted and restricted funding), 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 (IIIA10-01), based in part by the need for the position being identified in applicable planning documents, such as the Educational Service Plan, Program Review, Facilities Service Plan, or IT Plan, to determine which new positions will be recommended to the Budget Committee for approval.

AVC maintains an adequate number of qualified CMSA personnel as follows: 1 Superintendent/President; 1 General Counsel; 4 Assistant Superintendents/Vice Presidents; 5 Executive Directors; 1 Internal Auditor; 11 Deans; 4 Associate Deans; 19 Directors; 3 Managers; and 10 Supervisors.

Effective February 2021, AVC completed a campus-wide reorganization (General Organizational Chart) (IIIA10-02) that increased the duties and responsibilities of some administrators and managers, thus eliminating unfilled positions.

Faculty department chairs assist with the workloads of divisions. There are 20 department chairs (Department Chair Assignments) (IIIA10-03) who 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 Collective Bargaining Agreement, Article XX) (IIIA10-04).

Analysis and Evaluation
The college has a sufficient number of administrators, part-time and full-time to provide continuity and effective administrative leadership and services that support the AVC's mission and purposes.

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.

Evidence of Meeting the Standard
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. This service keeps the college updated on new legislation, regulations and legal opinions for policies and procedures.

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, and Associated Student Body. When Administrative procedures are approved by College Coordinating Council, they are sent to the Board of Trustees as an information item only.

Personnel policies adopted by the Board of Trustees are public information and can be accessed on the Board Docs (IIIA11-01) under Administration, Board of Trustees, Board Policy and Administrative Procedures. 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 (IIIA11-02). 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.

AVC strives to provide personnel policies and procedures that are clear and administered equitably.

Analysis and Evaluation
Board policies are regularly reviewed and updated (BP/AP 2410) and available in BoardDocs with personnel-related policies and procedures available under the 7000s-Human Resources.

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.

Evidence of Meeting the Standard
AVC creates and maintains programs, practices, and services that support a diverse population to meet 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.

AVC affirms equity and diversity for employees through Board Policies (BPs) and Administrative Procedures (APs). 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 (IIIA12-01). Through BP 3420: Equal Employment Opportunity (IIIA12-02) the Board of Trustees has stated its commitment to promote the realization of equal employment opportunity, and the Superintendent/President developed an Equal Employment Opportunity (EEO) Plan that complies with Title 5 requirements which will be updated in 2023.

AVC provides extensive in-house professional development for faculty managed by the Faculty Professional Development Committee (IIIA12-03) where a wide variety of activities and workshops for faculty to enhance their knowledge in their own discipline and learn about diverse cultures (such as from previous events examining the deaf culture, Chinese film, civil rights history, working with students who exhibit signs of mental illnesses, etc.). Faculty are required to acquire credit towards their FPD obligations, pursuant to the faculty collective bargaining agreement (IIIA12-04).

AVC has increased its professional development opportunities for classified staff by offering human resources related training and customer service related training in support of employment in a diverse working environment and serving a diverse student population with excellence.

The Office of Human Resources and Employee Relations (HR) 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.

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 (IIIA12-05). The information is also provided to the Equal Employment Opportunity (EEO) Committee for review. As student diversity has increased, so too has faculty diversity.

Through BP 7100: Commitment to Diversity (IIIA12-06), 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 HR department seeks to ensure that under-represented 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 (IIIA12-07).

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 updated EEO Plan. The committee will compare demographic data to see if there was any improvement in reaching under-represented populations.

Analysis and Evaluation
Using BP/AP 7100-Commitment to Diversity, which was updated in 2020, the college creates and maintains appropriate programs, practices, and services that support its diverse personnel.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard
AVC upholds a written code of professional ethics for all personnel and outlines expected ethical and behavioral standards through Board Policy and Administrative Procedures.

The Board of Trustees Board Policy (BP) 2715 Code of Ethics/Standards of Practice (IIIA13-01) was established to guide the Board members. The policy requires that the Board of Trustees maintains 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 of Trustees as a whole. The Board of Trustees 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 (AP) 3050 Institutional Code of Ethics (IIIA13-02) reaffirms that the employees of Antelope Valley Community College District are committed to providing a high quality learning environment to 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.
Antelope Valley Community College District employees:

· Are honest and accountable in all actions and activities.
· Demonstrate personal and professional integrity in supporting the mission of the college.
· Are fair and respectful in all interactions with colleagues, students, and the public.
· Avoid conflicts of interest, or its appearance, between their obligations to the District and private business or personal commitments and relationships.
· Address issues and work with people without prejudice.
· Act within applicable laws, codes, regulations, and District policies and procedures.
· Respect the personal values, beliefs, and behaviors of others.
· Maintain confidentiality regarding information about students or staff obtained in the course of their duties.
· Protect District assets.
· Maintain a working and learning environment free from harassment as defined by District policies.
· Maintain and enhance job effectiveness and competency through professional development.
· Respect the integrity and professionalism of administrators, faculty, staff, and students.
· Make every reasonable effort to create an equal-access learning environment that will help students succeed.

The Faculty Collective Bargaining Agreement and the Classified Collective Bargaining Agreement explain the procedure for complaints against union members regarding grades, harassment, or discrimination, and due process, including the appeals process and progressive discipline procedures. The Office of Human Resources and Employee Relations is in charge of responding to any ethical lapses by launching a thorough investigation if a complaint is filed.

Analysis and Evaluation
BP 2715-Code of Ethics/Standards of Practice and AP 3050-Institutional Code of Ethics provide a written code of professional ethics for all college personnel, including consequences for violation.

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 the basis for improvement.

Evidence of Meeting the Standard
Administrative Procedure (AP) 7160: Professional Development (IIIA14-01) 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. A Staff Development Committee has been established to further provide opportunities for all constituency groups to access professional development opportunities. In addition to the funds provided for this purpose, both the classified and CMSA groups are provided an annual stipend to support professional development opportunities.

The Confidential/Management/ Supervisory (CMSA) Group distributes a Training Needs Assessment Survey to all CMSA 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 CMSA 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.

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 (IIIA14-02), a governance committee under the Academic Senate. The mission of the Faculty Professional Development 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 meetings (IIIA14-03) 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. 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. Unless a special material or travel related fee is required for a workshop or seminar, all activities are presented at the AVC without charge, and are available to all faculty and to other employees, students, and the general public.

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) (IIIA14-04). 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 Superintendent/President. 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.

The district is committed to on-going, sustainable training in the areas of campus safety and emergency preparedness training. To this end, the district uses Keenan Safe Schools for regular and mandated training and is in contract 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. In support of the emergency preparedness training identified above, the college conducts Emergency Drills (IIIA14-05) including evacuation and active shooter drills.

Information Technology employs a full-time trainer for all current employees and provides assistance to instructors and students in the use of campus programs.

Analysis and Evaluation
The college provides FPD for full and part-time faculty, as well as staff through professional organizations and HR. BP/AP 7160-Professional Development outlines the related policy and procedures.

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.

Evidence of Meeting the Standard
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 of the Faculty Collective Bargaining Agreement(IIIA15-01) and Article VI of the Classified Collective Bargaining Agreement, (IIIA15-02) to ensure that personnel records are kept confidentially. Both contracts stress that all personnel files must be kept confidential and only allow access to the employee, an authorized representative of the employee, or access is provided 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 Administration Building in locked file cabinets. The office is locked at the end of each work day. When space runs out in the Human Resources the files 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. The process for access to personnel records continues to maintain confidentiality.

Human Resource has contracted with a company to put many of the old microfiche film files on CD's, which are locked in file cabinets.

Analysis and Evaluation
AP 7145-Personnel Files contains information regarding AVC's provisions for the security and confidentiality of personnel records.

Conclusions on Standard III.A: Human Resources
The college uses its human resources to address and achieve its mission for the purpose of improving academic quality and institutional effectiveness. This work is guided by the policies and procedures AVC has in place.

Improvement Plan(s)

Standard IIIA Evidence List

IIIA1-01 CCCCO'S Minimum Qualifications

IIIA1-02 HR Website Employment
IIIA1-03 Career Opportunities
IIIA1-04 BP 7120 Recruitment and Hiring
IIIA1-05 AP 7120 Recruitment and Hiring
IIIA1-06 AP 7211 Faculty Service Areas
IIIA1-07 Sample Criteria- Faculty
IIIA1-08 Equivalency Procedure Approved 05-31-07, fix 5-29-09
IIIA1-09 MQ and Equivalency Review Form
IIIA1-10 Academic Senate Academic Ranking 2-1-19
IIIA1-11 Senate BYLAWS Fina l2019
IIIA1-12 CBA.08.12.21
IIIA1-13 AP 2431 Supt-Pres Selection
IIIA2-01 BP 7120 Recruitment and Hiring
IIIA2-02 AP 7120 Recruitment and Hiring
IIIA3-01 AP 7120 Recruitment and Hiring
IIIA4-01 AP 7211 Faculty Service Areas
IIIA4-02 Foreign Credentials Evaluation Services 09-28-2016
IIIA5-01 CBA FT 2018-2021
IIIA5-02 Faculty Self Evaluation
IIIA5-03 Student Evaluation Form
IIIA5-04 Observation Report
IIIA5-05 Contract Faculty Evaluation Report
IIIA5-06 CBA FT 2012-2015
IIIA5-07 Senate Meeting Agenda 12.04.2014
IIIA5-08 Admin Procedures Ch 7 Human Resources
IIIA5-09 General Organizational Chart
IIIA5-10 Academic Affairs Organizational Chart
IIIA5-11 Admin Employees Evaluation Form A
IIIA5-12 Admin Employees Evaluation Form B
IIIA5-13 Admin Employees Evaluation Form C
IIIA5-14 Admin Employees Evaluation Form D
IIIA5-15 18-21 Classified CBA
IIIA5-16 AP 7150 Evaluation
IIIA5-17 Performance Appraisal Instructions
IIIA5-18 CMS Performance Appraisal Form
IIIA7-01 Program Review Committee
IIIA7-02 Educational Master Plan
IIIA7-03 Budget Instructions
IIIA7-04 Faculty Hiring Prioritization Process-Approved
IIIA8-01 Certificated Agreement 2018-2021
IIIA8-02 AP 7160 Professional Development
IIIA8-03 Faculty Professional Development Committee
IIIA8-04 FPD Quick Reference Guide AY 22 23

IIIA8-05 Faculty Professional Development Events
IIIA8-06 Faculty Professional Development Opportunities
IIIA8-07 FPD Sign In Sheet
IIIA10-01 CMS Prioritization Process 2016-17
IIIA10-02 General Org Chart
IIIA10-03 Department Chair Assignment
IIIA10-04 Certificated Agreement 2018-2021
IIIA11-01 CBA Location
IIIA11-02 Board Policy Location
IIIA12-01 BP 3410 Nondiscrimination
IIIA12-02 BP 3420 Equal Employment Opportunity
IIIA12-03 Faculty Professional Development Committee
IIIA12-04 Certificated Agreement 2018-2021
IIIA12-05 CCCCO Datamart
IIIA12-06 BP 7100 Commitment to Diversity
IIIA12-07 AP 3435 Discrimination & Harass Complaints & Invest
IIIA13-01 BP 2715 Code of Ethics
IIIA13-02 AP 3050 Institutional Code of Ethics
IIIA14-01 AP 7160 Professional Development
IIIA14-02 Faculty Professional Development
IIIA14-03 Agendas & Minutes AVC Website
IIIA14-04 Sabbatical Application 07-12-21
IIIA14-05 Emergency Drill Information for Faculty & Staff
IIIA15-01 Certificated CBA 2018-2021
IIIA15-02 Classified CBA 2018-2021

B. Physical Resources

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.

Evidence of Meeting the Standard

AVC assures safe and sufficient physical resources at all its locations through the management of resources and effective planning. The college continues to invest in physical resources including buildings and spaces. Construction continues on projects associated with the Measure AV bond ballot. Construction standards are in accordance with the division of state architects and ensure that spaces are accessible. Design standards ensure that buildings and spaces are conducive to healthful learning and working environments.

Safety and security are provided through a contract with the Los Angeles County Sheriff's Department for both the Lancaster and Palmdale sites (IIIB1-01). The Fox Field site is secured and monitored through a combination of efforts including a fenced perimeter, required by Homeland Security, that has a gate that requires a key card to enter, along with the site being patrolled by Fox Field security. There are no cameras.

These entities identify unsafe conditions and work with the President's office to report issues which are then reported to Facilities Services. The reporting of issues is done through the Onuma work request system for repair and service requests, alteration and improvement requests, vehicle use, facilities use, time, place, and manner (IIIB1-02).

All requests are documented via Onuma, our work request system, and assigned to a department and then a technician. Once requests are completed, they are marked closed. The system provides the opportunity to have the technician communicate with the requestor via Onuma, or in person.

The Maintenance and Operations team has a pre-set list of preventative measures through Onuma. They include AED machine testing, Fire Extinguisher inspections, an inspection of smoke alarms and door batteries, etc.

The District is part of SWACC, Statewide Association of Community Colleges, through Keenan and Associates. Through this program, we have an annual property and liability inspection that takes place between March and April. In 2022, the inspection will take approximately 3-4 days and will be the week of April 11. The inspection will review playground equipment, athletic equipment and facilities, industrial arts, science, art labs, etc.

The District supplies the federal government with a bi-annual hazmat report via RCRA (Resource Conservation and Recovery Act) and an annual hazmat report to CERS (California Environmental Reporting System). Both reports were submitted electronically in 2022. The RCRA report was submitted on February 25 and the CERS report was submitted the first week of March.

The agriculture commissioner inspects the campus annually and the District provides reports throughout the year when chemicals, such as weed killer, are applied. MSD sheets are maintained in each department, in custodial closets, and Risk Management. Several products are starting to carry a QR code so that anyone can scan the product for MSD information.

In the 2020/2021 Fiscal year, the entire District custodial team (hourly and supervisory staff included), participated in ISSA (International Sanitary Supply Association) and CMI (Cleaning Management Institute) classroom training. With this training, the team works to ensure that APPA (Association of Physical Plant Administrators) standards of cleaning are met.

Through the use of AssetMAXX, a system that provides tracking via location and/or asset tag numbers, and a full inventory bi-annually, campus assets are accounted for and tracked. To assure proper tracking of assets, the Warehouse website has forms to support equipment transfer and loaning of equipment (IIIB1-03, IIIB1-04). Additionally, AP/BP 6550 Disposal of

Property (IIIB1-05, IIIB1-06) addresses the disposal of surplus equipment inventory when that is required.

If any division/department would like an asset to be received via donation, the District requires approval forms for those items as well. The approval process is conducted through the Foundation Office with an "AVC In-Kind Gift Form" completed and submitted (IIIB1-07)

Analysis and Evaluation
Safety committee walks of buildings annually to review egress, program review, Keenan monthly safety training, Keenan annual safety training, Hazmat inspection report, Statewide Association of Community Colleges report, Onuma - Facilities Services Work Request System reports, APPA cleanliness standards and bi annual trainings for all custodians.

DSA approvals, compliance with Cal/OSHA, college custodial, maintenance, and grounds staff keep the campus clean, safe, and accessible, On campus Security ensures safety. OSD provides accommodations for students with disabilities.

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.**

Evidence of Meeting the Standard
All Facilities Services departments (Maintenance, Custodial, Grounds, Campus Events, and Facilities Planning) participate in the Program Review process (IIIB2-01). AVC consults program review when developing its comprehensive program to understand the effectiveness of its facilities in supporting its programs, services, and equipment needs. The Facilities Planning department utilizes a state-required space inventory system called FUSION (Facilities Utilization Space Inventory Options Net) to report and assess the condition of its facilities (IIIB2-02). FUSION also includes a five-year scheduled maintenance plan that is updated, and reports to and is reviewed by the State Chancellor's office annually. State resources for scheduled maintenance are allocated through a project prioritizing list. The prioritization of the projects is considered by project type, facilities condition, impact, severity, and cost. To ensure alignment with the College's needs, the state-scheduled maintenance projects are annually reviewed by the Vice President, Administrative Services, and the President.

Through AVC's master planning, new buildings, renovations, site, and infrastructure improvements are identified based on current and projected future needs determined by data analysis and stakeholder engagement. The campus has had major construction and renovation over the last ten years. The current Facilities Master Plan (FMP) (IIIB2-03) was developed in 2016 and is aligned with AVC's mission and Educational Master Plan (EMP) (IIIB2-04). AVC is currently working on its new FMP in tandem with a new EMP for 2023 (now called the FSP and ESP, respectively). The ESP and FSP drive the current and future major facilities' growth and renovation projects.

Analysis and Evaluation
In preparation for the new FSP, Facilities Planning commenced space planning meetings in December 2021 with each department or division Dean, Director, or Executive Director to acquire information for current and future growth and space needs. The space planning meetings are ongoing and scheduled through April 2022.

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.**

Evidence of Meeting the Standard
The Facilities team completed a program review that supports the needs of the department (IIIB3-01). Additionally, we maintain a project status report for bond projects, scheduled maintenance projects, and other funded projects (IIIB3-02, IIIB3-03).

All requests are documented via Onuma, our work request system, and assigned to a department and then a technician. Once requests are completed, they are marked as closed. The system provides the opportunity to have the technician communicate with the requestor via Onuma, or in person.

The Maintenance and Operations team has a pre-set list of preventative measures through Onuma. They include AED machine testing, Fire Extinguisher inspections, an inspection of smoke alarms and door batteries, etc. Additionally, there is a weekly walk-through of campus, on Friday mornings, to assess the status of the grounds. A list is created, and a plan is determined.

The District is part of SWACC, Statewide Association of Community Colleges, through Keenan and Associates. Through this program, we have an annual property and liability inspection that takes place between March and April. In 2022, the inspection will take approximately 3-4 days and will be the week of April 11. The inspection will review playground equipment, athletic equipment and facilities, industrial arts, science and art labs, etc.

The District supplies the federal government with a bi-annual hazmat report via RCRA (Resource Conservation and Recovery Act) and an annual hazmat report to CERS (California Environmental Reporting System). Both reports were submitted electronically in 2022. The RCRA report was submitted on February 25 and the CERS report was submitted the first week of March.

The agriculture commissioner inspects the campus annually and the District provides reports throughout the year when chemicals, such as weed killer, are applied. MSD sheets are maintained in each department, in custodial closets, and in Risk Management. Several products are starting to carry a QR code so that anyone can scan the product for MSD information.

In April 2022, the Foundation for California Community Colleges will be assessing our buildings and uploading the data into FUSION. This will assist with data for accreditation, staffing plans,

budgeting, facilities analysis, project planning, costing, and supporting local District and campus initiatives.

Analysis and Evaluation
In preparation for the new FMP, Facilities Planning commenced space planning meetings in December 2021 with each department or division Dean, Director, or Executive Director to acquire information for current and future growth and space needs. The space planning meetings are ongoing and scheduled through April 2022.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard
The college's planning process supports institutional goals which are set through department program reviews. Long-range capital projects support and are linked to institutional improvement goals through the Facilities Master Plan (IIIB4-01). The current FMP was developed in 2016 and is aligned to AVC's mission and the 2016 Educational Master Plan (IIIB4-02) for campus growth for five years and additional planning goals for 10 years. The FMP is informed by and linked to the EMP, and both drive the current and future major facilities' growth and renovation projects. AVC is currently working on a new EMP and FMP (now called the ESP and FSP, respectively) for 2023.

The overall campus community, staff, and faculty as well as facilities planning, maintenance, and operations, custodial and grounds staff are involved in planning new facilities to ensure that the total cost of ownership considerations are adequately addressed in planning. The total cost of ownership includes both direct and indirect costs of the assets as well as related personnel costs. To ensure alignment with the College's needs, the long-term capital outlay projects are annually reviewed by the Vice President, Administrative Services, and the President.

Implementation of long-range capital plans depends on the availability of state and local funding such as the State Capital Outlay Program and Local General Obligation Bonds. As funding is available, the College follows the defined order from the Five-Year Capital Outlay Plan which is submitted to the state by the District each year (IIIB4-03). Antelope Valley College utilizes Facilities Planning and Consulting Services in development for the annual Five Year Capital Outlay Plan, Initial Project Proposals (IPP) for new proposed buildings or modernizations or Final Project Proposals (finalized and funded IPP's). The prioritization in the Five-Year Capital Outlay Plan is informed by the phasing sequencing reflected in the FMP. For example, AVC implemented several projects that are part of the 2016 FMP, a new Security building, Sage Hall and Cedar Hall – both instructional buildings, a technical building, the Discovery Lab, and new Student Services building all of which are funded through the Local Measure AV Bond that passed in 2016.

Long-range capital projects that were funded through the Measure AV bond are overseen by a delegated Citizen's Oversight Committee which is required through Proposition 39. The

Citizen's Oversight Committee ensures that bonds are only spent on facility improvements, not on administrator or faculty salaries. The Committee is updated quarterly on the schedule, status, and costs of each Measure AV project ensuring that the projects align with the projects as laid out in the Five-Year Capital Outlay Plan and the FMP.

Analysis and Evaluation
In preparation for the new FSP, Facilities Planning commenced space planning meetings in December 2021 with each department or division Dean, Director, or Executive Director to acquire information for current and future growth and space needs. The space planning meetings are ongoing and scheduled through April 2022.

Conclusions on Standard III.B: Physical Resources
The college uses its physical resources to address and achieve its mission for the purpose of improving academic quality and institutional effectiveness. AVC has been focused on constructing and maintaining campus facilities that meet acceptable standards.

Standard IIIB Evidence List

IIIB1-01 LA County Sheriff's Department Agreement
IIIB1-02 Onuma Work Request System
IIIB1-03 Equipment Transfer (Fillable Form)
IIIB1-04 Loan Equipment Agreement Form
IIIB1-05 Administrative Procedure 6550 Disposal of Property
IIIB1-06 Board Policy 6550 Disposal of Property
IIIB1-07 AVC In-Kind Gift Form
IIIB2-01 Executive Council Program Review Report 2020-2021
IIIB2-02 FUSION Website
IIIB2-03 2016 Facilities Master Plan Final
IIIB2-04 AVC Educational Master Plan Final 2016
IIIB3-01 Executive Council Program Review Report 2020-2021 (pages 15-21)
IIIB3-02 Project Status Report
IIIB3-03 Scheduled Maintenance Report
IIIB4-01 2016 Facilities Master Plan Final
IIIB4-02 AVC Educational Master Plan Final 2016
IIIB4-03 Current Capital Outlay Projects _ Antelope Valley College

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C. Technology Resources

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.

Evidence of Meeting the Standard
AVC identifies technology needs through Unit Planning, Program Review, and the Technology Master Plan. The Information Technology Committee (ITC), as a participatory governance committee, and the Distance Education Technology Committee (DETC), as a sub-committee of the Faculty Senate, provide guidance regarding the delivery of services and prioritization of resources. In addition, ITS collaborates with the ITC to develop the Technology Master Plan (TMP). The TMP integrates the objectives of the Educational Master Plan, Facilities Master Plan, Board of Trustees and President's objectives into a single guiding document for technology. The TMP is currently being revised for the 2022-2025 academic years.

Since our last visit ITS has added resources to address needs in systems administration, network security, and to support faculty with the creation of an instructional technology support unit. The two organizational charts are below for comparison: IIIC1-01 ITS IMC Org Chart 2016 and IIIC1-02 ITS IMC Org Chart 2022.

In 2022, a reorganization plan established an Administrative Services division. This reorganization recreated the Vice President of Administrative Services. Information Technology Services (ITS) is now a part of Administrative Services.

The Executive Director of Technology has five direct reports: the Director of Technology Operations, the Director of Enterprise Applications and Data Protection, the Director of Instructional Design & Media Services, a Projects Manager, an Administrative Assistant, and a Clerical III. These departments are responsible for ensuring appropriate and adequate support for the institution's management and operational functions, academic programs, teaching and learning, and support services.

Technology Operations
The Technology Operations department consists of 2 areas, Systems and Infrastructure and Technology Support Services.
Systems and Infrastructure is responsible for the network, server, and telecommunications systems, resources, and infrastructure. Since the last accreditation cycle, Systems and Infrastructure added an additional System Security Administrator and System Administrator. This brings staffing up to 3 System Administrators, 2 System Security Administrators, and 1 Telecommunications Technician. The increased staffing has allowed the area to better support the administrative and instructional needs of the District. It has also enabled ITS to pursue newer cloud technologies, directly enhancing the ability to provide services to the campus community.

Technology Support Services provides help desk support for computers, printers, and audiovisual equipment. Staffing consists of 1 Manager of Technology Support Services, 5 Computer Services Technicians, 2 Computer Lab Technicians, 1 Audiovisual Technician, and a Clerical II (Evening Help Desk). The allocation of a second Computer Services Technician to the evening shift was created to provide better evening instructional needs. The Manager and Director are working on creating a new role combining the responsibilities of the Computer

Services Technician and the Audiovisual Technician. This new position would better serve the district's technical support needs by improving response and completion times. It would also provide a path of advancement for current computer and audiovisual technicians.

Help Desk Improvements

Technology Operations continues to find ways to improve the processes and procedures that support the District's Helpdesk system. The system being used was Spiceworks, an open-source helpdesk system that ITS eventually outgrew. The helpdesk system was moved to Atlassian Jira Service Management (JSM). With JSM, the system was able to utilize more granular and customizable forms, better reporting tools, asset management, and service level agreement (SLA) timelines. JSM was implemented November 12, 2019.

Completed Tickets Created On:

- 2022 (as of July 15): 7,236 IIIC1-03
- 2021: 9,949
- 2020: 5,729

From 2020 to 2021, ITS saw a 4,220 ticket increase or a 173% increase. With the rate that 2022 is proceeding, Technology Operations is forecasting another 125% increase in completed tickets by year's end.

ITS continues to work towards increasing customer satisfaction with the campus community. The annual Technology Survey continues to be given to the campus community every spring. ITS is proud to show an upward trend regarding the overall satisfaction of services rendered by ITS (IIIC1-04).

Purchase Planning and Process

To ensure compliance with college and legislative standards, the process for all purchasing requisitions for technology services, hardware, software, or infrastructure, is reviewed by ITS' Executive Director. Requests for equipment or services are requisitioned, reviewed by the departments to ensure recommendations from ITS fulfill their needs, then tracked from purchase to installation. The Executive Director of Technology also provides oversight for ADA compliance with technology acquisitions.

Based on the useful life of technology, the college has a cycle for all computer equipment (IIIC1-05). 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.

Enterprise Applications and Data Protection

The Enterprise Applications and Data Protection department is responsible for our Banner ERP system, application development, and data protection. The department is also responsible for

the District's data warehouse, web and ERP portal functions, custom development projects, and data reporting and compliance to state and federal agencies. Since the last accreditation reporting cycle, the Technical Analyst from Business Services was moved over to Enterprise Applications and a Programmer/Analyst was added. This brings the staffing up to 4 Programmer/Analysts, 1 Database Administrator, and 1 Technical Analyst. This extra staffing helps us better support the application development, regulatory reporting, and application support needs of the District.

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 entries 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). The last remaining module for implementation is Faculty Load and Compensation (FLAC), delayed due to resource constraints. A pilot for this module is scheduled for Fall '22, with full implementation scheduled for Spring 2023.

In 2018 AVC completed the adoption of Banner 9's Admin Pages. Progress toward migration to the remaining Banner 9 modules has been hindered by staffing constraints and the need to convert key INB modules to Banner 9 compliant pages. Work toward this key upgrade in services. This work was completed as a part of the Banner migration to Amazon Web Services(AWS) over the Summer of 2022. will resume shortly after completion of our migration to Amazon Web Services (AWS) over the Summer of 2022. In the summer of 2022 AVC began implementing Self-Service Banner(SSB) 9, including General, Finance, Employee, Financial Aid, and Registration. AVC is targeting the completion of all SSB 9 modules by May 2023.

Reporting

The Enterprise Applications department uses Argos to develop reports for meeting the needs of the District. The department has developed more than 400 reports to meet the needs of Human Resources, Business Services, Academic Affairs, Financial Aid, and Student Services. Users meet with Enterprise Applications staff when new reporting requirements are identified and new reports go-live after receiving a sign-off from users.

Projects

In 2019 AVC implemented Automic to streamline Financial Aid technical processes. Jobs run each night within Automic to download FASFA applications from the Department of Education and to run Banner Financial Aid processes. Prior to implementing Automic, manually running the processes took a span of 10 days.

In 2021 AVC implemented Campus Logic to give students a secure and streamlined method for submitting financial aid and verification documents.

In the summer of 2022, AVC kicked off the implementation of an Identity Automation, an Identity Management software package for streamline the provisioning and deprovision of student and employee accounts.

Instructional Design and Media

Instructional Design and Media is a newer department that was established to better support the academic technology needs of faculty with the combining of Instructional Design and the Instructional Multimedia Center. The department is responsible for technical training, the Instructional Multimedia Center (IMC), and supporting faculty's use of technology in the classroom and remotely. The department supports Canvas, the District's Learning Management System, and Vision Resources Center/Cornerstone, the District's professional development LMS. To provide just-in-time training a Technical Training Canvas shell is maintained, with modules spanning basic shell design to Zoom security.

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 evolved out of the Distance Education and Technology Committee (DETC), a participatory governance committee.

AVC adopted Canvas as the learning management system first as a one of the OEI pilot schools in 2015,with full adoption in 2017 with the expiration of our Blackboard contract. Canvas LMS from Instructure is a cloud-based learning management system, ensuring the availability of course materials by direct access to the Canvas server even if the campus network suffers disruption. As a web-based service, Canvas linked to the college's portal myAVC and our Single SignOn Service, AVCID, for authentication. Reliability is ensured using a test server whereby local Canvas administrators can evaluate patches and upgrades in a test environment. Canvas by Instructure 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, Cornerstone for Professional Development, and publisher-based services associated with faculty required learning materials.

Faculty/Classroom Needs

ITS assists in the Faculty Professional Development program by providing technical training & online teacher training workshop events throughout the year 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, now Linkedin Learning, was rolled into the Chancellor's Office's licensing for the system, and those modules are now available via the VRC/Cornerstone project.

Recognizing that a one size fits all modality is rarely successful in support of instructional programs, ITS crafts services and support dependent upon the unique needs of the program, as identified by discipline faculty. Examples include:

- The Child Development Center's 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 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 can train students with the latest operating systems and diagnostic tools, without compromising the college's infrastructure. All the learning platforms for these courses are now cloud based, and the lab's hardware has been revised to reflect the changing needs. The segregated network remains to protect the college.
- ITS maintains over sixty computers labs. They vary in mission, equipment, and available software. Most of these labs are now maintained through a virtual desktop service, allowing for greater flexibility with imaging and deployment.
- Between the Palmdale Center and main campus, ITS maintains over twenty 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, for Digital Arts, Photography, 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 college's partnership with the California Department of Corrections and Rehabilitation (CDCR) and its facility here in Lancaster has endured despite COVID, providing a unique cohort degree pathway program for inmates at the local prison. The program is currently going through restructuring, with CDCR now providing laptops, as well as limited access to the internet and other research materials for the incarcerated students. The computers labs of the original program have been obsoleted. New instructor stations are being designed to support the new classroom structures.

Instructional Multimedia Center

The Instructional Multimedia Center (IMC) resides under the Executive Director of Technology, with the Director of Instructional Design & Multimedia Services 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 typically recorded PowerPoints with voiceover lecture recordings 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 annually to support closed captioning and replacement of content that cannot be supported.

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 a 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 training in lab settings (Technical Training Reports).

Analysis and Evaluation

The institution continues to ensure technology supports the mission and vision of the district. Resources, both human and financial, have been allocated to enhance the technology resources that students, staff, and faculty require.

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.

Evidence of Meeting the Standard

AVC continues to strive 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.

Since the last accreditation cycle, the institutional planning process has had a chance to mature with the realignment to a Strategic Planning Committee (SPC) and Budget Committee (BC). 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. To ensure effective integration of technology within larger enterprise planning, 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 (IIIC2-01; IIIC2-02).

Budget Committee continues to develop 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, as well as analyzing financial impacts in developing resource allocation.

Strategically the college develops the Educational Master Plan (EMP) and the Facilities Master Plan (FMP). In support of the EMP and FMP, ITS and the ITC produce the Technology Master Plan. The TMP is currently being updated by ITS and ITC.

Operationally, the annual planning cycle flows through Program Review and the Strategic Planning Committee. 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.

Planning is underway to better automate and integrate the Program Review, Resource Request, and Budget Committee scoring processes. Initial requirements gathering is underway as of Spring 22. The objective is to have a fully integrated/automated flow for the next cycle in Spring 2023 (IIIC2-03).

The 2022 – 2025 TMP is in process, concurrent with the revisions of the EMP and FMP. Endorsement by the ITC and presentation to the Board of Trustees is anticipated in October of 2022.

ITS maintains refresh cycles for all IT related infrastructure and systems. Typical cycles are:

- Workstations and classrooms are refreshed every 3-4 years.
- Network and Server infrastructure are refreshed every 5 years.
- Audiovisual equipment both in classrooms and meeting spaces is evaluated for refresh after its first 5 years of service.

Annual software support for various applications is maintained by ITS, ensuring that end users are utilizing the latest versions of enterprise applications. ITS maintains a log of funding sources and renewal dates for single and multi-year contracts to ensure continual access to resources. These contracts include everything from Microsoft and Adobe's multiyear site licenses to annual renewals.

In response to the pandemic, and the potential need for another rapid pivot to remote instruction, Federal funds were used for:

- Full-time Faculty computers standards were adjusted (laptops are now the standard).
- All classroom computers and audiovisual equipment with additional equipment to make the room Hyflex ready. This configuration typically includes audio reinforcement including ceiling microphones, a desktop document camera, multiple input for broadcast via zoom, dual displays, BYOD cabling, and a pan-tilt-zoom camera at the rear of the room.
- Wireless System and Infrastructure were upgraded and refreshed, including an enhancement of outdoor WiFi to support greater access and social distancing.

- Refresh and Expansion of Virtual Desktop Infrastructure to support remote access for students to provide as similar an instructional platform/resource for students as their on-campus/in-person experience.

ITS works closely with the Distance Education and Technology Committee (DETC). The Executive Director of Technology has a permanent seat on this Faculty Senate sub-committee and has delegated that seat to the Director of Instructional Resources and Design to better facilitate - collaboration between groups. Services are provided for faculty to enhance instructional material and better leverage classroom technology, including: AVCOnline, Canvas, closed captioning services, in-person and self-paced training, and video support. AVC Online- is a legacy service developed to support our Blackboard usage, providing basic authenticated access for faculty to post materials for download. Captioning services are provided via a cloud service, Yuja. Canvas 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 provided access to Canvas shells, should they choose to utilize them.

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 (IIIC2-04).

Analysis and Evaluation
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. Furthermore, the institution has established planning processes to ensure integration between strategic planning and budget.

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.

Evidence of Meeting the Standard
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. In 2022 a realignment and consolidation of APs and BPs was done to bring all user governance under BP and AP 3720. This effort obsoleted APs 3721 and 3722. A revision of the previous user guidelines produced the new Operational Standards, which also include Two-Factor Authentication, and annual requirements for Cyber Security Training.

- BP 3720 - Computer Use (IIIC3-01)
- AP 3720 - Computer, Network, and Telecommunications Use (IIIC3-02)

Many improvements have been made to the college's security posture. The college has worked to ensure compliance with the Graham-Leach-Bliley Act. The college hired an additional System

Security Administrator and created the Director of Enterprise Applications and Data Protection. ITS is working with Risk Management to offer Security Awareness Training for students and employees.

Technology is utilized wherever possible to help maintain the college's security posture. The Department of Homeland Security assists the college by performing monthly penetration testing against the college's externally available systems. The college utilizes the various services offered by the California Community Colleges Security Center, such as Splunk data logging and InCommon SSL Certificates. ITS is currently working with a third-party IT security company to conduct a security assessment. The assessment ranges from physical security, IT security governance, and IT security policy and procedures.

Two Factor Authentication (2FA) has been optional for general users for several years, mandatory for ITS staff. A communication cycle was started in Spring of 2022 requiring the adoption of 2FA. In May of 2022 2FA became required for all employees and students of the college. As stated earlier, 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 L118. Others are open access labs allowing drop in access allowing use of basic applications in support of online research or production of coursework/assignments.

To promote security to the end-user level, across the college, AVC continues to license 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 (SJDC) . All critical data is replicated on an hourly cycle, and services are provisioned with sufficient virtual servers to resume basic services. 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
    - Website databases and data
    - Web application database and website
    - Network shares (Staff, Student)
- Nightly
    - Student LDAP
    - Document Imaging Systems Data (OnBase, Xtender, Singularity)
    - 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)
    - Authentication servers (PortalGuard)
    - 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

ITS has successfully executed disaster recovery tests of Banner to our SJDC tertiary site. These tests, along with the necessary documentation, were completed for the Los Angeles County Office of Education to maintain our fiscal independence. (Due to the sensitive nature of the disaster recovery playbook, please request access from ITS)

- AVC Banner DR Test Results (IIIC3-03)

Over the Spring and Summer of 2022 AVC will be realigning its disaster recovery and business resumption strategies with the migration of core services to AWS. AVC has partnered with Cumulus Technologies for this migration, due to their extensive expertise with Banner migrations to AWS. This migration will include not only our full Banner suite, but also our Single Sign-on and identity structures. This move is to put key services in a high-availability environment and move all essential business services to a space that will ensure a rapid resumption of operations should disaster strike.

Over the Fall 2022 term ITS will be evaluating the move of other services to the cloud, including phone, Security Operations Center, the campus' web services, and document management.

Analysis and Evaluation
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.

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.

Evidence of Meeting the Standard
The training needs of staff and faculty are assessed in numerous ways. The college has on staff a technical trainer that delivers one-on-one and workshop-based training. These offerings are available via the Technical Training Page.

In response to COVID, online teacher training for faculty was developed to support the move to remote learning. Over 200 full-time and adjunct faculty received over 40 hours of training on the use of Canvas, Zoom, and a variety of online tools. The content of the course taught technical skills in addition to best practices and pedagogical strategies. The training took place over four weeks and has been facilitated every semester since April 2020.

Faculty received technical training on Hyflex technologies and strategies for teaching Hyflex synchronously. Over 225 full-time and adjunct faculty were trained during the Summer of 2021. 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 the Technical Training course offered through Canvas. Additionally, students have access to training resources within their Canvas courses. 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 (IIIC4-01).

Faculty are also first level support for their students on Canvas. In addition, Canvas 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 initial 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.

Analysis and Evaluation
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.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard
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 (IIIC5-01)
- AP 3721 - Network Remote Access (revised and consolidated into 3720 in Spring 22) (IIIC5-02)
- AP 3722 - Acceptable Use (Revised and consolidated into Standards of Operation in Spring 22) (IIIC5-03)

Board Policy

- 3720 - Computer Use (IIIC5-04)
- Distance Education and Technology Committee
    - Antelope Valley College Regular, Effective Contact Policy for Online Instruction (IIIC5-05)
    - Guidelines for Designing an Online Course (IIIC5-06)
- Web Accessibility Design Guidelines now AP 3725 (IIIC5-07)
- Distance Education and Technology Committee Handbook (IIIC5-08)

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. AVC has established a Peer Online Course Review team to assess online offerings to ensure that the courses meet the criteria outlined in the OEI Course Design Rubric.

Analysis and Evaluation
BP 3720-Computer Use and AP 3720-Computer, Network, and Telecommunications Use guide the appropriate use of technology in the teaching and learning processes.

Conclusions on Standard III.C: Technology Resources

The college uses its technology resources to address and achieve its mission for the purpose of improving academic quality and institutional effectiveness. Technological tools and WiFi are available for students, as well as instructional and support areas. IT support and training is available for students, staff, and faculty.

Standard IIIC Evidence List

IIIC1-01 ITS IMC Org Chart 2016
IIIC1-02 ITS IMC Org Chart 2022
IIIC1-03 2022 Helpdesk Summary
IIIC1-04 ITS Customer Satisfaction Survey Spring 2010 to Spring 2020
IIIC1-05 Technology Planning Cycle
IIIC2-01 Strategic Planning Committee Representatives
IIIC2-02 Budget Committee Representatives
IIIC2-03 Technology Planning Process
IIIC2-04 ITS Computer Standards
IIIC3-01 BP 3720 Computer Use
IIIC3-02 AP 3720 Computer, Network, and Telecommunications Use
IIIC3-03 Banner DR Test Results
IIIC4-01 Distance Education
IIIC5-01 AP 3720 - Computer, Network and Telecommunications Use
IIIC5-02 AP 3721 - Network Remote Access (revised and consolidated into 3720 in Spring 22)
IIIC5-03 AP 3722 - Acceptable Use (Revised and consolidated into Standards of Operation in Spring 22)
IIIC5-04 BP 3720 - Computer Use
IIIC5-05 Antelope Valley College Regular, Effective Contact Policy for Online Instruction
IIIC5-06 Guidelines for Designing an Online Course
IIIC5-07 AP 3725 Web Accessibility Guidelines
IIIC5-08 Distance Education and Technology Committee Handbook

D. Financial Resources

Planning

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 and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard

Through long-term planning and conservative budgeting, AVC ensures that financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. Annual revenue in the General Fund (Unrestricted and Restricted) totaled $139.3m in fiscal year 2021-2022 (IIID1-01). The primary source of revenue is state apportionment funding from the Student-Centered Funding Formula (SCFF). SCFF methodology provides funding based on a 70/20/10 split which includes a base (enrollment), supplemental (headcount of Pell recipients, College Promise Grant and AB540 Students), and student success (outcomes). The state of California transitioned to the SCFF model in fiscal year 2018-2019. The District has benefited under this transition and apportionment funding has increased significantly from the prior enrollment-based funding level. (IIID1-02). The district has maintained conservative practices and has had a surplus in its unrestricted fund for the past several years allowing reserves to build while also investing in the institution and the programs to improve institutional effectiveness (IIID1-3, IIID1-4, IIID1-05).

The District was in a secure financial position with the onset of the COVID-19 pandemic. With adequate resources in place, the district was able to transition operations and support online instruction, learning, programs, and services to students and the community. Federal and state funds provided needed assistance to district operations and to students. The District was allocated $10.9m through HEERF I, $22.7m through HEERF II, and $39.9m through HEERF III (IIID1-06). These allocations included institutional aid, minority-serving institution aid, and student aid. In addition to Federal and state grants, the state-funded districts with the Emergency Conditions Allowance which provided districts protection against enrollment declines by providing funding based on FY 2019-2020 P1 (First Principal Apportionment) FTES. In FY 2022-2023 enrollment stabilized and the District is in a secure financial position to sustain learning programs and services and improve effectiveness (IIID1-07).

The distribution of resources supports programs and services throughout the district by ensuring that the stakeholders from all areas are included in the key decision-making through participatory governance. Administrative Procedure 6200 states that the budget process will include consultation with appropriate groups and will link resource allocations to institutional planning (IIID1-08). Through the strategic planning and budgeting process outlined in the 2022-2023 Adopted Budget Report (IIID1-09), resources are allocated according to the mission and goals of the college, prioritization rubric and supporting data in program reviews (IIID1-10), and in support of goals of the Educational Master Plan. Budget assumptions are documented in the budget narrative and included in the budget presentations to budget committee members and to the Board of Trustees. (IIID1-11, IIID1-12)

The institution plans and manages its financial affairs with integrity, and transparency, and ensures financial stability. Financial planning falls primarily with the President and the Chief Business Official (IIID1-13) with input from various committees, fund and department managers. Board policies set a minimum reserve level of 12% with a goal of 15% (IIID1-14). The reserve levels have consistently been over 20% for the prior three years (IIID1-15, IIID1-16, IIID1-17). Resource Allocation rests primarily with the Budget Committee which is a participatory governance committee that meets multiple times in the year which includes two

joint meetings which are held with the Strategic Planning Committee (IIID1-18). Appropriations increases are shared monthly with the Board of Trustees (IIID1-19). Fiscal updates are shared with the Board of Trustees quarterly (EVID Quarterly BOT Fiscal updates – IIID1-20).

Analysis and Evaluation
The District's financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. Institutional planning, program review and budget development processes are aligned and the distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The District plans, budgets, and manages its finances with transparency and integrity, while ensuring fiscal stability.

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.**

Evidence of Meeting the Standard
The District's mission and goals are the foundation for financial planning. As part of the District's SERVES campaign (Service, Equity, Resources, Vision, Education, Success) the district has moved from the traditional "Master Plans" to "Service Plans" (IIID2-01) The institution utilizes the Educational Service Plan (ESP), 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 Education Service Plan replaces the Education Master Plan at AVC, as it better aligns with the Service theme that the institution is moving towards. The ESP is the cornerstone of the college's planning process. The Facilities Service Plan (FSP) and the Technology Service Plan (TSP), will similarly replace the prior Facilities Master Plan and Technology Master Plan and are developed to support the goals and objectives of the ESP.

In 2022, the district began work on the development of the ESP which will be finalized in the Spring of 2023 after the District's annual planning retreat. Subsequently, the District also engaged with the Architectural Planning firm Gensler to begin the development of the Facilities Service Plan (FSP). In order to accomplish the goals of the ESP, 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 (IIID2-2, IIID2-03). 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 in the Adopted Budget Report (IIID2-04). The President, with input from the Executive Council, reviews all recommendations prior to presenting to the Board of Trustees for final approval. Sound fiscal management practices and fiscal stability are guided by the District's policies and procedures and include the following: BP/AP 6200 Budget Preparation, AP 6250 Budget

Management, BP/AP 6300 Fiscal Management, AP 6305 Reserves, AP 6310 Accounting, and AP 6315 Warrants (IIID2-5, IIID2-6, IIID2-7, IIID2-8, IIID2-9, IIID2-10, IIID2-11, IIID2-12)
Financial planning at the District involves widespread coordination throughout the district and information is shared through Strategic Planning, Budget Committee, and through updates to the Board of Trustees (IIID2-13, IIID2-14, IIID2-15, IIID2-16).

Analysis and Evaluation
The District's mission and goals along with the Educational Service Plan drive institutional and financial planning. The District's financial planning considers the long-term fiscal impacts of its decisions and ensures that the financial planning process is open and transparent for the campus and the community. BPs/APs 6200-Budget Preparation, 6250-Budget Management, 6300-Fiscal Management guide **s**ound financial practices and financial stability.

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.

Evidence of Meeting the Standard
AVC defines and follows its guidelines and processes for financial planning and budget development. Policies and procedures that govern the budget development process include the following: BP/AP 6200 Budget Preparation, AP 6250 Budget Management (IIID3-1, IIID3-2, IIID3-03). Financial planning and budget development planning begins with a Budget memo (IIID3-04) and originates in the Budget Committee. The Budget Committee is a participatory governance committee that includes members from all campus constituencies (IIID3-05). The budget calendar and timeline is presented to the Budget Committee (IIID3-06) for input and discussion. Assumptions used in developing are clearly identified in the budget narrative and in the budget presentation to the Strategic Planning and Budget Committee Joint meeting and the Board of Trustees (IIID3-7, IIID3-8, IIID3-09).

Representatives of all constituencies play a key role in resource allocation through their participation in Budget Committee. The Resource Allocation process is illustrated in the Adopted Budget report (IIID3-10). The three components of the Resource Allocation model include Faculty Hiring, Classified/CMS Hiring requests, and non-Personnel related Budget Requests. In the Faculty Hiring prioritization process, positions are requested from deans, after collaboration with division faculty, and then ranked by the Superintendent/President (memo evidence). Resource Allocation Process for Classified & Confidential, Management & Supervisory (CMS) Positions are ranked in the HR Subgroup. This subgroup scores and ranks new positions based on a rubric (IIID3-11). Non-Personnel Budget Requests that were identified as part of Program Review can be submitted for scoring and ranking to the Budget Committee.

Analysis and Evaluation
The District's financial planning and budget development guidelines are defined in Board Policies, Administrative Procedures, Budget call memo, and the Adopted Budget narrative. Constituent groups are well represented and play an integral part of the financial planning

process through their participation in the Budget Committee. Financial planning and budget development are driven by the ESP/SP/FSP tie, as well as the technology plan, enrollment management plan, marketing plan, equity plan, and program review requests in support of the college mission.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Institutional and financial planning at AVC includes assessments of financial resource availability, development of financial resources, partnerships, and expenditure requirements. Strategic planning and financial resource allocation planning are led by the Strategic Planning Committee and Budget Committee respectively. The committees hold two joint meetings annually to ensure that institutional planning is effective and aligned (IIID4-01). Budget committee reviews and discusses financial resource availability and expenditure requirements as part of the budget development process.

The District's Financial and Fiscal services department ensures that expenditures for the prior year are accurately recorded. Prior year expenditures along with comparisons from previous years and serve as the basis for budget year expenditure requirements. Staff from Financial and Fiscal Services are assigned to each organization ensuring coordination between staff, fund and organization managers. Each budget is reviewed with the assigned representatives to ensure that expenditure requirements are budgeted and met.

The Vice-President of Administrative Services and the Executive Director of Financial and Fiscal Services ensure that budget development is based on realistic assumptions and current information. Information and assumptions used in the budget development process include the School Services of California Dashboard, the California Community College's Chancellor's Office Budget Workshop and Joint Analysis along with other industry accepted information sources. Close communication is maintained 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 strategic goals and initiatives (Strategic Goals and Initiatives, president's long-term goal #7 (IIID4-02), and approved resource allocations (i.e., budget requests) that are recommended for funding from the prioritized budget request process. The adopted budget is presented to the Budget Committee for review and to the Enrollment Management Committee for discussion (IIID4-03). In June of each year, the Board of Trustees approves the tentative budget, while the adopted budget is approved at the September meeting.

Analysis and Evaluation
The District ensures that accurate and reliable information is used in budget development and institutional planning. The District ensures that it has the resources needed to fulfill its commitments and obligations and that those commitments and obligations are included in its budgets and forecasts. The college has been fiscally responsible with its financial resources and has regularly sought additional state, federal, and local grant funding to help with addressing its mission.

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.**

Evidence of Meeting the Standard
The District disseminates accurate, dependable, and timely information ensuring financial integrity and sound financial decision-making. Internal control structures and control mechanisms are in place and financial management practices are reviewed periodically by the district (IIID5-01). The District's favorable external audits support the district's position that internal controls are adequate and functioning as intended (IIID5-02).

The District's internal auditor develops an annual audit plan based on areas of concern and identified risks to further improve internal control structures and district operations (IIID5-03).

Reviews and evaluations of processes and controls occur regularly throughout the year and the institution is accustomed to responding to and addressing areas where improvement is needed. The institution lacked an asset management system and process. The weakness was identified in the External Independent Audit. The District dedicated resources to the issue, which included key staff from Purchasing, Warehouse, IT, and Financial and Fiscal Services. The District deployed an asset management software application, and developed procedures to properly track and record assets throughout the district and resolve the audit finding (IIID5-04).

The District's budgeting process ensures the financial integrity of the institution and the responsible use of its financial resources. The budget development process is a transparent process that ensures that the district uses realistic revenue estimates to build a balanced budget matching expenditure to revenues and fund balances. Resource allocation is overseen by the Budget Committee which is a participatory governance committee. Budget Development meetings are held between Financial and Fiscal Services staff and fund and organization managers to ensure changes to operations from prior year are accurately reflected in the budget year. Fund and department managers and budget users receive information about their budgets and have input to ensure their area budgets are accurate (IIID5-06). The budget is presented to the Budget Committee and to the Board of Trustees where it is approved in a public meeting. Appropriation increases go to the board of trustees on a monthly basis and

quarterly reports are submitted to the board of trustees on the consent agenda (IIID5-7, IIID5-08).

The District has policies and procedures in place to ensure appropriate financial management, budget development, and internal controls (IIID5-9, IIID5-10, IIID5-11, IIID5-12, IIID5-13, IIID5-14). Policies and procedures are reviewed and updated on a regular basis. The District's policies are aligned with recommendations from the Community College of League of California.

Analysis and Evaluation
The District is committed to ensuring financial integrity and the appropriate and responsible uses of its resources. Appropriate internal control mechanisms are in place and information is widely disseminated to the campus community encouraging transparency and promoting sound financial management practices. The institution values internal and external evaluations and incorporates the results to further improve its operations. External auditors evaluate integrity of financial management practices. Requisition and purchase order process used to evaluate proposed expenditures.

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.

Evidence of Meeting the Standard
The District's financial documents are credible, accurate, and reflect the appropriate allocation and use of financial resources in support of learning programs and services. The District's proposed and Adopted budget are presented to the Budget Committee for review (IIID6-1, IIID6-02) and then to the Board of Trustees for approval. Assumptions used in developing the budget are reviewed and presented to the Budget Committee and Board of Trustees respectively (IIID6-03, IIID6-04). The Board of Trustees has unanimously approved the budget since the accreditation review reflecting the high level of trust the Board has in the District's budget and financial processes (IIID6-05).

The District's financial statements are examined and audited annually through an independent external audit which is also reviewed by the Board of Trustees (IIID6-6, IIID6-07). As part of the annual audit, Internal Controls and compliance with local policies and state and federal guidelines are also reviewed. Since 2016, the District had one material weakness that occurred in the 2020 audit and was related to Capital Assets. The District corrected the weakness and implemented software and procedures to ensure that Capital Assets are reported accurately. (IIID6-8, IIID6-09). In case of any audit finding, corrective action plans are drafted and implemented to resolve the findings (IIID6-10) The external annual audit serves to ensure that the District's financial statements are accurate and credible.

The District appropriately allocates its financial resources to support student learning and meet its mission and goals through its integrated planning process. Ongoing commitments are

funded in the budget development process and new resource requests are introduced in Program Review which initiates the resource allocation process (IIID6-11).

Analysis and Evaluation
The District's financial documents are credible and accurate as demonstrated by the annual external audit review. Where weaknesses and deficiencies are identified, the District strives to correct the underlying causes. Financial resources are allocated appropriately through the budget development and resource allocation processes. External auditors evaluate integrity of financial management practices.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard
The District's internal auditor serves as a liaison to the external audit firm. Drafts of audit findings are received by the internal auditor and immediately sent to management for review and to request a response (IIID7-01). The District's responses to any external audit findings are included within the Schedule of Audit Findings and Questioned Costs section of the audit report. A draft of the full annual report is reviewed by executive management before it is published in December. The published report is filed with outside agencies as required by the Chancellor's office Contracted District Audit Manual and presented to the District's Board of Trustees, typically in February of each year (IIID7-02). Prior to the Board taking action to approve the report, the external audit firm provides a presentation of the audit results and a time of Q&A with the trustees (IIID7-03). The presentation is followed by a verbal response from the senior executive responsible for the area related to the audit finding. Audit reports for the last several years are available to the public on the Financial and Fiscal Services webpage (IIID7-04).

Management's strategy for addressing the underlying issue is documented in a Corrective Action Plan (CAP) template that is created & issued by the internal auditor. The CAP is presented as an information item following the presentation of the audit report to the Board of Trustees (IIID7-05). It captures the external auditor's recommendation, the District's published response, the departments involved in the corrective action, detailed action plans and a target date for completion (IIID7-06). The internal auditor obtains a CAP progress report from the process owner on the 30th of each month. Senior management is copied on the update. The internal auditor presents a summary of progress on management's CAP either verbally during routine updates to the Board or as an information item on the Board agenda (IIID7-07).

Analysis and Evaluation
The District's response to audit findings are comprehensive, timely, and communicated appropriately. External Audits are reviewed during a meeting of the Board of Trustees shortly after the Audit report is finalized. A formal Corrective Action Plan is prepared and implemented to resolve any audit findings.

Identified opportunities for improvement
The internal auditor will develop a consistent timeframe for publicly presenting progress reports to the Board.

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.

Evidence of Meeting the Standard
The District's financial and internal control systems are regularly evaluated and assessed for validity and effectiveness. The results of the evaluations and assessments are used to improve District operations.

The District audit is conducted annually by an external firm licensed by the California Board of Accountancy. It begins in late spring ("the interim audit") with an examination of internal controls in key areas to determine the extent of year-end testing. Results from the interim audit are discussed in an exit meeting with management and the internal auditor (IIID8-01). The independent auditor's year-end report examines the financial statements of the business-type activities and the fiduciary activities of the District. 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 (IIID8-02). Management's strategy for addressing audit findings are documented in a Corrective Action Plan (CAP) template. The internal auditor obtains progress reports from management every thirty days until the CAP is complete (IIID8-03) .

The CAP template is also used for improvement areas identified through LACOE's fiscal monitoring review of the District as a fiscally independent institution. LACOE hired an independent audit firm to conduct a routine review of District's internal controls for the 2019 fiscal year and subsequent year's progress report (IIID8-04). Fiscal monitoring has now transitioned to the submission of a self-assessment questionnaire using FCMAT's Risk Assessment tool. This tool was already in use by the District. The FCMAT Risk Assessment encouraged District leadership to have an external firm conduct an IT security assessment, the results of which are currently being evaluated (IIID8-05).

The internal auditor also issues audit reports and advisements when a weakness is identified outside of a scheduled engagement. Management's response to recommendations are required (IIID8-6, IIID8-07).

Through each of these methods the District has been able to improve upon and streamline processes such as asset inventory, positive attendance, financial aid distribution, banked faculty overload, protection of personal identifiable identification, and cash handling (IIID8-8, IIID8-9, IIID8-10, IIID8-11, IIID8-12, IIID8-13).

Analysis and Evaluation

The District's financial and internal control systems are assessed and evaluated through external audits, internal audits, and other assessment tools. The results of these evaluations and assessments are used for improvement in identified areas.

Identified opportunities for improvement
The District is exploring methods to incorporate a streamlined, yet effective risk assessment process into the annual planning procedures.

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.

Evidence of Meeting the Standard
The District 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. The District's reserve is above the GFOA and Chancellor's office recommended amount of two months of operating costs. The District has policies and procedures in place to ensure that sufficient reserves are available to maintain stability during financial emergencies or unforeseen occurrences. Board Policy 6200 requires a minimum unrestricted reserve of 12%, and Administrative Procedure 6200 institutes a goal of 15% of budgeted expenditures or two months of cash on hand, whichever is greater (IIID9-1, IIID9-2).

Part of the District's fiscal management practices include multi-year budget projections that are discussed with the Budget Committee and presented to the Board of Trustees as part of the Adopted Budget Presentation. Due to continued operating surpluses in the unrestricted general fund, reserves have continued to grow year over year. In FY 2021-2022 the Unaudited Actual Unrestricted General Fund Reserve is 23.2% (IIID9-03). Multi-year projections shared with the Board of Trustees show reserves remaining above the goal of 15%.

Due to strong reserves and sufficient cash holdings the District has been in a stable financial position. The fiscal stability of the District has also been reviewed by credit rating agencies, which resulted in an Aa2 rating by Moody's and AA- by Standard & Poor's (IIID9-4, IIID9-05). These credit ratings provide an additional external assessment of the District's management of operations and fiscal stability.

In 2018, the District passed a resolution allowing the set aside of up to $35 million invested with the county treasury to generate interest revenue to be used for small capital repair projects and IT needs. This set aside provides the district ongoing funds for small capital repair and IT needs relieving pressure on the unrestricted general fund (IIID9-6, IIID9-07).

In 2021-2022 the district transferred $5.1 million to an irrevocable trust fully funding its Other Post Employment Liability (IIID9-8, IIID9-9, IIID9-10). The trust can be used to pay for the

District's share of increasing Post Employment Health & Welfare expenses, however, the Districted has opted not to withdraw funds from the trust unless there is a need to do so.

Recommendations from the Chancellors' office and the FY 2022-2023 Emergency Conditions Act require that the unrestricted reserve levels be at the Government Financial Officers Association (GFOA) recommended minimum of 2 months or 17% of annual expenditures (IIID9-11). The District is currently working through the participatory governance process to revise its existing policies and procedures to reflect a required minimum unrestricted general fund reserve level of 17% of prior year expenditures (IIID9-12).

The District's risk management program ensures coverage is in place to protect the District from various types of risk. Coverage types include, but are not limited to, property, general liability, workers' compensation (IIID9-13, IIID9-14, IIID9-15). These documents serve as evidence demonstrating the JPAs we belong to including the coverage we have in place.

Analysis and Evaluation
The District has sufficient cash flows and reserves to maintain stability and if necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. AP 6305-Reserves and budget reports with reserves levels serve to inform support strategies for appropriate risk management.

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.

Evidence of Meeting the Standard
Antelope Valley College practices effective oversight of finances through established Board and Administrative policies and procedures (IIID10-1, IIID10-2). The District is committed to fiscal stability and integrity with resource allocation and adherence to Title V and the California Community College Budget and Accounting Manual (IIID10-3, IIID10-4, IIID10-05). The District's Organizational Report outlines the authority of approvers and signatories for District bank accounts, contracts, investments, purchase orders, reporting, and warrants (IIID10-06). The external annual audit is a comprehensive review and test to ensure processes meet the compliance of state and federal regulations as well as accurate reporting (IIID10-07).

The Financial and Fiscal Services Office and Financial Aid Department work collectively to ensure compliance in all areas. The Financial Aid department ensures that all financial aid programs will adhere to guidelines, procedures, and standards issued by the funding agency, and will incorporate federal, state, and other applicable regulatory requirements (IIID10-8, IIID10-09) . The Federal Student Aid Blue Book is used for additional guidance for compliance. The District practices effective oversight of multi-year federal, state, regional, local, and private grants. The Student Services Division, Office of Instruction and Administrative Services office share management and oversight of these grants. Staff responsible for categorical and grant-funded programs comply with (IIID10-10, IIID10-11) to ensure that the funds are expended in

compliance with the terms of the grant contract or funding agency requirements and regulations.

The District practices effective oversight through Board and Administrative policies and procedures of externally funded programs (IIID10-12), contractual relationships (IIID10-13, IIID10-14, IIID10-15) auxiliary organizations (IIID10-16, IIID10-17) (i.e., vending machine companies, food trucks), institutional investments and assets (IIID10-18, IIID10-19). The District's Administrative Services Division and the District administrators regularly assess budgetary processes, including allocation of resources, in order to evaluate, improve, and make necessary changes, with the goal of meeting student needs and identifying future resource needs and addressing them through the District's Program Review.

The Antelope Valley College Foundation is a nonprofit, tax exempt 501 c 3 organization. As a recognized Auxiliary, the Foundation acts primarily as a fundraising organization to provide grants and scholarships to students and support to employees, programs, and departments of the District. Although the District does not control the timing or amount of receipts from the Foundation, the majority of resources or income that the Foundation holds and invests is restricted to the activities of the District. The Foundation is audited each year by independent auditors (IIID10-20).

In 2016, residents of the Antelope Valley passed a $350 million in General Obligation Bond Measure in accordance with Proposition 39. BP/AP 6740 requires a citizen's oversight committee be formed if a bond measure has been passed pursuant to the conditions of Proposition 39. The role of the Oversight committee is in part to provide oversight of bond finances and to ensure that expenditures charged to bond funds are in line with the intent of the Bond language (IIID10-21, IIID10-22). Measure AV Funds are audited each year by an independent auditor and the results are presented to the Citizens' Oversight Committee and posted to the Financial and Fiscal Services webpage.

Analysis and Evaluation
Antelope Valley College has established processes to evaluate its use of financial resources and provide effective oversight that is validated by audits and bond ratings. Independent auditors review internal control systems. The college has a Measure AVC Bond oversight committee and bond-related audit.

Liabilities

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.

Evidence of Meeting the Standard
The District has financial resources to ensure short-term and long-term financial solvency and it plans and allocates resources to meet its future obligations. The District's budget development process is robust and inclusive. The budget process is based on information and planning factors provided by the Chancellor's office and School Services of California (IIID11-01, IIID11-02). By relying on financial planning information from the Chancellor's office and School Services of California the District assures that the assumptions used for short-term and long-term financial planning and budget development are credible and in line with the other California Community College's. Long-term financial planning information that is provided by the School Services Dartboard includes projections for CPI, STRS and PERS rates, and Unemployment Insurance rates (IIID11-02).

The District's resource allocation process includes consideration of long-range financial priorities when making short-range plans including identifying requests of one-time expenditures and on-going expenditures (IIID11-03, IIID11-04). The District's financial resources and expectations of short-term and long-term financial solvency are affirmed by independent external auditors through the annual audit and in the credit opinion of the credit rating agencies (IIID11-05, IIID11-06, IIID11-07).

The institution plans for and allocates resources for payment of liabilities and future obligations as part of its budget development process. The District identified a growing OPEB liability and acted to create and fund an irrevocable trust. The liability identified in the 6/30/2021 actuarial report was fully funded with a $5.1m deposit. (IIID11-08, IIID11-09). The District also identified and planned for the increasing district pension expenses. The Board of Trustees approved the creation of a Pension Stabilization Trust fund (IIID11-10). In the 2022-2023 the district assigned funds to be transferred into the Pension Stabilization Trust (IIID11-11). The District has not yet proceeded with the transfer due to the uncertainty of the effects of the pandemic on student enrollment. The District has sufficient resources to cover other obligations payable by the District including compensated absences (IIID11-05).

Analysis and Evaluation
The District has sufficient resources and maintains adequate cash flow and reserves to ensure fiscal solvency and support unanticipated needs. The District considers the long-term financial impact in short-range planning and decision making.

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.

Evidence of Meeting the Standard
The District plans for and allocates appropriate resources for future liabilities and obligations. The District conducts regular reviews of its Other Post-Employment Benefits (OPEB) liability. In

2013, the District established the Retirement Board of Authority (RBA) and approved the establishment of an irrevocable trust (IIID12-01). The irrevocable trust investment services are managed by the Futuris Program through Keenan & Associates. On January 10, 2022, the Board of Trustees authorized the transfer of $5,046,018 from the general fund to the OPEB Trust Fund to fulfill the District's actuarial liability for District-paid retiree benefits as of June 30, 2021 (IIID12-02).

The District contributes the employer contribution rates for the California State Teachers Retirement System (STRS) and the California Public Employee Retirement System (PERS). Employer contribution rates have increased substantially over the prior five years. To protect against future increases, the Board of Trustees Revised BP 6250 which committed to addressing its long-term liabilities and required that unrestricted funds in excess of the board approved reserve goals will be transferred to a pension stabilization trust fund. The policy states that "The intent of the pension stabilization fund is to ensure that the District can meet its current and future employer-funded pension obligations'' (IIID12-03). The District in its FY 2022-2023 Adopted Budget Report has assigned $10 Million to transfer into the Pension Stabilization Trust Fund (IIID12-04). The District did not proceed with transferring these funds due to the uncertainty of enrollment created by the Pandemic. It is the intent of the District to fund the Pension Stabilization Trust Fund once enrollment returns to pre-pandemic levels.

Compensated absences and other employee related obligations are planned for with resources identified to meet current and future obligations.

Analysis and Evaluation
The District plans for and allocates resources to ensure the payment of liabilities and future obligations e.g. Funds for pension obligations, limits on vacation accrual, exceeding the recommended reserves, etc.

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.

Evidence of Meeting the Standard
Local debt that was in place prior to 2016 was retired in 2016 after the District passed a $350 Million General Obligation Bond Measure (Measure AV). Until November, 2022 the District did not have locally incurred debt that would affect the financial condition of the institution. In November, 2022, the District issued Certificates of Participation (COPS) in the amount of $9,920,000 to acquire 30 acres of vacant land next to and adjacent to the campus (IIID13-01). The District, under the direction of the President, assessed the impact of the repayment of the debt on the unrestricted general fund. The District had sufficient fund balance to purchase the acreage without the COPS but with the uncertainty of enrollment created by the Pandemic the District thought it prudent to use debt rather than expend available funds at the time (IIID13-02). The annual expense associated with the debt issue will be included in the budget development process for FY 2023-2024 and future year projections.

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. When locally incurred debt is present, the district includes the current portion of long-term debt in the annual budget cycle. The district will continue to include debt payments in short- and long-range planning projections. The District has no other locally incurred debt.

Analysis and Evaluation
The college is debt free and on an annual basis the District assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

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.

Evidence of Meeting the Standard
All financial resources are used with integrity and in a manner consistent with the intended purpose of the funding source. The District is Fiscally independent of the County Office of Education and therefore has multiple control systems in place to ensure that funds are used with integrity and with the intended purpose of the funding sources. These control systems include both internal and external sources. External controls include the annual financial and compliance audit, the annual external financial and performance audit of the bond program, the annual audit of the AVC Foundation, and the Citizens Oversight Committee. Internal controls include additional layers of review and personnel in key positions and the Internal Audit Office and the internal reviews.

The annual external financial and compliance audit have consistently demonstrated that the district's financial resources are used with integrity and that compliance standards which include using funds for intended purposes are consistently met (IIID14-1, IIID14-2, IIID14-03). Grants and categorical programs along with Auxiliary activities and funds are also included in the District's external audit report. The annual financial and performance audit of the bond program ensures funds are used with integrity, in accordance with the language of the bond measure, and meet other regulatory standards. The district has had no findings with the audit of the bond program (IIID14-4, IIID14-5, IIID14-06). The annual audit of the AVC Foundation ensures that funds are used with integrity and for the intended purposes and the audit results demonstrate that the Foundation consistently meets those requirements (IIID14-7, IIID14-8, IIID14-09). The Citizens' Oversight Committee meets quarterly to review Measure AV expenditures and get updates on construction and Bond funded projects. Annually the Citizens Oversight Committee makes a presentation to the public at the Board of Trustees Meeting (IIID14-10).

Internal controls ensuring integrity and the proper and appropriate use of funds have been supported by the addition or reclassification of key positions. The Vice-President of Administrative Services position was added to the organizational structure in July of 2021. This position oversees the areas of Financial and Fiscal Services, Purchasing and Procurement, Facilities, Information Technology, and Auxiliary Services. One of the key responsibilities of this position is to ensure that all financial resources are used with integrity and for their intended purposes (IIID14-11). Purchasing was previously a function under the umbrella of General Services and headed by a supervisor of purchasing. The supervisor position was reclassified to a Director of Purchasing and Procurement position giving this position authority and independence to ensure that contracts that the district enters into with external parties support the District's mission and goals (IIID14-12). Financial and Fiscal Services previously had a position of Manager of Fiscal Services, as part of the 2022 reorganization this position was reclassified to the Director level position that now oversees all accounting functions, budgeting, and grants . The Director of Financial Services along with the Executive Director of Financial and Fiscal Services are directly responsible for ensuring that financial resources are used with integrity and in a manner consistent with the intended purpose of the funding source. Internal Audit Services performs audits with a focus on financial, operational, compliance, strategic and reputation risks (IIID14-13). This office includes an Internal Auditor who reports directly to the President and the Board of Trustees. This position works to ensure that financial resources are used with integrity and in a manner consistent with the intended purpose of the funding source.

Analysis and Evaluation
The District has internal and external controls in place to ensure that financial resources are used with integrity in a manner consistent with the intended purpose of the funding source.

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.

Evidence of Meeting the Standard
The District monitors and manages student loan default rates, revenue streams, and related matters to ensure compliance with federal requirements. The District's student loan default rates fall within federal guidelines.

Analysis and Evaluation
Schools with three years of default rates over 30% are at risk of losing federal financial aid and state Cal Grant programs. Cohort Default Rates (CDRs) measure the share of the college's federal student loan borrowers who default within a specified period after entering repayment. According to the Cohort Default Rate Guide (2020), the phrase "cohort default period" refers to the three-year period that begins on October 1 of the fiscal year when the borrower enters repayment and ends on September 30 of the second fiscal year following the fiscal year in which the borrower entered repayment. A borrower's default affects the school's cohort

default rate during this period. CDR's are based on federal fiscal years. Federal fiscal years begin on October 1 of a calendar year and end on September 30 of the following calendar year. Each federal fiscal year refers to the calendar year in which it ends. The phrase "cohort fiscal year" or "cohort year" refers to the fiscal year for which the cohort default rate is calculated. For example, when calculating the 2015 cohort default rate, the cohort fiscal year is FY 2015 (October 1, 2014, to September 30, 2015). The most recent CDRs, released in September 2022, are for borrowers who entered repayment in the federal fiscal year 2019 (FY19) and defaulted in FY19, FY20, or FY21. Please see Figure 1 below for other federal fiscal years: In Fall 2014, AVC 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 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. AVC FAO will continue one-on-one counseling with students with an aggregated loan balance of $30,000 or higher. They are required to complete additional loan, financial literacy and budget counseling.

Figure 1.

Cohort Year	Default Rate	Cohort Count
FY 2015	26.9	442
FY 2016	21.6	252
FY 2017	7.3	71
FY 2018	14	146
FY 2019	5.1	53

Contractual Agreements

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.

Evidence of Meeting the Standard

The District has Board Policy and Administrative Procedures that govern all District contracts (IIID16-01, IIID16-02, IIID16-03, IIID16-04, IIID16-05, IIID16-06, IIID16-07).

Analysis and Evaluation

The District has board policies and administrative procedures in place to govern contracts and amendments. Each area's administrative staff reviews contract and amendment requests to ensure consistency with the mission and goals of the District.

Conclusions on Standard III.D: Fiscal Resources

The college uses its financial resources to address and achieve its mission for the purpose of improving academic quality and institutional effectiveness. AVC's has in place policies and

procedures that guide how resources can be maximized in support of college programs and services to best serve students and other stakeholders.

Improvement Plan(s)

IIID7 The internal auditor will develop a consistent timeframe for publicly presenting progress reports to the Board.

IIID8 The District is exploring methods to incorporate a streamlined, yet effective risk assessment process into the annual planning procedures.

Standard IIID Evidence List

IIID1-01 Annual Financial and Budget Report, Budget Year 2022-2023, *page 33*
IIID1-02 SCFF Dashboard
IIID1-03 2022-2023 Adopted Budget, *section 5*, *page 44*
IIID1-04 Annual Financial Report Audit FY 19-20
IIID1-05 Annual Financial Report Audit FY 20-21
IIID1-06 2022-2023 Adopted Budget, *section 1 pages 4-06*
IIID1-07 Institutional Effectiveness, Research, & Planning Enrollment Dashboard
IIID1-08 Administrative Procedure 6200 Budget Preparation
IIID1-09 2022-2023 Adopted Budget, *section 1, pages 15-16*
IIID1-10 Program Review, *section 1, pages 16-25*
IIID1-11 2022-2023 Adopted Budget *section 1, page 5*
IIID1-12 Board of Trustees Adopted Budget Presentation, *slides 16-17*
IIID1-13 Administrative Procedure 2510 Participation in Local Decision Making
IIID1-14 Board Policy 6200 Budget Preparation
IIID1-15 Annual Financial and Budget Report, Budget Year 2022-2023
IIID1-16 Annual Financial and Budget Report, Budget Year 2021-2022
IIID1-17 Annual Financial and Budget Report, Budget Year 2020-2021
IIID1-18 Strategic Planning Committee/Budget Committee Calendar
IIID1-19 October 2022 Appropriation Increase Report
IIID1-20 CCFS-311Q Quarterly Financial Status Report, March 31, 2022
IIID2-01 Board of Trustees President's Board Report, August 8, 2022, *page 2*
IIID2-02 Program Review Webpage
IIID2-03 Program Review Handbook
IIID2-04 2022-2023 Adopted Budget, *page 16*
IIID2-05 Administrative Procedure 6200 Budget Preparation
IIID2-06 Board Policy 6200 Budget Preparation
IIID2-07 Administrative Procedure 6250 Budget Management
IIID2-08 Administrative Procedure 6300 Fiscal Management
IIID2-09 Board Policy 6300 Fiscal Management
IIID2-10 Administrative Procedure 6305 Reserves
IIID2-11 Administrative Procedure 6310 Accounting
IIID2-12 Administrative Procedure 6315 Warrants

IIID2-13 2023-2024 Budget Call Memo
IIID2-14 Strategic Planning/Budget Committee Meeting Minutes, April 28, 2021
IIID2-15 Budget Committee Meeting Minutes, January 26, 2022
IIID2-16 Board Presentation 2022-2023 Adopted Budget
IIID3-01 Administrative Procedure 6200 Budget Preparation
IIID3-02 Board Policy 6200 Budget Preparation
IIID3-03 Administrative Procedure 6250 Budget Management
IIID3-04 2023-2024 Budget Call Memo
IIID3-05 Budget Committee Representatives
IIID3-06 Budget Committee Meeting Minutes, January 26, 2022
IIID3-07 2022-2023 Adopted Budget, *section 1, pages 1-25*
IIID3-08 Board of Trustees Adopted Budget Presentation, *slides 16-17*
IIID3-09 Strategic Planning/Budget Committee Meeting Minutes, April 28, 2021
IIID3-10 2022-2023 Adopted Budget, *section 1, page 16*
IIID3-11 2022-2023 HR Subgroup Prioritization Rubric
IIID4-01 Strategic Planning/Budget Committee Meeting Minutes, April 28, 2021
IIID4-02 Still Confirming Evidence
IIID4-03 Enrollment Management Committee Agenda, October 26, 2022
IIID5-01 Budget Committee Agenda, January 22, 2020
IIID5-02 2020-2021 District Audit Report
IIID5-03 2022-2023 Internal Audit Plan
IIID5-04 2020-2021 District Audit Report, *page 74*
IIID5-05 Budget Development Meetings
IIID5-06 Board of Trustees Agenda, November 14, 2022
IIID5-07 November 2022 Appropriation Increase Report
IIID5-08 Quarterly Revenue Expense Report
IIID5-09 Administrative Procedure 6200 Budget Preparation
IIID5-10 Board Policy 6200 Budget Preparation
IIID5-11 Administrative Procedure 6300 Fiscal Management
IIID5-12 Board Policy 6300 Fiscal Management
IIID5-13 Administrative Procedure 2205 Internal Audit
IIID5-14 Board Policy 2205 Internal Audit
IIID6-01 Budget Committee Meeting Minutes, August 24, 2022, *page 5*
IIID6-02 Board of Trustees Meeting, September 12, 2022
IIID6-03 Budget Committee Meeting Minutes November, 30, 2022 (Adopted not presented to BC yet)
IIID6-04 Board of Trustees Adopted Budget Presentation, *slide 16-17*
IIID6-05 Board of Trustees Approval Adopted Budget FY 22-23, 21-22, 20-21, 19-20, 18-19
IIID6-06 2020-2021 District Audit Report
IIID6-07 Board of Trustees Meeting Minutes, 2020-2021 District Audit Approval, February 14, 2022
IIID6-08 2020-2021 District Audit Report, *page 74*
IIID6-09 District Audit Request Spreadsheet
IIID6-10 Annual District Audit FY 2020, Corrective Action Plan

IIID6-11 Program Review *section 1, pages 16-25*
IIID7-01 Email Draft Response of Positive Attendance Finding FY 19-20
IIID7-02 Board of Trustees Meeting Minutes, February 14, 2022
IIID7-03 Board of Trustees Agenda, February 14, 2022
IIID7-04 AVC Audit Report Web Page
IIID7-05 Board of Trustees Agenda, February 14, 2022
IIID7-06 Annual District Audit FY 2020, Corrective Action Plan
IIID7-07 Board of Trustees Agenda, November 8, 2021
IIID8-01 Interim Audit Exit Memo, June 30, 2022
IIID8-02 AVC Financial Audit Report 2021, Management's Discussion and Analysis, *pages 7-14*
IIID8-03 Annual District Audit FY 2020, Corrective Action Plan
IIID8-04 2020-2021 LACOE Performance Follow-Up Audit, Internal Controls
IIID8-05 Secure24 Comprehensive Security Review Findings
IIID8-06 Human Resources System Implementation and Onboarding Audit, January 14, 2019
IIID8-07 Internal Audit Services Advisement Template
IIID8-08 AVC Financial Audit Report 2021, *page 81*
IIID8-09 Internal Audit Services, Summer and Fall 2021 Positive Attendance Accounting Memo
IIID8-10 Financial Aid Distribution Improvements
IIID8-11 Internal Audit Advisement, Banked Faculty Overload, November 20, 2019
IIID8-12 Internal Audit Advisement, Banner Request Form SSN Field, January 22, 2022
IIID8-13 Library Cash Handling Presentation Excerpt
IIID9-01 Administrative Procedure 6200 Budget Preparation
IIID9-02 Board Policy 6200 Budget Preparation
IIID9-03 2022-2023 Adopted Budget, *section 5*, *page 44*
IIID9-04 Moody's Credit Analysis Report, October 7, 2022
IIID9-05 S&P Global Ratings Credit Rating Report, October 14, 2022
IIID9-06 Board Resolution 17-18/10 AVC to Commit $35M Into Endowment Account
IIID9-07 Board of Trustees Meeting Minutes, February 12, 2018, *page 2*
IIID9-08 Actuarial Report, June 30, 2021, *page 4*
IIID9-09 Board of Trustees Meeting Minutes, January 10, 2022
IIID9-10 Board Resolution 21-22/9 Transfer Assets to OPEB Trust
IIID9-11 2022-2023 Emergency Conditions Allowance Application
IIID9-12 College Coordinating Council Meeting Minutes, November 9, 2022, *pages 27-35*
IIID9-13 21-22 PIPS Memorandum of Coverage Declaration
IIID9-14 20-21 SWACC Memorandum of Coverage Declaration
IIID9-15 Certificate of Coverage, June 27, 2022
IIID10-01 Board Policies Chapter 6, Business and Fiscal Affairs
IIID10-02 Administrative Procedures Chapter 6, Business and Fiscal Affairs
IIID10-03 Board Policy 6200 Budget Preparation
IIID10-04 Administrative Procedure 6200 Budget Preparation
IIID10-05 Administrative Procedure 6310 Accounting
IIID10-06 Organizational Report, July 11, 2022
IIID10-07 2020-2021 District Audit Report

IIID10-08 Board Policy 5130 Financial Aid
IIID10-09 Administrative Procedure 5130 Financial Aid
IIID10-10 Board Policy 3280 Grants
IIID10-11 Administrative Procedure 3280 Grants
IIID10-12 Administrative Procedure 4104 Contract Education
IIID10-13 Board Policy 6340 Contracts-Personal Services
IIID10-14 Administrative Procedure 6340 Bids and Contracts
IIID10-15 Administrative Procedure 6345 Bids and Contracts under CUPCCA
IIID10-16 Board Policy 3600 Auxiliary Organizations
IIID10-17 Administrative Procedure 3600 Auxiliary Organizations
IIID10-18 Board Policy 6320 Investments
IIID10-19 Administrative Procedure 6320 Investments
IIID10-20 2021-2022 Foundation Audit
IIID10-21 Administrative Procedure 6740 Citizens' Oversight Committee
IIID10-22 Board Policy 6740 Citizens' Oversight Committee
IIID11-01 2022-2023 Enacted Budget Joint Analysis
IIID11-02 School Services of California Dartboard
IIID11-03 2022-2023 Adopted Budget, *page 16*
IIID11-04 Budget System Requestor Demonstration
IIID11-05 2020-2021 District Audit Report
IIID11-06 S&P Global Ratings Credit Rating Report, October 14, 2022
IIID11-07 Moody's Credit Analysis Report, October 7, 2022
IIID11-08 Actuarial Report, June 30, 2021, *page 4*
IIID11-09 OPEB Fully Funded Evidence
IIID11-10 Board Resolution Establish Pension Stabilization
IIID11-11 2022-2023 Adopted Budget, *section 5*, *page 44*
IIID12-01 Retirement Board of Authority Meeting Minutes, February 19, 2019
IIID12-02 Board Resolution 21-22/9 Transfer of Assets into the OPEB Trust
IIID12-03 Administrative Procedure 6250 Budget Management
IIID12-04 2022-2023 Adopted Budget, section 5, page 44
IIID13-01 Official Statement, Certificates of Participation, Series 2022
IIID13-02 2022-2023 Adopted Budget, section 5, page 44
IIID14-01 Annual Financial Report Audit FY 18-19
IIID14-02 Annual Financial Report Audit FY 19-20
IIID14-03 Annual Financial Report Audit FY 20-21
IIID14-04 Measure AV Financial Statement Audit FY 18-19
IIID14-05 Measure AV Financial Statement Audit FY 19-20
IIID14-06 Measure AV Financial Statement Audit FY 20-21
IIID14-07 Annual Foundation Financial Report Audit FY 18-19
IIID14-08 Annual Foundation Financial Report Audit FY 19-20
IIID14-09 Annual Foundation Financial Report Audit FY 20-21
IIID14-10 Board Approval for Measure AV Citizens' Oversight Committee Annual Report, April 20, 2022
IIID14-11 Administrative Reorganization, May 22, 2020

IIID14-12 Administrative Reorganization, February 7, 2022
IIID14-13 Internal Auditor Job Description
IIID16-01 BP 6340 Bids and Contracts
IIID16-02 AP 6340 Bids and Contracts
IIID16-03 AP 6345 Bids and Contracts Under the CUPCCAA
IIID16-04 AP 6350 Contracts-Construction
IIID16-05 AP 6360 Contracts Electronic Systems
IIID16-06 AP 6465 Accessibility of Information Technology
IIID16-07 AP 6370 Contracts Personal Services

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

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.

Evidence of Meeting the Standard

In accordance with the three year planning calendar established in 2014 by the previous administration, annual planning retreats held for the Board of Trustees, Executive Council, Administrative Council and all college employees have remained as a platform for communicating annual goals and exploring strategies to accomplish them. Coffee chats provide a more relaxed setting in which students were also encouraged to ask questions and share their wish list to enrich their educational experience. The college continues to capitalize on opportunities to encourage meaningful discussion between administrators, faculty, staff and students. When ideas for improvement have far-reaching effects across campus, the college engages in systematic processes to ensure a collaborative investment in its implementation.

Leadership Academy

One of our most notable efforts to foster innovation leading is the 2019 inauguration of AVC's Leadership Academy (IVA1-01). The Academy is a yearlong education program (IVA1-02) providing participants with a broader foundational understanding of leadership and responsibilities within the college. Its aim is to encourage leadership growth among employees who are seeking to ascend into management roles and expose students to the inner workings of a business as well as real minds of management. Session topics dive into operations, planning and the community role of the college (IVA1-03; IVA1-04).

The entire college community is invited to apply each Spring (IVA1-05; IVA1-06). Teams (IVA1-07) of four are comprised of one member each from CMSA, classified, faculty, and the

student body. The teams are asked to identify a need and develop a solution to meet the need. Teams present their research and project proposal as the culmination of their training. Projects have included a mobile app, virtual campus tour, and accelerated college education program (IVA1-08). The 2019-20 proposed project of "Revamping AVC Principals" (IVA1-09) has kicked off an institutional wide review of the College's values (IVA1-10; IVA1-11; IVA1-12; IVA1-13; IVA1-14; IVA1-15). AVC's ITS department took on the challenge of a proposed virtual student lounge for building community among new students (IAV1-16) and created Student Connect (IVA1-17) as a group within the myAVC portal. The marketing and use of the group is still in progress.

Read to Succeed

Joseph Addison's metaphor, "Reading is to the mind what exercise is to the body," inspired Dr. Morenike Adebayo-Ige, Language and Communication Arts faculty, to join the Norco College Reading Club, tagged Read2Succeed! Dr. Adebayo-Ige shared her vision of bringing a similar program to AVC with the Dean of Student Life in the fall of 2016 (IVA1-18). With support from college leadership, Dr. Adebayo-Ige invited a group of faculty, staff, and administrators to join her Read to Succeed (RtS) initiative (IVA1_19). RtS's mission is to "create a community of engaged readers on campus and beyond with a vision to connect the AVC community through the act of reading." Student Equity (SE) has served as an RtS sponsor from inception to date, with Dean of Student Life advising, and other faculty members playing key roles. RtS discussion is a Faculty Professional Development event (IVA1_20), and some faculty give extra credit to participating students. Students have also joined the planning committee, lead discussions, and participating in the final events with their original material (IVA1-21). Authors have joined the conversations as guest speakers (IVA1-20). Cross constituent engagement is steadily increasing with an approximate attendance of 100 for meetings occurring between August and mid-October 2022. To further promote reading as a tool for success, AVC began offering the RtS program to county jail inmates in 2018 as faculty volunteered to facilitate(IVA1-22).

Improvements to Tenure and Evaluation Processes

- 2016 - Senate Task Force established to review and streamline tenure and evaluation processes; resulted in elimination of faculty hand-counting student evaluation responses and moving to purchase Class Climate for electronic and digital tabulations (IVA1-23; IVA1-24, IVA1-25, IVA1-26)
- 2016-present All Student Evaluations are conducted via Class Climate electronically with electronic results sent to evaluees and
- October 15, 2020 - Tenure Coordinator report to Academic Senate (IVA1-26a)
- 2020-2021 - discussions began between Faculty Tenure Coordinator, Academic Senate President, Union President, VP Academic Affairs, and Administrative Assistant to VPAA to propose major revisions to Article VIII (Tenure and Evaluation) of the Collective Bargaining Agreement (IVA1-27) with the goal of further streamlining administrative tasks, alleviating paperwork and administrative burdens, and maintaining a rigorous process with a focus on mentorship (IVA1-28; IVA1-29).

- July 8, 2021 - Tenure Coordinator explained proposed changes to Academic Senate (see item #7.1: IVA1-30)
- September 29, 2021- Class Climate MOU drafted and negotiated between Union and District, signed on September 29, 2021 with provisions to eliminate faculty in-class proctors for Class Climate student evaluations, and eliminate Spring semester evaluation for tenure track candidates, unless there is a "needs improvement" or "unsatisfactory" rating in the Fall evaluation report, in which case a Spring evaluation would proceed. MOU expires May 7, 2022 (IVA1-31)
- October 7, 2021 - Tenure Coordinator presented the provisions of the "Class Climate MOU" in report to Academic Senate (IVA1-32)
- February 3, 2022 - Tenure Coordinator presented current revision ideas to Article VIII of the Collective Bargaining Agreement to be discussed among divisions, and to set up a small task force to work on the revisions for upcoming District negotiations (IVA1-33)
- Spring 2022 - Academic Senate formed Task Force consisting of Tenure Coordinator, Academic Senate President, Union President, two union officers, a tenured faculty member, and an adjunct faculty member, to make recommendations for Draft Revisions to Article VIII with negotiations scheduled for Spring 2022
- August 10, 2022 - Fall 2022 Class Climate MOU renewing the Fall 2021 MOU with new provision that Spring evaluations for tenure track instructors will also take place if the instructor teaches unique courses in Spring that are not taught in Fall. (IVA1-34)

Analysis and Evaluation

College advisory groups, town hall meetings, planning retreats, participatory governance meetings all promote college wide involvement in robust discussions leading to innovation. The new Superintendent/President's motivational style naturally invites creative thinking. Her team emphasis encourages all hands on deck through empowering stakeholders with helpful and timely information, engaging a wider audience in coffee chats through alternative dates and times, , and transitioning Administrative Council to essential skills training and "think tank" sessions.

Identified opportunities for improvement
AVC's current Superintendent/President and Vice Presidents have all assumed their roles after July 2021. This influx of varied experience and skill sets provide AVC with an opportunity to evaluate current processes, gaps and emerging opportunities with a fresh perspective.

2. **The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions 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.

Evidence of Meeting the Standard
In addition to the policies shown in the table below, numerous committees include provisions for student involvement in areas such as planning, budgeting, program review, Superintendent/President selection, learning outcomes, information technology and accreditation (IVA2-08).
Board Policy (BP)/Administrative Procedure (AP)

	BP	AP	Other	Title
2510	IVA2-01	IVA2-02		Participation in Local Decision Making
2410	IVA2-03a	IVA2-03		Board Policies & Administrative Procedures
2105	IVA2-04	IVA2-05	IVA2-06 IVA2-07	Election of Student Trustee

AVC's commitment to the consideration of the student perspective is also reflected in committees that arise due to unforeseen circumstances or current initiatives. Recent examples include the Instructional Continuity Committee created to help address pandemic challenges and the Calendar Committee which serves as a conduit for feedback from constituent groups regarding proposed changes to the academic calendar (IVA2-09).

Analysis and Evaluation
AVC has adopted a comprehensive policy structure that requires the consideration of insight and guidance from both students and employees, no matter their classification. Participatory governance policies lay down a framework built on the idea that successful implementation of improvements must include critical analysis from every perspective. BP/AP 2410 Board Policies and Administrative Procedures outline a process and timeline to routinely review existing policies and consideration of new ones.

Identified opportunities for improvement
Well-rounded committee participation and length of vacancies should be more proactively monitored. AVC should develop a strategy to attract a wider range of individual participation in committees and promptly fill vacancies. The strategy should include a plan to educate the student body on the value that they can both provide and receive through their involvement.

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.**

Evidence of Meeting the Standard
Change in Academic Calendar

Board Policy 2510 (Participation in Local Decision Making) states: "Likewise, the resolution of issues that are subject to collective bargaining may be assigned to a participatory governance body, for deliberation and recommendation only, with the consent of the affected Collective Bargaining Agent and the Board of Trustees or designee. And although every effort will be made to resolve issues in the assigned committee, both the District and the Collective Bargaining Agent have the right to return issues to the collective bargaining process. Items assigned to a committee process shall be returned to the parties for final ratification or approval unless stipulated otherwise when the item was assigned to the committee" (IVA3-01).

Further, Board Policy 4010 (Academic Calendar) states: "Before presentation to the Board of Trustees for approval, any major calendar changes that may have financial impact to the District or may affect student access and/or student learning must be fully explored, discussed campus wide, and presented in writing to the Superintendent/President. See BP & AP 2510 Participation in Local Decision Making.

After said presentation to the Superintendent/President and after reaching agreement with the Antelope Valley College Federation of Teachers (AVCFT) and Antelope Valley College Federation of Classified Employees (AVCFCE) and after consulting with other appropriate groups, the Superintendent/President shall recommend a calendar to the Board of Trustees for its approval" (IVA3-02).

Pursuant to these policies, the following chronology is clear:

- In 2015, President Knudson began bringing up the idea of a calendar change in public.
- In Summer and Fall 2015, the Calendar Committee discussed possible changes to the academic calendar. (IVA3-03; IVA3-04)
- In Fall 2015, the Academic Senate considers possible calendar changes. (IVA3-05; IVA3-06)
- On November 19, 2015, the Academic Senate opposes changes to the calendar. (IVA3-07)
- In November 2015, a survey was sent to all faculty. A majority of the faculty that responded opposed the change to the calendar. (IVA3-08)
- On September 9, 2017, there was a proposed academic calendar townhall. (IVA3-09)
- On October 17, 2017, President Knudson released a proposal to change the academic calendar. (IVA3-10)
- The Calendar Committee discussed the proposed changes to the academic calendar at various meetings in 2017, 2018, and early 2019. (IVA3-11; IVA3-12; IVA3-13; IVA3-14; IVA3-15; IVA3-16)
- On May 15, 2018, the Associated Students Organization formally opposed the proposed calendar change. (IVA3-17)
- In 2018, a student survey showed that a majority of students wanted to keep the current calendar (no change). (IVA3-18)
- A February 2019 faculty survey showed that about 47% wanted no change to the current calendar. The rest wanted one of the 4 proposed changed calendars, one of

which included keeping Intercession. The combined percentage of those that wanted to keep Intercession was nearly 58%. (IVA3-19; IVA3-20; IVA3-21; IVA3-22; IVA3-23)

- On March 1, 2019, President Knudson sent a letter to the Academic Senate, presenting a case for the proposed calendar changes. (IVA3-24)
- On March 19, 2019, the Calendar Committee forwards recommendation to expand summer session and eliminate intercession. (IVA3-25)
- On October 21, 2019, the Calendar Committee forwarded a recommendation to the Presidents of the college, the faculty union and the classified union. The recommendation was for a change in the academic calendar, effective for the 2020-21 and 2021-22 academic years. As part of that recommendation, the president of the faculty union – who was part of the Calendar Committee – included language to make it clear that his signature on the document did not represent the union reaching agreement on the calendar with the college's administration. (IVA3-26)
- A November 2019 faculty survey showed the about 83% favored keeping Intercession. (IVA3-27)
- On November 20, 2019, the presidents of the classified and faculty unions sent a letter to President Knudson stating that the process outlined in Board Policy for changing the calendar was not being followed. (IVA3-28)
- On December 3, 2019, the faculty union sent a cease and desist letter to President Knudson, asking him to stop bargaining with faculty outside of official negotiations, something they said he did by sending a Calendar Data Sheet to the Academic Senate. (IVA3-29) President Knudson emailed the same day to say that the union was correct and that the document should not have been distributed. (IAV3-30)
- On December 9, 2019, despite the fact that neither union had agreed to the proposed calendar change, the proposed calendar was presented the Board of Trustees. The Board approved the calendar, with the following note: Lew Stults stated that he would like to amend the action and stated, "motion to adopt the calendars recommended by the Calendar Committee as a tentative academic calendars of the District, effective beginning the 2020-2021 academic year, subject to further discussions between the District President and the Presidents of AVCFT and AVCFCE for the purpose of reaching final approval of the calendar through a memorandum of understanding, consistent with AVCFT Article X, Section 12 and past practice. (IVA3-31)
- Final approval of the calendar and an MOU have never been reached. Nevertheless, the calendars have been implemented.

Program Review Process Improvements

Program Review is a standing committee of the Academic Senate. It consists of one representative from each academic division plus administrative representatives and a member from Institutional Research (IVA3-32). Its mission and purpose is to provide guidance in the process of operational and academic area program reviews. (IVA3-33)

The Program Review Handbook (IAV3-34) outlines the role of the committee and the process of creating a goal-oriented document that is integrated into budget and institutional planning. Annually, in early fall, instructional and operational areas review prior

year outcomes data and progress on goals. Current strengths and weakness are identified, from which new goals and improvement plans are created. Beginning in the 2019-2020 academic year, resource needs needed to be documented within the Program Review to be considered in the budget development process.

Many other improvements to Program Review have been made through the collaboration of campus committees.

- Earlier in 2019, reporting transitioned from a four-year comprehensive document with an annual update, to a routine annual update. This eased and clarified both the reporting and the review process. Electronic links were incorporated into the template to provide easier access to required data required available from Institutional Research.
- In 2020 the Program Review Committee changed the due dates of the annual reports to November 15th to better align with the Budget Committee's process and timelines.
- In 2021, action plan oversight was moved from the Outcomes Committee to Program Review (IVA-35) in order to tie outcomes analysis more closely to program review and budget requests.
- In October 2022, the Program Review Chairman met with Executive Council to discuss adaptations of the template to report goals and achievements more effectively for operational units (IVA3-36).

Budget Committee

The Budget Committee annually reviews budget requests received from both instructional and operational areas across the college. The Committee consists of a wide representation across constituencies, including student representatives (IVA3-37). As stated previously, resource needs must be addressed in the area's Program Review to be considered for funding. The committee ranks budget requests based on a rubric which prioritizes alignment with institutional goals and measurable outcomes.

College Wide Planning Retreats

Outside of committees, college wide participation in planning is encouraged through annual retreats (IVA3-38, IVA3-39 . These retreats provide opportunities to educate employees on the "state of the college" and brainstorm ideas to meet stakeholders needs. Presentations and discussion include:

- Environmental scan (the environment in which students live both in and outside the home, how students receive information, student surveys (IVA3-40)
- Current AVC statistics & initiatives
- Current year focus to progress towards Ed Master Plan Goals (IVA3-41)
- Interactive games that pave the way for goal focused discussions (IVA3-42)

Department round table discussion to develop strategic unit's plans that complement the program review. Unit plans are compiled into a single strategic planning document. (IVA3-43)

The Strategic Planning Committee and Budget Committee used to be a joint committee but were separated in 2014, so that each could focus on improving their primary function at the

college. The two groups share planning and budgeting information annually at two joint meetings in an effort to further integrated planning.

Budget Committee

- The Budget Committee reviews and ranks budget requests for college wide academic and non-academic annual resource allocation
- Wide representation across constituencies, including student representatives (IVA3-49). Per AP 2510 there should be two, however, currently there is just one. This being addressed at the upcoming CCC meeting March 23, 2022 (get the minutes)
- The requests must be identified in academic and operational department program reviews, which are due in November annually.
- After the president reviews them, Budget Committee opens up the system for budget requests
- A continued challenge is at the Program Review level, for faculty and non-academic departments to make an effective budget request that flows directly from the program review document to the budget review scheduled in April
    - The hyper link in the program review template is used for inputting resource requests for area planning and budgeting purposes.
    - Area program reviews are completed by the end of October.
    - Resource requests entered in program reviews are available to the Budget Committee by the end of November.

College Wide Planning Retreats

- College Wide Planning Retreats are held annually in September.
- Retreats provide opportunities to educate staff and brainstorm ideas to meet stakeholders needs. Presentations and discussion include:
    - Environmental scan (the environment in which students live both in and outside the home, how students receive information, student surveys)
    - Current AVC statistics & initiatives
    - Board Initiatives
    - Current year focus of progress towards Ed Master Plan Goals
    - Interactive games and challenges that pave the way for goal focused discussions
    - Department round table discussion to development of unit's strategic plan to contribute towards the achievement of the college's goals and initiatives
- Unit plans are compiled into a single strategic planning document.

Analysis and Evaluation

Policies outline the manner and process in which membership should exercise their voice. Many committees have Academic Senate and Administrative Co-Chairs to ensure equal voice from academic and operational viewpoints. The CCC should persistently continue its recent efforts to monitor active membership more effectively for well-rounded representation. Changes to Program Review, budget development, and tenure evaluation demonstrate an effective policy framework. However, differences in interpretation of the policies addressing

proposed changes that impact personal schedules (such as the calendar change and operational hours), have strained working relationships. Whether there exists a disagreement between many or just a few, this tension is felt District-wide.

Identified opportunities for improvement
Although the College Wide Planning Retreat encourages all to attend, leadership should develop a strategy to increase participation.

AVC's new administration kicked off the year with the motto of "Serve Students. Be Kind." Shortly thereafter, AVC enlisted the assistance of the Institute for Evidence-Based Change and their Caring Campus program. With students and kindness at the focus of both of these inspirational efforts, AVC is generating support to rebuild effective working relationships.

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.

Evidence of Meeting the Standard

Alcohol and Other Drug Studies

California's Association of NonProfits' (IVA4-01), "Causes Count" highlights the following in its Executive Summary 1) California relies heavily on non-profits to serve communities, and 2) the nonprofit disparities continue to be substantial and growing between northern and southern California, rural and metropolitan regions, as well as communities that are predominantly white or predominantly people of color. The Antelope Valley is a Southern California rural desert community in which over 62% of the residents are people of color and 23.8% live below the poverty level according to the (IVA4-02). A particular need for non-profit support is in the area of substance abuse treatment. In one month in 2017, the Lancaster Police Department responded to 517 overdose calls, compared to 290 in 2016. Within three months, approximately 60 people died in Lancaster due to drug overdose (IVA4-03).

Statistics like these caught the attention of AVC's Dean of Social and Behavioral Sciences and prompted the creation of the Alcohol and Other Drug Studies (AODS) program (IVA4-04) consisting of 11-13 courses (IVA4-05). AODS was approved by AP&P (IVA4-06), the Academic Senate (IVA4-07) in November 2018, and by the District Board of Trustees in January 2019 (IVA4-08). The program is designed to train students for entry level employment as an Alcohol and/or Drug Abuse Counselor and assist them in earning their credentials with the California Consortium of Addiction Programs and Professionals (CCAPP) (IVA4-09). The District's first AODS cohort of approximately 25 students are scheduled to graduate between Fall 2022 and Spring 2023.

Support For Students in English and Math

In response to AB 705, the college initially created a series of optional faculty-led workshops for students, who formerly would have been placed into remedial courses, but who were

now in transfer-level courses. The Fall 2019 workshops had low attendance. (IVA4-10; IVA4-18; IVA4-11; IVA4-19). Data in the introductory transfer-level English and math courses revealed that students in the lower levels of preparedness were failing at high levels. (IVA4-13; IVA4-12; IVA4-22; IVA4-21) In response, English and mathematics faculty forming a formal inquiry group (IVA4-20; IVA4-17). The topic was also central to the agendas for both the Fall 2021 and Spring 2022 English department comp retreats (IVA4-24; IVA4-25). The result of this work was a draft of a 4-unit English 101 course, with built in student support. This course is still in process as of this writing. The English department also recognizes the importance of professional development for instructors and has committed to finding helpful resources.

The Mathematics department responded to the low success rates by creating corequisite support courses modeled after the successful methods of other colleges. Math faculty discussed ideas, structures, pedagogy, etc., for corequisite courses in department meetings on March 19, 2021, September 10, 2022, and October 8, 2022. (IVA4-16; IVA4-15; IVA4-14) Math 015 and Math 035, corequisite support for Statistics and Trigonometry, were approved by the Academic Policies and Procedures Committee on November 28, 2021. (IVA4-23) These courses are scheduled to run for the first time in the Fall 2022 schedule.

Analysis and Evaluation

Academic Senate and Administrative Co-Chairs with committees (e.g. SPC-BC, ESP/SP) staff appointed by the Classified Union and students by ASO e.g. SPC-BC, ESP/SP.

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.

Evidence of Meeting the Standard

Outcomes Committee and Program Review Changes in Service of Planning and Budget Processes

- The Outcomes Committee is an Academic Senate subcommittee that includes full-time and adjunct faculty, administrative staff, and one ASO student representative (IVA5-01).
- In February of 2020, the Administrative co-chair and data steward positions were removed from the Outcomes Committee to make it more faculty-driven because the Committee was overly focused on approval of outcomes and to reduce the size of the committee to make it more effective. However, this decision was later re-examined and re-evaluated upon the appointment of a new co-chair. The Academic Senate president and District president expressed concerns that these voices were eliminated from the Outcomes process. Subsequently, these positions were reinstated, an ex-officio non-voting member was added from Academic Affairs (IVA5-02; IVA5-03; IVA5-04; IVA5-05).
- Action plans were removed from the purview of the Outcomes Committee to the Program Review area in order to more directly tie in Action Plans to Program Review,

resulting in more visible connections to planning and budget decisions (IVA5-06; IVA5-09).

- The current makeup of the committee allows for more effective relationships between Outcomes, Program Review, Strategic Planning, and Budget
- Utilizing secondary assessments in addition to the environmental scans in the program review data tableau (part 2.A.) and creating best practices for easier use and more robust program review data
- March 14, 2022 TBD - training and utilization of eLumen for more productive use of Action Plan Tools to include more cohesive contributions of adjuncts in the Action Plan process
- Action Plans are part of the program review in Part 2.C of the template (IVA5-07), which is peer-reviewed by the Program Review Faculty co-chair and two members of the Program Review Committee, and then forwarded to the Division Dean for their review and implementation
- Another aspect of Budget and Planning is the connection to the Educational Master Plan, which is covered in Part 1.4 of the Program Review Template (IVA5-07); the 2016 EMP (IVA5-08) was written by a third-party consultant based on information gathered from constituents across the campus (Ed K can expand on this)
- The Program Review Template (IVA5-07) contains a direct link at the end of the form to Budget Request forms for departments to make their Budget Requests based on the Program Review

New Building Construction

In 2016 the voters approved a $350 million dollar bond to pay for improvements including much needed safety upgrades, technology infrastructure modernization, and new facility construction to improve class availability and the educational environment. An administrator was assign to lead discussions for each building and additional faculty were pulled in for matters such as selecting the architects (IVA5-10, IVA5-11). Department Chairs, faculty and classified staff attended meetings with the architects to create a vision of the new structure. The facilities and ITS teams became increasingly involved as plans formed and materials were being selected (IVA5-12). The Academic Commons was ultimately renamed Sage Hall and opened in the fall of 2021.The Discovery Lab opened in May of 2022 and the new Student Services building is scheduled to open in January, 2023.

Analysis and Evaluation

Board roles as delineated in Ed Code 70902 and BPs 2010, 2100, and 2410, Brown Act is followed for Board meetings. Constituent involvement is defined in BPs 2345 & 2350 e.g. for ESP/SP and Mission Review, ISS and VfS progress review, accreditation reports, etc.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Adopted Policies and Procedures

Board Policy 2510 Participation in Local Decision Making (IVA6-01), "affirms the District's commitment to participatory governance by faculty, students, staff, administration and the Board of Trustees." The policy conveys "they right of the academic senate to assume primary responsibility for making recommendations in the areas of curriculum and academic standards." Additionally, the policy requires the active involvement of staff and students in matters significantly affecting them. These matters are broadly defined within the policy as well as the recognized constituent groups which include the Associated Student Organization (AS0).

Administrative Procedure 2510 Participation in Local Decision Making (IVA6-02) outlines the procedures for participatory governance committees. The College Coordinating Council (CCC) serves as the coordinating body for governance issues at Antelope Valley College, except academic and professional matters, and collective bargaining issues. CCC membership includes representatives from each of the constituent groups(IVA6-03), including students, faculty, staff and management and disseminates recommended policy changes in a coordinated ma (IVA6-04, IVA6-05).

Administrative Procedure 2410 (IVA6-06) requires the solicitation of feedback from faculty, ASO, classified staff and administrators regarding any new or suggested modifications to board policy or administrative procedures prior to the official recommendation to the College Coordinating Council and Superintendent/President (IVA6-07).

Analysis and Evaluation
BOT, CCC, Academic Senate, ASO follow Brown Act requirements. The AVC website, communications from Marketing and the President, and myAVC/email are used to share information about campus events, meeting agendas/minutes, any actions needed and actions taken, etc.

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.

Evidence of Meeting the Standard
Policy Review
BP 2410 (IVA7-01) and AP 2410 (IVA7-02) outline the general process to recommend a change to board policy and administrative procedure. An outline of the process is available to all interested stakeholders on the Board's webpage. (IVA7-03) Each division is responsible to conduct an annual review of administrative policies authored from their area. Their review is typically triggered in April & October when new legislation prompts the Community College League of California to send updated policy templates to the colleges. The Superintendent/President directs the updates to the appropriate constituent groups. The Director of Board & Executive Services uses this time to remind the Division administrative assistants to support their areas in the routine review of all policies.

Constituent groups are accustomed to receiving monthly policy updates (IVA7-04) from the College Coordinating Council (CCC) to review and provide input. Evaluated polices are either marked as "revised" (IVA7-05) if changes were made or "reviewed" (IVA7-06) if no changes were made. Board policies are presented as an action item (IVA7-05) on the Board's agenda and administrative policies as an information item (IVA7-06).

Committee Review

A current list of Campus Organizations and Committees (IVA7-07) is posted on the college's website as AP2510 is under review. Governance committees are indicated. Committee's mission, membership & meetings are documented on the CCC's Committee Information Sheet (IVA7-08) annually and also available to the public on their individual webpages (IVA7-09). Routine meeting times are also maintained in a collective calendar (IVA7-10) on the Campus Organizations & Committee webpage.

The pandemic and frequent turnover in the leadership of the College Coordinating Council have delayed its review of the role, function and membership of participatory governance committees which is required every three years in AP2510 (IVA7-11). However, the CCC is scheduled to begin this process in the Fall of 2022 (IVA7-12). The Participatory Governance Committee Operating Procedures call for an annual self-review of committee activities. In some cases these reports are collected for review (IVA7-13) and in other years the CCC have invited committee representatives to present highlights of the committee's activities in person(IVA7-14).

Analysis and Evaluation

Routine emails from constituent leadership have familiarized the District with the process to review Board Policies and Administrative Procedures. The turnover in CCC leadership has generated much discussion regarding the CCC's own role and function.

Identified opportunities for improvement

Management intends to review AP 2510 to provide clarification in order to increase understanding and the effectiveness in accomplishing its objectives. Program review and the colleges tracked progress towards the Vision for Success, Outcomes and increased equity will identify areas for improvement. The college's development of a new Educational Master Plan (currently referred to as the Educational Service Plan) will also serve as a tool to evaluate these processes.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

The college leadership promotes student success, academic quality, integrity, fiscal stability, and continuous improvement throughout the institution. Governance roles are delineated in AVC's policies and focus on supporting student learning, college programs and services, and improving institutional effectiveness.

Improvement Plan(s)

IVA1 AVC's current Superintendent/President and Vice Presidents have all assumed their roles after July 2021. This influx of varied experience and skill sets provide AVC with an opportunity to evaluate current processes, gaps and emerging opportunities with a fresh perspective.

IVA2 Well-rounded committee participation and length of vacancies should be more proactively monitored. AVC should develop a strategy to attract a wider range of individual participation in committees and promptly fill vacancies. The strategy should include a plan to educate the student body on the value that they can both provide and receive through their involvement.

IVA3 Although the College Wide Planning Retreat encourages all to attend, leadership should develop a strategy to increase participation.

IVA3 AVC's new administration kicked off the year with the motto of "Serve Students. Be Kind." Shortly thereafter, AVC enlisted the assistance of the Institute for Evidence-Based Change and their Caring Campus program. With students and kindness at the focus of both of these inspirational efforts, AVC is generating support to rebuild effective working relationships.

IVA7 Management intends to review AP 2510 to provide clarification in order to increase understanding and the effectiveness in accomplishing its objectives. Program review and the colleges tracked progress towards the Vision for Success, Outcomes and increased equity will identify areas for improvement. The college's development of a new Educational Master Plan (currently referred to as the Educational Service Plan) will also serve as a tool to evaluate these processes.

Standard IVA Evidence List

IVA1-01 LA Webpg
IVA1-02 LA Sched_21-22
IVA1-03 LA VP of Admin Services - 3.18.22
IVA1-04 LA ITS - 3.18.22
IVA1-05 LA Announcement_2022
IVA1-06 LA Application_ 2022
IVA1-07 LA TeamPartic_20-21
IVA1-08 LA ACEProg_2021
IVA1-09 LA AVCPrin_2020
IVA1-10 2021-05_ValReview_ExecDean
IVA1-11 2021-05_ValReviewSPC
IVA1-12 2021-10_ValRetreatAgenda
IVA1-13 2021-10_ValRetreatPres
IVA1-14 2021-12_ValEmpSurvey
IVA1-15 2022-03_ValSurveyResults
IVA1-16 LA VirtualLounge_2021
IVA1-17 LA StudentConnect

IVA1-18 RtS_Pitch
IVA1-19 RtS_1stOutreachMtgAgenda
IVA1-20 RtS_Flyers
IVA1-21 RtS_Capturing Moments
IVA1-22 RtS_PrisonSchedule
IVA1-23 2016_TenureTaskForceMeetingNotes
IVA1-24 2016_ClassClimateMeetingNotes
IVA1-25 Class Climate Bd Comm
IVA1-26 Class Climate Bd Approval
IVA1-26a Oct 2021 Tenure Committee Report
IVA1-27 Article VIII - Evaluation and Tenure
IVA1-28 June2021_TenureCoordinatorNotes
IVA1-29 Aug2021_TenureCoordinatorNotes
IVA1-30 July2021_SenatePresBoard
IVA1-31 2021_ClassClimateMOU
IVA1-32 Oct 2021 Tenure Committee Report
IVA1-33 Feb2022_TenureCoordAcadSenate
IVA1-34 2022 ClassClimate MOU
IVA2-01 BP 2510 Participation in Local Decision Making
IVA2-02 AP 2510 Participation in Local Decision Making
IVA2-03 AP 2410 Policy and Administrative Procedures
IVA2-03a AP 2410 Policy and Administrative Procedures
IVA2-04 BP 2105 Election of Student Trustee
IVA2-05 AP 2105 Election of Student Trustee
IVA2-06 Election Code Student Trustee
IVA2-07 AVC Website Screen Shot 2022-08-27
IVA2-08 Student Reps
IVA2-09 CalComm
IVA3-01 BP 2510 Participation in Local Decision Making
IVA3-02 BP 4010
IVA3-03 Calendar Committee minutes 6-8-15
IVA3-04 Calendar Committee minutes 9-22-15
IVA3-05 10-1-15 Senate minutes
IVA3-06 11-5-15 Senate minutes
IVA3-07 11-19-15 Senate minutes
IVA3-08 Nov 2015 Staff Survey
IVA3-09 2017 Townhall video link
IVA3-10 Proposal for Change to the Academic Calendar
IVA3-11 Calendar Committee minutes 11-6-17
IVA3-12 Calendar Committee minutes 12-4-17
IVA3-13 Calendar Committee minutes 5-28-18
IVA3-14 Calendar Committee minutes 11-19-18
IVA3-15 Calendar Committee minutes 3-14-19
IVA3-16 Calendar Committee minutes 4-22-19

IVA3-17 5.15.18 ASO Minutes
IVA3-18 ASO Calendar Survey Results 2018
IVA3-19 Feb 2019 Faculty Survey on Calendar
IVA3-20 Academic Calendar Proposal 1-1
IVA3-21 Academic Calendar Proposal 2-1
IVA3-22 Academic Calendar Proposal 3-1
IVA3-23 Academic Calendar Proposal 4-1
IVA3-24 3-1-19 Ltr to Academic Senate Re Calendar Proposal
IVA3-25 Calendar Committee 3-19-19 Recommendation
IVA3-26 Calendar Comm Recommendation 10_30_19
IVA3-27 Nov 2019 Faculty Survey on Calendar
IVA3-28 AVCFT AVCFCE Response to Nov 20 Letter
IVA3-29 AVCFT Cease and Desist Dec 2019
IVA3-30 President's Email 12-3-19
IVA3-31 Board Agenda Item 12-9-19
IVA3-32 Program Review Committee Site
IVA3-33 PR Committee Mission and Purpose
IVA3-34 Program Review Handbook rev 8.30.21
IVA3-35 5-21-2020 Senate Outcomes Report
IVA3-36 ExecAgenda Oct 2022
IVA3-37 Budget Committee Site
IVA3-38 YouTube Link to College Wide Planning Retreat 2021.docx
IVA3-39 College Wide Planning Retreat Agenda Fall 2021.docx
IVA3-40 College Wide Planning Retreat 2021 - Environmental Scan
IVA3-41 Board Initiatives 2019-2022
IVA3-42 College Wide Planning Retreat 2021 – Handouts
IVA3-43 AVC Strategic Plan 2019-2022
IVA4-01 2019_CsCtExecSumm
IVA4-02 2020_AVCensus
IVA4-03 2017_Addicted
IVA4-04 Brochure
IVA4-05 21-22ProgCrse
IVA4-06 2018-11_APPMin
IVA4-07 2018-11_ASApprv
IVA4-08 2019-01_BOTApprv
IVA4-09 2019-12_CCAPMOU
IVA4-10 Su_2020 Math Workshop Attendance
IVA4-11 Sp_ 2021 Math Workshop Attendance
IVA4-12 Math Success Rates and Throughput F20-S21
IVA4-13 Math Success Rates and Throughput F19-SP20
IVA4-14 Math Dept Minutes Oct 8 2021
IVA4-15 Math Dept Minutes Sept 10 2021
IVA4-16 Math Dept Minutes Mar 19, 2021
IVA4-17 FIG Reflective

IVA4-18 Fa_2020 Math Workshop Attendance
IVA4-19 English workshops numbers
IVA4-20 English FIG Plan
IVA4-21 English Data Oct 21
IVA4-22 English Data 20
IVA4-23 AP_P Minutes _11.18.2021
IVA4-24 Agenda_Fall21 Comp Retreat
IVA4-25 Agenda_ Spring22 Comp Retreat
IVA5-01 Outcomes RepList
IVA5-02 Outcomes 11-8-21 minutes
IVA5-03 AS Agenda Nov 18, 2021
IVA5-04 Outcomes 1-10 Minutes
IVA5-05 AS Agenda Jan. 20, 2022
IVA5-06 2_10_20OutcomesFSCminuets
IVA5-07 AVC Program Review Report Template 2020-2021 V2
IAV5-08 AVC EMP Final 2016 0820
IVA5-09 5-21-2020 Senate Outcomes Report
IVA5-10 Request for Faculty Involvement Commons Bldg
IVA5-11 Interviews Commons Building
IVA5-12 17 11 1 Commons Interior Meeting
IVA6-01 BP2510 Decisions
IVA6-02 AP2510 Decisions
IVA6-03 CCC Reps
IVA6-04 Classified Policy Review
IVA6-05 CMS Policy Review
IVA6-06 AP 2410 PolicyChg
IVA6-07 BP & AP Approval Process Flow Chart
IVA7-01 BP 2410
IVA7-02 AP 2410
IVA7-03 ApprovalProcessChart
IVA7-04 2022_ConstituentPolicyReview
IVA7-05 2022_BPBoardApproval
IVA7-06 2022_APBoardInfo
IVA7-07 CommitteeListWebPage
IVA7-08 21-22_CommInformation
IVA7-09 CommWebPageEx
IVA7-10 CollegeMeetingsCalendar
IVA7-11 AP 2510
IVA7-12 22-4-27_CCCAgenda
IVA7-13 CommAnnualRpt
IVA7-14 ASCommRptReview

B. Chief Executive Officer

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.

Evidence of Meeting the Standard

BP 2431 and AP 2431-Superintendent/President Selection outline the policy and procedures for a presidential search (IVB1-01, IVB1-02). Using this process, AVC's new President, Dr. Jennifer Zellet, was hired in July, 2022. The President holds weekly Executive Council meetings, as well as individual meetings for planning, budgeting and decision-making, monthly with Administrative Council, and on a regular basis with the Academic Senate President, Faculty and Classified Union Presidents. The President seeks internal and external constituent input for planning e.g. advisory groups to college planning retreats, reviews/discusses with leadership recommendations for hiring prioritizations and conducts interviews with finalists for administrator positions, puts forth any needed reorganizations (BP 3100 and AP 3100 (IVB1-03, IVB1-04)) for improving effectiveness. The CEO also addresses college constituents on college Opening Days, Town Halls, and coffee chats, as well as via emails regarding such topics as budget, the 2023 Educational Service Plan being developed, accreditation, ESP, and observances like Thanksgiving (IVB1-05, IVB1-06, IVB1-07, IVB1-08). Some of the President's communications are sent in Campus Updates from Marketing as well (IVB1-09). The President supports the use of data for planning, budgeting, and program review via tableau, VfS and Equity data, and current implementation of Invoke Learning for improved data analytics (IVB1-10, IVB1-11, IVB1-12).

Based on BP2430, (IVB1-13), "The Board of Trustees delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board of Trustees" and in AP 2430, (IVB1-14). "As Chief Executive to the Board of Trustees, direct, administer, and supervise all divisions and units of the college system, with authority to delegate as may be appropriate", the CEO carries the primary responsibility for the quality of the institution. In weekly meetings, the Superintendent/President leads Executive Council members who oversee the college's planning, budgeting, personnel selection and development, as well as the assessment of institutional effectiveness (IVB1-15). The CEO delegates authority to Executive Council members for supervision of their employees and areas, and holds weekly individual meetings with them in order to monitor progress with college operations, initiatives, and overall efficiency and effectiveness.

During President Zellet's monthly meetings with Administrative Council, the focus has been on leadership development and basic requisite competencies (IVB1-16). The CEO attends planning and budgeting meetings as needed and the new President has participated actively in recent meetings and the drafting of new college goals (IVB1-17). The membership of these and other key committees at the college is reflective of participatory governance with faculty, classified staff, administration, and student representatives having the opportunity to provide input for the college's decision-making processes.

The new President has been encouraging a campus culture of service and employee empowerment by initiatives such as Caring Campus with the Institute for Evidence-Based Change (IVB1-18). The President's plan for addressing the college's mission consists of AVC SERVES (Service, Equity, Resources, Vision, Education, and Success). A core tenet of SERVES is improving the college culture by becoming a more caring, welcoming, accessible, and inclusive campus. By implementing Caring Campus, it is hoped that all members of the AVC community will focus on the importance of each other and our students. The outstanding faculty, staff, and students at AVC will benefit from this experience and help create a more inclusive, supportive, and healthier Antelope Valley. The college is highly committed to this, and to advance this work, it has developed QFE 2-Empowering a Culture of Service, which included this Caring Campus initiative as one of the key activities.

A recent example of "SERVES" in action was the Schedulepalooza led by President Zellet in preparation for the summer and fall 2023 semesters. In an effort to foster greater collaboration across college areas, she invited department chairs, deans and others to participate in a foundational scheduling skills training focused on creating student-centered schedules (IVB-19, IVB-20). Schedulepalooza will now be a regular part of academic planning.

Analysis and Evaluation
In collaboration with administration, faculty, and classified staff, the college CEO leads the planning and resource allocation processes, organization of administrative structure, hiring of personnel, and assessment of institutional effectiveness. In addition to meeting with various groups, the Superintendent/President has regular individual meetings with Executive Council members, the Academic Senate President, and other college personnel. The new President is focusing with the leadership on improving the efficiency and effectiveness of college processes, as well as culture and leadership development.

Identified opportunities for improvement
Continued evaluation and adjustment of organizational processes and structure to better support post-pandemic needs.

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.

Evidence of Meeting the Standard
BP 3100 (IVB2-01) regarding organizational structure states that "the Superintendent/President shall establish organizational charts that delineate the lines of responsibility" of District employees and AP 3100 (IVB2-02) lays out the advisory role of Executive Council, its areas of responsibility that cover all college divisions and departments, and the procedures for changing the organizational structure, which involve obtaining college wide input on any proposed changes from such representative groups as the College Coordinating Council. The previous

CEO planned, oversaw, and evaluated several administrative reorganizations and delegated authority to the Executive and Administrative Councils.

Analysis and Evaluation
Oversight and reorganization of the college's administrative and staffing structure and delegation of responsibilities are led by the President. BP 3100 and AP 3100 describe how administrative and staffing structures are reorganized, positions are streamlined or added to support college functions, college growth, and improve effectiveness.

Identified opportunities for improvement
Continued evaluation and adjustment of the organizational structure to better support post-pandemic needs.

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 learning and achievement; and**
   - **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard
Through the application of established policies and procedures for institutional planning BP 3250 (IVB3-01) and AP 3250 (IVB3-02) and the established organizational structure, the Superintendent/President guides institutional improvement of the teaching and learning environment and achievement of AVC's mission. The development of the 2023 Educational Service Plan is currently underway (IVB3-03) and has involved extensive internal and external environmental scans. Based on it, related planning goals have been drafted (IVB3-04). College planning retreats during spring 2023 will focus on fine tuning and developing these goals further and reviewing the college Mission and Vision. Overall progress with these goals is monitored using the ISS (IVB3-05), VfS (IVB3-06), program review data (IVB3-07), which are shared at planning and other college meetings. AVC also relies on the SENSE, which is utilized to identify if improvements are needed in students' first-year experience. Similarly, the CCSSE is administered to evaluate student engagement, experience, and gaps in college programs and services. The RISC survey captures students' challenges with student support services and the campus environment. It allows students to provide input on AVC's programs and services and helps the college determine how it can better support student success. CCSSE (IVB3-08), SENSE (IVB3-09), and RISC (IVB3-10) are also utilized to better understand the student experience

inside and outside the classroom and help the college with continuous improvement of its programs and services.

As the Chair for Executive Council and Administrative Council, the CEO oversees the college's teaching and learning processes, as well as planning and budgeting for setting goals and priorities. The President oversees the development of college goals, priorities, and institutional planning, which is delegated to the Strategic Planning Committee, a participatory governance committee that leads these planning efforts (IVB3-11). The Strategic Planning Committee and Budget Committee collaborate on these planning efforts and meet jointly to ensure integrated planning and resource allocation that supports student achievement and learning (IVB3-12, IVB3-13).

Analysis and Evaluation
Under the guidance of the Superintendent/President, the college has been addressing its mission and improving the teaching and learning environment through a comprehensive institutional planning process led by the Strategic Planning Committee.

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.**

Evidence of Meeting the Standard

BP 3200-Accreditation (IVB4-01) clarifies the CEO's responsibility in ensuring that the district complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges.

AP 3200-Accreditation (IVB4-02) ensures the proper process of the accreditation committee to include faculty, staff, and administrators from across disciplines and areas across the campus. The Accreditation Committee is co-chaired by the Accreditation Liaison Officer (ALO), appointed by the superintendent/president, and a Faculty Accreditation Coordinator (FAC). The selection of the FAC is described in the Academic Senate Handbook (IVB4-03), and the FAC's job descriptions are outlined in the Academic Handbook and Academic Senate Bylaws Article IV Section B405.11 (IVB4-04). Along with the CEO and the ALO, the FAC leads the campus effort to write reports, gather evidence, and publish the Accreditation Newsletter (IVB4-05) to keep the campus at large abreast of the Accreditation progress and information.

Faculty members fulfill various positions on the Accreditation committee, including team leaders, experts, and collaborators (IVB4-06). Periodically, the FAC updates the Accreditation process to the Academic Senate.(IVB4-07).

The CEO works closely with the Faculty Accreditation Coordinator and the Accreditation Liaison Officer by helping to set goals and deadlines; guides and answers questions regarding the

process; advises on ACCJC updates, and interprets the Standards. In addition, she 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. An example of this is the Accreditation Video for 2021 Opening Day (IVB4-08).

Analysis and Evaluation
The President oversees the accreditation process to ensure compliance with ERs, Standards I-IV, and Commission Policies e.g. AP 3200, Standard I-IV Teams, Accreditation Work Sessions, Accreditation Committee, promotes the college's accreditation efforts, and requests updates as needed from the ALO and FAC.

5. **The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

Evidence of Meeting the Standard
The Superintendent/President stays informed on changes in federal and state policy that may affect the college with help from the California Community College Chancellor's Office and the Community College League of California, and makes sure the Board is aware of any such changes. This is outlined in BP 2410-Policies and Administrative Procedures (IVB5-01) and AP 2410 (IVB5-02) Policy and Administrative Procedures serve.

Regular review of college policies and procedures occurs with college groups such as Executive Council (IVB5-03, IVB5-04), especially those areas directly impacted by specific policies and procedures. Regular review of the college's mission, vision and values and integrated planning also occurs to ensure the appropriate allocation of resources towards addressing and achieving the institutional mission e.g. budget development (IVB5-05, IVB5-06) and ESP/SP (IVB5-07). The Academic Senate also reviews BPs APs, as well as CCC before they go to the Board (IVB5-08, IVB5-09).

Analysis and Evaluation
The President ensures that there are opportunities for college constituents to provide input on any needed revisions to policies and procedures to keep them consistent with the institutional mission, including effective control of budget and expenditures (e.g. Exec. Council, CCC, Admin. Council, Academic Senate to keep them current with any legislative changes). The President oversees and delegates budget allocation, which is a part of the integrated planning process and driven by ESP/strategic plan goals and program review, to the VP of Administrative Services, Budget Committee, and other college leadership.

6. **The CEO works and communicates effectively with the communities served by the institution.**

Evidence of Meeting the Standard

President Emeritus Knudson often interviewed with the local community newspapers, providing updates and information about the successes at AVC (IVB6-01, IVB6-02). He also supported other media outreach, such as segments on PBS. The PBS segments featured topics such as the official opening of Fox Field and the college's aeronautical program (IVB6-03). Additionally, President Emeritus Knudson provided updates on the State of the College, ongoing Measure AV construction, accomplishments, and the budget to the AV Chambers Luncheon, advisory groups, and community leaders and asked for input as to how the college can meet the needs of the community (IVB6-04, IVB6-05, IVB6-06).

The new Superintendent/President, Dr. Jennifer Zellet, started at the college in July of 2022, she communicates frequently with college constituents via email, via Zoom, in person, and at community events. President Zellet has established regular communication with the campus community. She holds monthly Virtual Town Hall meetings to reach the wider community. In the past, Virtual Town Halls have consisted of announcements of her goals, updates on enrollment, and open question-and-answer sessions (IVB6-07). In addition, the president holds a more informal forum called Coffee Chat with the President. The Coffee Chat with the President is an open forum for employees and students to hear the most recent updates from the President (IVB6-08, IVB6-09). Students and employees are invited to bring ideas, questions, success stories, and solutions. Coffee chats allow the campus community to come together and brainstorm ideas about how AVC can better serve students. Coffee Chat invites are shared widely across social media channels and sent to all employees and students.

The marketing team sends out weekly Campus Updates, which include announcements from the President (IVB6-10). President Zellet sends updates via email to employees and students about initiatives on campus (e.g., Caring Campus), Accreditation, and other information (IVB6-11, IVB6-12). In July 2022, President Zellet announced the theme of the 2022-2023 academic year: 'Serve Students. Be Kind.'(IVB6-13, IVB6-14). She kicked off the theme with an email initiating a campaign called, 'You got Caught Doing Something Good,' which calls for the recognition of acts of kindness at AVC (IVB6-15). President Zellet has published her goals for the 2022-2023 academic year on the Office of the Superintendent/President webpage (IVB6-16).

President Zellet provides weekly updates to the Board of Trustees and the Student Trustee (IVB6-16, IVB6-17, IVB6-18). The President outlines the events on campus and provides updates at the State level, such as post-election impacts and new assembly bills that may impact the College.

Analysis and Evaluation

The President meets with college advisory groups, local government, Board of Trade, and invites them to the openings of new buildings, etc. Marketing updates, press releases, emails from the President, Board meeting agendas and minutes in Board Docs are used regularly to share information with the campus community. The new Superintendent/President communicates frequently with college constituents.

IVB6-01 AV Press News Coverage of Aerospace Program

IVB6-02 AeroTech News Coverage of Fox Field Grand Opening
IVB6-03 News Coverage of PBS Segment
IVB6-04 State of the College Presentation_December 2021
IVB6-05 State of the College Invite_08-05-22
IVB6-06 AVC Accomplishments
IVB6-07 Virtual Town Hall Email_10-31-22
IVB6-08 Coffee Chat Invitation_11-04-22
IVB6-09 Cafe y Charla (Coffee Chat) Invitation_08-21-22
IVB6-10 Campus Updates - Fall Semester Welcome_08-14-22
IVB6-11 Get Out to Vote Email_11-07-22
IVB6-12 Independence Day Email_07-05-22
IVB6-13 Caring Campus Email_08-31-22
IVB6-14 Campus Updates - Opening Day Recap_08-15-22
IVB6-15 You Got Caught Doing Something Good Email_11-15-22
IVB6-16 2022-2023 President's Goals
IVB6-16 Fall 2022 Week 9 Board Update
IVB6-17 Fall 2022 Week 10 Board Update
IVB6-18 Fall 2022 Week 14 Board Update

Conclusions on Standard IV.B: Chief Executive Officer
The Superintendent/President guides the college's planning processes and assures the review and any necessary revision of policies and procedures for the purpose of improving the teaching and learning environment. The CEO regularly communicates with college constituents.

Improvement Plan(s)
IVB1 & IVB2 Continued evaluation and adjustment of organizational processes and structure to better support post-pandemic needs.

Standard IVB Evidence List

IVB1-01 BP 2431 Superintendent/President Selection
IVB1-02 AP 2431 Superintendent/President Selection
IVB1-03 BP 3100 Organizational Structure
IVB1-04 AP 3100 Organizational Structure
IVB1-05 2022 Fall Opening Day Agenda
IVB1-06 Town Hall Email_08-31-22
IVB1-07 Coffee Chat with the President
IVB1-08 Get Out to Vote Email_11-07-22
IVB1-09 Campus Updates_08-14-22
IVB1-10 Program Review Dashboard Snapshot
IVB1-11 VfS Dashboard Snapshot
IVB1-12 Equity Data Snapshot
IVB1-13 BP 2430 Delegation of Authority to the Superintendent/President

IVB1-14 AP 2430 Delegation of Authority to the Superintendent/President
IVB1-15 Exec Council Agenda with Deans_03-07-22
IVB1-16 AVC BASIC Emotional Intelligence & Culture Development Presentation
IVB1-17 ESP Goals Draft Fall 2022
IVB1-18 Caring Campus Staff Session two
IVB1-19 Schedulepalooza 12-6-2022
IVB1-20 Outline-Schedulepalooza
IVB2-01 BP 3100-Organizational Structure
IVB2-02 AP 3100-Organizational Structure
IVB3-01 BP 3250 Institutional Planning
IVB3-02 AP 3250 Institutional Planning
IVB3-03 AVC 2023 Educational Service Plan
IVB3-04 ESP Goals Draft
IVB3-05 ISS Dashboard Snapshot
IVB3-06 VfS Dashboard Snapshot
IVB3-07 Program Review Dashboard Snapshot
IVB3-08 2016 CCSSE and Pathways Dashboard
IVB3-09 2016 SENSE Dashboard Snapshot
IVB3-10 RISC Survey Results 2022
IVB3-11 2021 Collegewide Planning Retreat
IVB3-12 SPC-BC Flow Chart
IVB3-13 SPC-BC Joint Meeting Agenda_02-23-22
IVB4-01 BP 3200 Accreditation
IVB4-02 AP 3200 Accreditation
IVB4-03 Academic Senate Operations Procedure Handbook
IVB4-04 Article IV - Duties and Responsibilities
IVB4-05 Accreditation Newsletter
IVB4-06 Accreditation Committee Member List
IVB4-07 Accreditation Updates to Academic Senate_10-06-22
IVB4-08 Accreditation Newsletter Featuring Video
IVB5-01 Board Policies and Administrative Procedures
IVB5-02 Board Policies and Administrative Procedures
IVB5-03 AVC BP & AP Approval Process Flow Chart
IVB5-04 Extended Executive Council Meeting_10-10-22
IVB5-05 Budget Committee Agenda_08-25-21
IVB5-06 Budget Committee Agenda_09-23-20
IVB5-07 SPC-BC Joint Meeting Agenda_04-28-21
IVB5-08 Academic Senate Meeting Agenda_10-18-18
IVB5-09 Regular Board Meeting Agenda_04-08-19
IVB6-01 AV Press News Coverage of Aerospace Program
IVB6-02 AeroTech News Coverage of Fox Field Grand Opening
IVB6-03 News Coverage of PBS Segment
IVB6-04 State of the College Presentation_December 2021
IVB6-05 State of the College Invite_08-05-22

IVB6-06 AVC Accomplishments
IVB6-07 Virtual Town Hall Email_10-31-22
IVB6-08 Coffee Chat Invitation_11-04-22
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IVB6-10 Campus Updates - Fall Semester Welcome_08-14-22
IVB6-11 Get Out to Vote Email_11-07-22
IVB6-12 Independence Day Email_07-05-22
IVB6-13 Caring Campus Email_08-31-22
IVB6-14 Campus Updates - Opening Day Recap_08-15-22
IVB6-15 You Got Caught Doing Something Good Email_11-15-22
IVB6-16 2022-2023 President's Goals
IVB6-16 Fall 2022 Week 9 Board Update
IVB6-17 Fall 2022 Week 10 Board Update
IVB6-18 Fall 2022 Week 14 Board Update

C. Governing Board

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)

Evidence of Meeting the Standard

Antelope Valley College has a governing board that has authority over and responsibilities for policies ensuring the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The responsibilities of the Board of Trustees are outlined in BP 2200 (IVC1-01), Board Duties and Responsibilities, stating its commitment to "establish policies that define institutional mission and set prudent, ethical, and legal standards for college operations", "monitor institutional performance and educational quality", and "assure fiscal health and stability."

Through adherence board policies and the corresponding administrative procedures, the Board of Trustees directs the President and the campus community to accomplish the district's work in student learning programs, academic and student services, and fiscal stability.

Academic Quality and Effectiveness of Learning Programs

- BP 2200 Board Duties and Responsibilities (IVC1-01)
- BP 3250 Institutional Planning (IVC1-02)
- BP 4020 Program and Curriculum Development (IVC1-03)
- AP 4022 Course Approval (IVC1-04)

- BP 4025 Philosophy and Criteria for Associate Degree and General Education (IVC1-05)
- BP 4100 Graduation Requirements for Degrees and Certificates (IVC1-06)
- BP 4220 Standards of Scholarship (IVC1-07)

Academic Support and Student Services

- BP 4040 Library and Instructional Services (IVC1-08)
- AP 4042 Learning Support Services (IVC1-09)
- BP 5110 Counseling (IVC1-10)
- BP 5120 Transfer Center (IVC1-11)
- BP 5140 Disabled Student Programs and Services (IVC1-12)
- BP 5150 Extended Opportunity Programs and Services (IVC1-13)
- BP 5300 Student Equity (IVC1-14)

Fiscal Stability

- BP 6200 Budget Preparation (IVC1-15)
- BP 6250 Budget Management (IVC1-16)
- BP 6300 Financial Management (IVC1-17)
- BP 6307 Debt Issuance and Management (IVC1-18)
- BP 6400 Audits (IVC1-19)
- AVC Audit Plan 2020-2021 (IVC1-20)
- AVC Audit Process (IVC1-21)

Analysis and Evaluation

The AVC Board of Trustees has worked to meet the requirements and expectations of this accreditation standard by upholding and observing the current board policies.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The policies and procedures that help define and guide how the Board acts as a collective entity include:

- BP 2230 Quorum and Voting (IVC2-01)
- BP 2510 Participation in Local Decision Making (IVC2-02)
- BP 2720 Communication Among Board Members (IVC2-03)
- AP 2510 Participation in Local Decision Making (IVC2-04)

Analysis and Evaluation

BP 2230 outlines actions that require a 2/3 majority vote as well as actions that require a unanimous vote. The Board drafted a resolution (IVC2-05) ordering for an election that led to the bond measure that Antelope Valley voters eventually passed leading to funds that went to the construction of several new buildings that has led to the expansion of student services and new learning facilities. The standard states that "once the board reaches a decision, all board members act in support of the decision". Ideally, this is always something that governing boards would strive for but sometimes this just does not happen. For instance, at the September 2021 (IVC2-06) board meeting, one board member voted against an approval to enter into negotiations with a consultant service that was hired to execute the search for a new Superintendent. While the board member voted against the motion, he stated that he did so because he felt that the college needed to "think outside the box in the selection process". This illustrates the importance of the *spirit* of the Standard-while it is important that the Board of Trustees acts as a singular entity, it also is composed of individuals who have the opportunity to voice their opinion and make those opinions known.

Identified opportunity for improvement
There is an opportunity here to perhaps revise the policies to overtly state that the Board is composed of individuals who are free to opine on certain matters *as long as* it does not cause an issue in moving things forward when needed. Fortunately, the board has demonstrated this time and again at several meetings.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard
Selecting the CEO
In the fall of 2021, the retirement of the college's CEO was announced. Consequently, the governing board began its search process as delineated in BP/AP 2431 for the next college CEO/president in spring of 2022 and subsequent selection of the current CEO to begin on July 1, 2022. Pursuant to procedure, a consulting firm was hired to "coordinate the search process," the committee was formed "[consisting] of at least one member from each campus constituent group", search committee co-chairs were designated, and the following tasks were completed: "developing a job announcement, timeline, and recruitment process, and the scheduling of search committee meetings, interviews, and candidate open forums'' (AP 2431 (IVC3-01)).

The policies and procedures that define the selection and succession of the CEO are:

- AP 2431 Superintendent/President Selection (IVC3-01)
- AP 7120 Recruitment and Hiring (IVC3-02)
- BP 2431 Superintendent/President Selection (IVC3-03)
- BP 2432 Superintendent/President Succession (IVC3-04)

Evaluating the CEO:
The Board of Trustees and the Superintendent/President/CEO meets "annually by June 30th, to establish the Superintendent/President's performance goals and objectives for the academic

year. These performance goals and objectives shall be reduced to writing and shall be based on the duties and responsibilities set forth in statute, board policy, and the employment contract and any other criteria identified by the Board of Trustees. These performance goals and objectives shall be the basis for evaluation of the Superintendent/President as provided in this section" (AP 2435 (IVC3-05)).

In addition to the CEO's self-assessment report that outlined the above items to evaluate the superintendent, the board has also employed a survey, Board Evaluation of CEO Survey Tool (IVC3-07), to gather wider perspective and insights. In particular, in 2016-2017, a field of 51 survey participants, representatives of campus constituency groups (Executive Council, Confidential Management and Supervisors, Deans, Union and Senate President, Executive Administrative Assistants, and others) had the opportunity to evaluate the CEO's job performance with a survey.

The survey focused on the areas of Leadership, Communication and Coordination, Organization and Management, Professional Qualities, Greatest Strengths, and Areas of Improvement. The first question asked the respondent to identify his or her position on campus. Questions 2-5 employed a Likert scale to assess specific aspects of Questions six and seven were open ended questions in which the respondents could fill in their answers. The results were shared with the Board and CEO as part of the evaluation process.

Pursuant to AP 2435, "The Board of Trustees shall annually devote a portion of at least one (1) meeting during the month of June, unless a different time is mutually agreed to by the parties to this Agreement, to a discussion and evaluation of the performance and working relationships between the Superintendent/President and the Board of Trustees," (AP 2435 (IVC3-05)).
The prior CEO was evaluated by the Board in closed session reflected in the published agendas and minutes on the following dates: May 9, 2016, May 8, 2017, May 14, 2018, May 13, 2019, May 11, 2020 and June 12, 2021 (IVC3-08, IVC3-09, IVC3-10, IVC3-11, IVC3-12, IVC3-13).

The policies and procedures that define the evaluation of the CEO are:
AP 2435 Evaluation of Superintendent/President (IVC3-05)
BP 2435 Evaluation of Superintendent/President (IVC3-06)

Analysis and Evaluation
The Board of Trustees has met this accreditation standard by adherence to the established board policies and procedures for the selection, succession, and evaluation of the college's CEO.

Identified opportunities for improvement
The Board of Trustees may deepen its evaluation of the CEO/Superintendent by utilizing more regular, annual, and wide-spread access to surveys and other means of gathering feedback from the college community.

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)**

Evidence of Meeting the Standard
One of the salient parts of this standard is that the governing board is an independent body that protects the institution from "undue influence". In many instances throughout at least 2021, action items regarding health care related items were presented to the Board for approval.

The policies and procedures that help define how the Board defends the institution and protects it from undue influence are:

- AP 3050 Institutional Code of Ethics (IVC4-01)
- BP 2710 Conflict of Interest (IVC4-02)
- AP 2712 Conflict of Interest Code (IVC4-03)
- BP 2715 Board Code of Ethics/Standards of Practice (IVC4-04)
- BP 2716 Board Political Activity (IVC4-05)

During the Board meetings in June (IVC4-06), November (IVC4-07), and December (IVC4-08) of 2021, one of the Board members also served as the second vice chair of the Antelope Valley Healthcare District. BP 2710 (IVC4-02) and BP 2715 (IVC4-04), help describe a code of conduct which Board members should abide by. During these meetings, the Board member abstained from voting to approve any action items dealing with health care related issues/subject matters.

Analysis and Evaluation
The Board of Trustees has met this accreditation standard by adhering to established board policies and procedures regarding conflict of interest, institutional code of ethics, Board political activity, and participation in local decision making.

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.**

Evidence of Meeting the Standard
There are several instances where the Board of Trustees took action to ensure the financial integrity of the institution and made decisions that dealt with educational quality. The policies and procedures that help define how the Board establishes policies that ensure the financial integrity include:

- AP 6200 Budget Preparation (IVC5-01)

- AP 6250 Budget Management (IVC5-02)
- AP 6300 Fiscal Management (IVC5-03)
- AP 6310 Accounting (IVC5-04)
- BP 6200 Budget Preparation (IVC5-05)
- BP 6250 Budget Management (IVC5-06)
- BP 6300 Fiscal Management (IVC5-07)
- BP 6740 Citizens' Bond Oversight Committee (IVC5-08)

The policies and procedures that help define how the Board establishes policies that ensure the educational quality include:

- BP 1200 District Mission (IVC5-09)
- BP 2200 Board Duties and Responsibilities (IVC5-10)
- BP 2510 Participation in Local Decision Making (IVC5-11)
- BP 4020 Program, Curriculum, and Course Development (IVC5-12)
- BP 4025 Philosophy and Criteria for Associate Degree and General Education (IVC5-13)
- BP 4030 Academic Freedom (IVC5-14)

Together, these policies and procedures ensure that there are services and resources available to ensure the quality, integrity, and improvement of student learning programs.

During the Board meetings in June, July, September, and November of 2021 (IVC5-15, IVC5-16, IVC5-17, IVC5-18), the Board scrutinized and approved:

- Measure AV Citizens' Oversight Annual Report
- Presentation of the 2020-2021 Budget
- Presentation of the 2021-2022 Adopted Budget
- Bookstore budget
- Bookstore balance sheet

The Board also displayed their commitment to educational quality by:

- Approving a resolution declaring a commitment to diversity
- Approving a resolution affirming AVC commitment to DEI
- Reviewing and commenting on a presentation regarding the institution's 5-year system wide goals

Analysis and Evaluation
The Board of Trustees has met this accreditation standard by adhering to established board policies and procedures regarding educational quality, legal matters, and financial integrity and stability.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard
The institution meets this standard by providing public access to the governing board's current structure, duties, and operating procedures. Additionally, agendas and minutes from all Board meetings from June 2009 to the present via the college's website using BoardDocs are available for public review. Additionally, the college provides access to archived documentation prior to the June 2009 date.

The Board of Trustees specifies the provisions of the board's size, duties, responsibilities, structure and operating processes:

Size and Structure:

- BP 2010 Board Membership (IVC6-01)
- BP 2015 Student Trustee (IVC6-02)
- BP 2210 Officers (IVC6-03)
- BP 2220 Committees of the Board (IVC6-04)

Duties and Responsibilities:

- BP 2200 Board Duties and Responsibilities (IVC6-05)

Operating Procedures:

- BP 2310 Regular Meetings of the Board (IVC6-06)
- BP 2315 Closed Sessions (IVC6-07)
- BP 2320 Special and Emergency Meetings (IVC6-08)
- BP 2330 Quorum and Voting (IVC6-09)
- BP 2340 Agendas (IVC6-10)
- BP 2410 Board Policies and Administrative Procedures (IVC6-11)
- AP 2410 Board Policies and Administrative Procedures (IVC6-12)
- AVC BP & AP Approval Process Flowchart (IVC6-13)

Analysis and Evaluation
The institution meets this standard by providing public access to the governing board's current policies and procedures, agendas and minutes in accordance with state and accrediting body's standards.

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.

Evidence of Meeting the Standard
There are several Board and Administrative policies that keep the Board of Trustees from operating outside of what is deemed to be proper conduct and in a manner consistent with its own policies and bylaws.

- BP 2200 Board Duties and Responsibilities (IVC7-01)
- BP 2205 Internal Audit (IVC7-02)
- BP 2410 Board Policies and Administrative Procedures (IVC7-03)
- BP 2715 Board Code of Ethics/Standards of Practices (IVC7-04)
- BP 2745 Board Self-Evaluation (IVC7-05)
- AP 2205 Internal Audit (IVC7-06)
- AP 2410 Board Policies and Administrative Procedures (IVC7-07)
- AP 2710 Conflict of Interest (IVC7-08)
- AP 2712 Conflict of Interest Code (IVC7-09)

Analysis and Evaluation
During the Board meetings in April and May of 2021 (IVC7-10, IVC7-11), audit findings were approved as well as independent financial auditors were approved to examine the finances of the college. Having independent auditors review the finances/ongoings of the college allows for the Board to remain impartial to any potential problems that could be found. The Board and Administrative policies that exist keep the Board in "check" if you will. These policies make it so that the Board of Trustees cannot do *anything* they want without some level of scrutiny.

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.

Evidence of Meeting the Standard
All of the policies and procedures that pertain to this standard focus on one thing- finding ways to improve upon the services and programs that are provided to the students at Antelope Valley College. The Board and Administrative policies listed below are written in such a way that allow for the expansion of such programs.

Aside from the policies that define this standard, Antelope Valley College has demonstrated its commitment to the student body by committing to and building a 35,466 square-foot building that currently supports programs including but not limited to electronics, avionics, welding, and the highly successful Aircraft Fabrication and Assembly program. Students graduating from this program are provided with the skills necessary to gain entry into jobs related to the aerospace industry.

The policies and procedures that help define how the Board views what is needed for student success:

- BP 1200 District Mission (IVC8-01)
- BP 4020 Program, Curriculum, and Course Development (IVC8-02)
- BP 4025 Philosophy and Criteria for Associate Degree and General Education (IVC8-03)
- BP 5050 Student Success and Support Program (IVC8-04)

- BP 5150 Extended Opportunity Programs and Services (IVC8-05)
- AP 5050 Student Success and Support Program (IVC8-06)
- AP 5150 Extended Opportunity Programs and Services (IVC8-07)

Analysis and Evaluation
During the June 2022 Board meeting (IVC8-10), there were at least two instances showing that the Board constantly reviews, and when needed, will take action in regards to policies and programs dealing with course listings, student success and opportunities for students. During this meeting, there was an approval of the Academic Policies and Procedures Committee's Recommendations of Course Listings as well as the approval of a lease agreement with Noah's Arc Foundation and the Antelope Valley Community College District for four greenhouses that would give the opportunity to expand the undergraduate research opportunities that are currently offered to the students.

The Antelope Valley Press ran a story (IVC8-09) in May of 2022 that featured the, then brand new, Discovery Lab which supports the aforementioned programs. Overall, the campus has seen quite a bit of renovation, with the building of the Discovery Lab, Sage Hall, and the current construction of the brand-new Student Services building. All of these new buildings will provide the student body with a diverse amount of support and services that the previous buildings that housed these programs could not provide. The Board and Administrative policies highlight what Antelope Valley College does well and provide ways to improve upon and build programs and opportunities for student success. There are numerous programs available and decisions that the Board makes that lead to opportunities that are not normally made available to community college students.

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.

Evidence of Meeting the Standard
Training:
The AVC Board of Trustees strives to fulfill the requirement, outlined in BP 2740 (IVC9-01), to "engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education" by committing to "ongoing development as a board and to a trustee education program that includes new trustee orientation."

Continuing Board members are able to access professional development opportunities through conference attendance and other training to provide Board members with current information necessary to fulfill their responsibilities. Additional training and assessment also occurs annually per BP 2745 (IVC9-05), Board-Self-evaluation. This allows the board to discuss "strengths and weaknesses of board operation" and most importantly, "formulate ways from improving board operation." The district maintains membership with the Community College League of

California (CCLC). Board trustee training and ongoing education are ensured through attendance and participation in the following CCLC opportunities and local events:

- New Trustee Training (IVC9-08)
- Excellence in Trustee Program (IVC9-06)
- Community College League of California Leadership Development annual training, conferences, webinars and workshops (IVC9-07)
- Annual Board of Trustee Retreat (IVC9-10)

Additionally, to support ongoing trustee education and training efforts, the Board has reference to a wide variety of publications from the Community College League of California (IVC9-09). Most applicable to this standard are: Appointing a New Trustee to the Board (IVC9-11), Trustee and Board Education (IVC9-01), Trustee Handbook, Trusteeship – Tasks, Knowledge and Skills, Student Trusteeship (IVC9-13).

Board members also belong to professional organizations and in other local organizations which provide additional occasions for qualified development. Among these include Association of California School Administrators, Antelope Valley School Board Association, and the LA County School Trustee Association.

Staggered terms of Office:
BP 2100, Board Elections (IVC9-02), outlines how the district provides for continuity of board membership and staggered terms of office. Each office holds a term of four years that begins "on the day of the regular Board meeting in December following the election. Elections shall be held every two years, in even numbered years." These terms are staggered ", as nearly as practical, one-half of the trustees shall be elected at each trustee election." Additionally, BP 2105 Student Trustee (IVC9-03), outlines the process for the selection of the 1 year term, non-voting student member. As required, BP 2110, Vacancies on the Board (IVC9-04), provides a process that allows for any vacancies on the Board to be appointed in a timely manner.

Analysis and Evaluation
The Board of Trustees meets the guidelines of this standard. The Board has a current training program for Board development, including new member orientation. It also has a mechanism for providing for continuity of Board membership and staggered terms of office.

Identified opportunities for improvement
As the Board undergoes its annual evaluation BP 2745 (IVC9-05), it may seek additional training and counsel on matters that arise in seeking to improve board operation and trustee education. Additionally, while new Board members have participated and engaged in more formal training, the Board as a whole could better meet the requirements in BP 2740 (IVC9-01) in wider participation and/or attendance.

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 institutional 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.

Evidence of Meeting the Standard

The district has policies that serve as a mechanism to evaluate the Board as elected officials and to assess and review their responsibilities and duties. In particular, BP 2200 (IVC10-01) states that the Board is entrusted to:

- Represent the public interest
- Establish policies that define institutional mission and set prudent, ethical, and legal standards of college operations
- Hire and evaluate the Superintendent/President
- Delegate power and authority to the chief executive to effectively lead the district
- Assure fiscal health and stability
- Monitor institutional performance and educational quality
- Advocate and protect the District

The policies and procedures that help define how the Board holds itself to a high level of performance are:

- BP 2200 Board Duties and Responsibilities (IVC10-01)
- BP 2740 Board Education (IVC10-02)
- BP 2745 Board Self-Evaluation (IVC10-03)

The most recent review of BP 2200, items 13.10 and 13.11 of the Consent Agenda, occurred during the September 13, 2021 Board of Trustees Meeting (IVC10-04).

Analysis and Evaluation

The Board of Trustees has met this accreditation standard by adhering to established board policies and procedures regarding Board Duties and Responsibilities, Board Education, and Board Self Evaluation.

Identified Opportunities for Improvement

The Board has the opportunity here to review their self-evaluation process to make it both meaningful and transparent. Perhaps by finding a way to incorporate input from the institution's constituent groups (similar to the peer evaluation process for faculty), it would give the Board a way to write meaningful self-evaluations that are not meant to be critical but instead constructive. Likewise, the Board has the opportunity to share its findings and observations of itself as a collective body.

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)

Evidence of Meeting the Standard

BP 2715 (IVC11-01) sets for the clear expectation that "[t]he Board of Trustees maintains high standards of ethical conduct for its members." Included in the policy are nine responsibilities that contribute to meeting and applying standards of practice. Among the nine commitments are:

- Act in the best interest of the community.
- Ensure public input to board deliberations and open, public meetings.
- Prevent conflicts of interest.
- Exercise authority only as a collective board.
- Use appropriate channels of communication.
- Respect others with civility.
- Seek to be informed about the district, educational matters, and the duties of the trusteeship.
- Devote needed time to board work.
- Maintain confidentiality.

There is an established process should/if a trustee has violated the approved policy and accompanying process. The Board of Trustees strives to fulfill these responsibilities to demonstrate compliance with the state's California Code of Regulations and Government Code outlined in AP 2712 (IVC11-02)

Additionally, the district has also adopted a clear policy and process for Conflict of Interest, BP 2710 (IVC11-03) and AP 2710 (IVC11-04). The district works to ensure that there are no conflicting economic, financial and/or remote interests, and inconsistent or incompatible activities that would result in any conflict of interest. Furthermore, the policy and procedure also provide strict guidelines for addressing any related issue, reception of gifts by any trustee, representation in an elected office, contracts supported by federal funds, and the regular review of the Conflict of Interest Policy.

Pursuant to BP 2710, One Board of Trustee recused himself from votes regarding any matter that might be "incompatible with, in conflict with on inimical to his/her duties as an officer of the district" due to his involvement with the Antelope Valley Healthcare District Board of Directors. In removing himself from both the action and discussion of certain matters, Trustee Rivas illustrated awareness of the guidelines for financial interest in AP 2710 that states, "The affected board member shall not vote or debate on the matter or attempt to influence any other member of the Board of Trustees to enter into the contract". The following occasions demonstrate the trustee's adherence to the stated policies and procedures governing any matters of conflicts of interest. In each instance, Trustee Rivas disclosed "his/her interest during the board meeting" with the requisite "disclosure noted in the official board minutes."

- January 11, 2021 Board Meeting (IVC11-05); 13.3 Approval of AVORS Medical Group Contract for Student Athlete Physicals and Sideline Coverage.
- August 9, 2021 Board Meeting (IVC11-06); 13.3 Approval of School Affiliation Agreement between Antelope Valley College and High Desert Medical Group from July 1, 2021 through June 30, 2022.
- June 14, 2021 Board Meeting (IVC11-07); 14.10 Approval of Increase and Cost of Student Health Services through TimelyMD.
- April 11, 2022 Board Meeting (IVC11-08); 13.16 Approval of Memorandum of Understanding between Bart-Altadonna Community Health Center and Antelope Valley College to collaborate in assisting with Medical and Mental Needs

Analysis and Evaluation
The Antelope Valley College Board of Trustees follows the established policies and procedures in relation to a determined code of ethics, conflict of interest matters, and "the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution."

Identified opportunities for improvement
Improvement of Board Policy and Administrative Processes References.

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.

Evidence of Meeting the Standard
The governing board, empowered by California Education Code 70902 (d) (IVC12-01), may delegate designated powers to the CEO/superintendent as warranted. BP 2430, Delegation of Authority to the Superintendent/President (IVC12-02), clearly states that the Board of Trustees "delegates to the Superintendent/President the executive responsibility" to:

- Administer adopted board policies
- Execute board decisions requiring administrative action
- Reasonably interpret board policy
- Act "where there is no board policy" and to report such action(s) to the board
- Act "as the professional advisor" in policy development

AP 2430, Delegation of Authority to the Superintendent (IVC12-03), includes a provision that allows the CEO to act proactively and decisively in times of emergency or disaster. He or she may "act in accordance with the gravity of the situation and circumstances created by such an emergency, assemble an emergency action team, and submit a report of action taken to the Board of Trustees."

Examples of circumstances of when the Superintendent/President might act independent, with full authority, and free of the Board's interference are as follows:

- BP 7210, Academic Employees (IVC12-04), in regards to the employment of temporary faculty, states, "The District may employ temporary faculty from time to time as required by the interests of the District. Temporary faculty may be employed full time or part time. The Board delegates authority to the Superintendent/President to determine the extent of the District's needs for temporary faculty. "
- The annual superintendent's organizational report that outlines appropriate contexts in which the governing board will delegate such authority. Such instances might include signatory powers, contract approval, travel authorization, attention to fiscal matters, to act as an official representative of the district and/or the governing board, and provide required documentation and certification to government entities (Organizational Report, December 10, 2021, (IVC12-05)).

Analysis and Evaluation
The Board empowers the CEO to implement and administer policies through delegated authority.

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.

Evidence of Meeting the Standard
The governing body is guided by the following to ensure the integrity of the accreditation process. BP 3200 (IVC13-01), Accreditation, provides clear expectations and requirements of the Superintendent/President to ensure district compliance with process and standards of the ACCJC, inform the Board of Trustees of the status, summary, and any "actions taken in response to recommendations in an accreditation report." Additionally, AP 3200, Accreditation (IVC13-02), offers the organizational process, accreditation structure, documentation practice, and communication expectations. In particular, the AP invites the college president and, as appropriate, the faculty accreditation coordinator to provide presentations to update the Board of Trustees regarding the collaborative efforts and progress in the accreditation process.

Equally important, upon the completion and submission of the report, the Board reviews the findings and, if any, recommendations, offered by the visiting ACCJC team and then, as appropriate or needed, discusses the development and implementation of institutional goals.

Formed in 2021, the current Accreditation Committee reviews, gathers and describes the college's efforts in meeting or exceeding the accreditation standards set by the Accrediting

Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC), an institutional accrediting body recognized by the U.S. Department of Education. To assist in meeting the standard, the committee provides the Board of Trustees and the district with online access to the following:

- AVC Accreditation Handbook 2021 (IVC13-03)
- ACCJC Accreditation Standards (Adopted June 2014) (IVC13-04)
- Guide to Institutional Self-Evaluation, Improvement, and Peer Review (IVC13-05)
- AVC Institutional Self-Evaluation Report Timeline, 2021-2024 (IVC13-06)
- Accreditation Newsletter Vol.1 (September 2021) (IVC13-07)
- Accreditation Newsletter Vol.2 (January 2022) (IVC13-08)
- Accreditation Newsletter Vol.3 (April 2022) (IVC13-09)

Analysis and Evaluation

The governing board continues to monitor, review, and support the district's efforts in meeting the ACCJC accreditation standards and completing the accreditation process as part of the Accreditation Self-Study 2023. Current board policy and administrative policy require that members of the Board of Trustees are informed and updated on the progress and completion of the accreditation process. The superintendent/president works with the Accreditation Liaison Officer and Faculty Accreditation Coordinator to ensure that the district complies with this standard.

Conclusions on Standard IV.C: Governing Board

Governance roles are defined in college policies to facilitate decisions regarding student learning and support services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. These governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together to achieve the college mission.

Improvement Plan(s)

IVC2 There is an opportunity here to perhaps revise the policies to overtly state that the Board is composed of individuals who are free to opine on certain matters, *as long as* it does not cause an issue in moving things forward when needed. Fortunately, the board has demonstrated this time and again at several meetings.

IVC3 The Board of Trustees may deepen its evaluation of the CEO/Superintendent by utilizing more regular, annual, and wide-spread access to surveys and other means of gathering feedback from the college community.

IVC9 As the Board undergoes its annual evaluation BP 2745, it may seek additional training and counsel on matters that arise in seeking to improve board operation and trustee education.

Additionally, while new Board members have participated and engaged in more formal training, the Board as a whole could better meet the requirements in BP 2470 in wider participation and/or attendance.

IVC10 The Board has the opportunity here to review their self-evaluation process to make it both meaningful and transparent. Perhaps by finding a way to incorporate input from the institution's constituent groups (similar to the peer evaluation process for faculty), it would give the Board a way to write meaningful, thought-provoking self-evaluations that are not meant to be critical but instead constructive. Likewise, the Board has the opportunity to share its findings and observations of itself as a collective body.

IVC11 Improvement of Board Policy and Administrative Processes References.

Standard IVC Evidence List

IVC1-01 BP 2200 Board Duties and Responsibilities
IVC1-02 BP/AP 3250 Institutional Planning
IVC1-03 BP 4020 Program and Curriculum Development
IVC1-04 AP 4022 Course Approval
IVC1-05 BP 4025 Philosophy and Criteria for Associate degree and general education
IVC1-06 BP 4100 Graduation Requirements for Degrees and Certificates
IVC1-07 BP 4220 Standards of Scholarship
IVC1-08 BP 4040 Library
IVC1-09 AP 4042 Learning Support Services
IVC1-10 BP 5110 Counseling
IVC1-11 BP 5120 Transfer Center
IVC1-12 BP 5140 Disabled Student Programs and Services
IVC1-13 BP 5150 Extended Opportunity Programs and Services
IVC1-14 BP 5300 Student Equity
IVC1-15 BP 6200 Budget Preparation
IVC1-16 BP 6250 Budget Management
IVC1-17 BP 6300 Financial Management
IVC1-18 BP 6307 Debt Issuance and Management
IVC1-19 BP 6400 Audits
IVC1-20 AVC Audit Plan 2020-2021
IVC1-21 AVC Audit Process
IVC2-01 BP 2230 Quorum and Voting
IVC2-02 BP 2510 Participation in Local Decision Making
IVC2-03 BP 2720 Communication Among Board Members
IVC2-04 AP 2510 Participation in Local Decision Making
IVC2-05 Resolution Ordering Election
IVC2-06 AVC Board of Trustees Special Meeting Minutes September 2021
IVC3-01 AP 2431 Superintendent/President Selection
IVC3-02 AP 7120 Recruitment and Hiring

IVC3-03 BP 2431 Superintendent/President Selection
IVC3-04 BP 2432 Superintendent/President Succession
IVC3-05 AP 2435 Evaluation of the Superintendent/President
IVC3-06 BP 2435 Evaluation of the Superintendent/President
IVC3-07 Board Evaluation of CEO - President Survey
IVC3-08 AVC Board of Trustees Meeting Minutes May 2016
IVC3-09 AVC Board of Trustees Meeting Minutes May 2017
IVC3-10 AVC Board of Trustees Meeting Minutes May 2018
IVC3-11 AVC Board of Trustees Meeting Minutes May 2019
IVC3-12 AVC Board of Trustees Meeting Minutes May 2020
IVC3-13 AVC Board of Trustees Meeting Minutes June 2021
IVC4-01 AP 3050 Institutional Code of Ethics
IVC4-02 BP 2710 Conflict of Interest
IVC4-03 AP 2712 Conflict of Interest Code
IVC4-04 BP 2715 Board Code of Ethics/Standards of Practice
IVC4-05 BP 2716 Board Political Activity
IVC4-06 AVC Board of Trustees Meeting Minutes June 2021
IVC4-07 AVC Board of Trustees Meeting Minutes November 2021
IVC4-08 AVC Board of Trustees Meeting Minutes December 2021
IVC5-01 AP 6200 Budget Preparation
IVC5-02 AP 6250 Budget Management
IVC5-03 AP 6300 Fiscal Management
IVC5-04 AP 6310 Accounting
IVC5-05 BP 6200 Budget Preparation
IVC5-06 BP 6250 Budget Management
IVC5-07 BP 6300 Fiscal Management
IVC5-08 BP 6740 Citizens' Bond Oversight Committee
IVC5-09 BP 1200 District mission
IVC5-10 BP 2200 Board Duties and Responsibilities
IVC5-11 BP 2510 Participation in Local Decision Making
IVC5-12 BP 4020 Program, Curriculum, and Course Development
IVC5-13 BP 4025 Philosophy and Criteria for Associate Degree and General Education
IVC5-14 BP 4030 Academic Freedom
IVC5-15 AVC Board of Trustees Meeting Minutes June 2021
IVC5-16 AVC Board of Trustees Meeting Minutes July 2021
IVC5-17 AVC Board of Trustees Meeting Minutes September 2021
IVC5-18 AVC Board of Trustees Meeting Minutes November 2021
IVC6-01 BP 2010 Board Membership
IVC6-02 BP 2015 Student Trustee
IVC6-03 BP 2210 Officers
IVC6-04 BP 2220 Committees of the Board
IVC6-05 BP 2200 Board Duties and Responsibilities
IVC6-06 BP 2310 Regular Meetings of the Board
IVC6-07 BP 2315 Closed Sessions

IVC6-08 BP 2320 Special and Emergency Meetings
IVC6-09 BP 2330 Quorum and Voting
IVC6-10 BP 2340 Agendas
IVC6-11 BP 2410 Board Policies and Administrative Procedure
IVC6-12 AP 2410 Board Policies and Administrative Procedure
IVC6-13 AVC BP & AP Approval Process Flowchart IVC7-01 BP 2200 Board Duties and Responsibilities
IVC7-02 BP 2205 Internal Audit
IVC7-03 BP 2410 Board Policies and Administrative Procedures
IVC7-04 BP 2715 Board Code of Ethics/Standards of Practice
IVC7-05 BP 2745 Board Self-Evaluation
IVC7-06 AP 2205 Internal Audit
IVC7-07 AP 2410 Board Policies and Administrative Procedures
IVC7-08 AP 2710 Conflict of Interest
IVC7-09 AP 2712 Conflict of Interest Code
IVC7-10 AVC Board Meeting April 2021
IVC7-11 AVC Board Meeting May 2021
IVC8-01 BP 1200 District Mission
IVC8-02 BP 4020 Program, Curriculum, and Course Development
IVC8-03 BP 4025 Philosophy and Criteria for Associate Degree and General Education
IVC8-04 BP 5050 Student Success and Support Program
IVC8-05 BP 5150 Extended Opportunity Programs and Services
IVC8-06 AP 5050 Student Success and Support Program
IVC8-07 AP 5150 Extended Opportunity Programs and Services
IVC8-08 AVC Board Meeting November 2021
IVC8-09 AVC Press Discovery
IVC8-10 AVC Board Meeting June 2022
IVC9-01 BP 2740 Board Education
IVC9-02 BP 2100 Board Elections
IVC9-03 BP 2105 Election of Student Trustee
IVC9-04 BP 2110 Vacancies on the Board
IVC9-05 BP 2745 Board Self Evaluation
IVC9-06 CCLC New Trustee Training
IVC9-07 CCLC Excellence in Trusteeship Program
IVC9-08 CCLC Annual Leadership Development
IVC9-09 CCLC Publications, Guidelines, and Handbooks
IVC9-10 CCLC Annual Trustees Conference
IVC9-11 CCLC Appointing a New Trustee to the Board
IVC9-12 CCLC Trustee and Board Education
IVC9-13 CCLC Student Trustee
IVC10-01 BP 2200 Board Duties and Responsibilities
IVC10-02 BP 2740 Board Education
IVC10-03 BP 2745 Board Self-Evaluation
IVC10-04 AVC Board of Trustees Meeting Minutes September 2021

IVC11-01 BP 2715 Code of Ethics/Standards of Practice
IVC11-02 AP 2712 Code of Interest Code
IVC11-03 BP 2710 Conflict of Interest
IVC11-04 AP 2710 Conflicts of Interest
IVC11-05 AVC Board of Trustees Meeting Minutes January 2021
IVC11-06 AVC Board of Trustees Meeting Minutes August 2021
IVC11-07 AVC Board of Trustees Meeting Minutes June 2021
IVC11-08 AVC Board of Trustees Meeting Minutes April 2022
IVC12-01 California Education Code 70902 (d)
IVC12-02 BP 2430 Delegation of Authority to the Superintendent/President
IVC12-03 AP 2430, Delegation of Authority to the Superintendent
IVC12-04 BP 7210 Academic Employees
IVC12-05 Office of the Superintendent Organizational Report
IVC13-01 BP 3200 Accreditation
IVC13-02 AP 3200 Accreditation
IVC13-03 AVC Accreditation Handbook 2021
IVC13-04 ACCJC Accreditation Standards
IVC13-05 Guide to Institutional Self-Evaluation, Improvement, and Peer Review
IVC13-06 AVC Institutional Self-Evaluation Report Timeline, 2021-2024
IVC13-07 Accreditation Newsletter Vol. 1 (September 2021)
IVC13-08 Accreditation Newsletter Vol. 2 (January 2022)
IVC13-09 Accreditation Newsletter Vol. 3 (April 2022)

D. Multi-College Districts or Systems

This Standard does not apply to Antelope Valley College.

H. Quality Focus Essay

QFE 1: Maximizing on the Potential of eLumen
QFE 1 Development Team: Dr. Morenike Adebayo-Ige (Lead) with Dr. Svetlana Deplazes, Stacey Adams, Kathy Mitchell, Dr. Scott Lee, Gary Heaton-Smith & eLumen Representatives

Introduction and Rationale
Antelope Valley College is committed to providing quality and transformative education to its diverse student population while also serving its community. In the quest to fulfill this mission and goals for student success and achievement, AVC moved from WEAVE Online, a cloud-based software designed to enable higher education to store assessment outcomes, which we believed was outdated at the time to satisfy our needs. After actively reviewing the available software options in 2016, AVC's Outcomes Committee chose the eLumen platform because of its promising features to meet our outcomes assessment needs, such as trends and data disaggregation. In addition to the learning outcome assessment options, the administration decided to replace CurricUNET software with eLumen's Curriculum package in the effort of better workflow streamlining in 2017.

eLumen integrates curriculum and assessment in one platform to enable continuous improvement while engaging faculty to monitor students' progress and achievement per semester. Unlike WEAVE, eLumen can capture student-level data and report learning outcomes at the course, program, or institutional levels. However, for several reasons, such as not having training customized to AVC's needs, implementation issues, and frequent changes being made to the software by the company, the college has not been able to attain the fullness of eLumen's capabilities.

This QFE proposes a collective effort to re-evaluate how eLumen can be further utilized among all stakeholders for its full potential to capture student success in achieving learning outcomes, in addition to aiding their reviews at the course, program, and institutional levels. The goal is also to further broader dialog about assessment results, connect the outcomes analysis and course improvement plans to the program review process, and create a system (dashboards) for sharing and reporting the data by combining all sources.

Outcomes Assessment

eLumen contains a comprehensive assessment system. Although the district is still navigating the complexities of the software, current levels of training have permitted deeper integration. So far, the following processes have been implemented:

1. All courses are required to have Student Learning Outcomes (SLOs) through the Curriculum process and all SLOs are built into Assessments in eLumen.

2. Assessment data is collected at the end of each term and is available to Department Chairs for data analysis, which is used in Program Review.

3. An Action Plan Reflection Tool is used to gather qualitative data. This information is available to Department Chairs for use in Course Improvement Plans (CIPs) and Program Review (2022).

4. The Curriculum Map is complete; updates are required through the Curriculum process.

A round of training during the re-boarding completed in the summer of 2022 helped with creating a plan to utilize various sources of information to customize it to our specific needs/processes. The assessment part of eLumen is set to fulfill the district's assessment needs. More comprehensive faculty and department chairs training will be available in fall 2022. The changes will be made to the user manuals and current system based on their input as end-users.

However, an improvement can be made by adding Attainment Levels to the Curriculum Map. This would allow for intensive curriculum map audits that can illuminate gaps and imbalances in breadth and depth within programs.

Outcomes Project

Faculty integrated data analysis occurs at a course and program level, but Institution Learning Outcomes (ILOs) analysis is generally siloed from faculty. A need exists to evaluate ILO performance through mapped SLO performance and secondary assessment, analyze this data with holistic input (including faculty), and create recommendations for the two areas that most impact student learning: Student Services and Academic Affairs. This project outlines as follows:

1. At Opening Day 2023 (and subsequent opening days), a group of faculty gathers for a session in which the ILO (and any collected secondary assessment data) is examined and workshopped for possible solutions in pedagogical technique, curriculum change, and resource allocation.

2. In fall 2023 (and subsequent falls), the Outcomes Committee (OC) collaborates with relevant stakeholders to create formal recommendations. These recommendations are made to the two stakeholders who have the most influence on student success: Student Affairs and Academic Affairs.

Program Review Committee (PRC)

To make a better connection between the Program Review process and Outcomes Assessments, the Program Review Committee (PRC) plans to use eLumen for Course Improvement Plans (CIPs), starting in fall 2022. Before eLumen, the PRC and OC did not have a formal repository system in place to store the plans of individual departments. After working with various eLumen customer success managers and evaluating the advantages and disadvantages of various options within the eLumen platform, PRC chose to utilize eLumen's Strategic Initiative Template feature to create CIPs that would allow users to 1) generate the data and 2) store the analyses of the data and course improvement plans. Based on the success of implementing CIPs in eLumen, in spring 2023, the PRC will consider moving annual Program Review reports into eLumen starting in fall 2024.

Another purpose of moving these processes into eLumen is to create and leverage the connection from Learning Outcomes Data and CIPs, into longer-term planning and resource allocation in the Program Review process, and later in the Strategic Planning & Budgeting processes. The goal is to create a process of continuous improvement focused on student success as seen in the following flowchart:

Academic Policies & Procedures (AP&P)

Besides changes in staffing and software within eLumen, its implementation at AVC was slow because we were moving from two different software programs to one integrated program. As we were moving from WEAVE for the outcome's assessment, we were also migrating from CurricUNET for curriculum. Since this decision was made without consultation with the Academic Policies & Procedures (AP&P) committee, this complicated the transition. A lot of work was required on the backend to transfer information. In addition, the changes that happened on campus delayed the implementation further. The faculty co-chair of AP&P (Curriculum Committee) stepped down in 2019, and a new person took the position; at the same time, the Curriculum Specialist job was also filled with a new person. With both the Faculty Co-Chair and the Curriculum Specialist new to their respective positions, the decision was made to postpone the transfer to a new curriculum software for one year while the two were learning their positions. In the spring of 2020, in-house training for eLumen began with the AP&P, and full implementation was in effect by the end of the semester. Unfortunately, COVID-19 hit in the spring of 2020, and suddenly, AP&P committee members were expected to review all courses to approve them for Distance Education (DE). AVC's AP&P successfully worked with eLumen while helping faculty to submit DE course revisions, but it was not easy.

By the spring of 2021, a request was made to have training provided by eLumen for campus constituencies, including training for assessment and curriculum areas. However, this request was not approved until late in the fall 2021 semester. eLumen training for the AP&P committee and curriculum specialists began in January 2022. This training was extremely helpful in clearing up misunderstandings held by staff about the functioning of eLumen.

New Committee Structures & Processes

In order to integrate assessments more effectively in curriculum development, AP&P worked with the OC to change the membership of the curriculum committee in 2020. AP&P now has Outcomes representatives as part of its membership; these representatives closely review new courses and approve revisions of course and program outcomes as part of the curriculum process. By integrating the outcomes as part of the AP&P, we have addressed the issue of separation and bridged the gap between assessment and curriculum.

Additionally, the AP&P committee recognized problems in reviewing new and revised programs and worked with eLumen to better integrate counseling faculty in the process. The goal is to require faculty developing programs to engage with counselors earlier in the process so that problems or issues can be addressed sooner. This also required changes to the eLumen workflows for programs, adding counselor feedback to the early stages of the process.

Starting in fall 2022, AP&P will require the use of Outcomes Mapping within eLumen for new and revised courses. This allows connecting the outcomes of courses to Program and Institutional Learning Outcomes and creates better opportunities for outcomes data collection and analysis. This feature was available but, at the request of the OC, AP&P activated it in eLumen and will now require it for new and revised courses and programs.

Project Action Plan

Objective	Activities	Timeline	Responsible Parties
1. Create Program Review Template for Instructional Units in eLumen	• Create a space to add Goals, Objectives, Actions, and Resource Requests in eLumen • Align Goals with the Mission and Educational Service Plan (ESP) Goals	2023-2024	PRC, IERP
2. Create Program Review Template for Non-Instructional Units in eLumen	• Create a space to add Goals, Objectives, Actions, and Resource Requests in eLumen • Align Goals with the Mission and ESP Goals	2023-2024	PRC, IERP
3. Clean up and Identify Roles in eLumen	• Streamline roles and workflow for increased efficiency of eLumen	2022-2024	AP&P, AA, PRC, IERP
4. Create Annual Division/Department/Area/Unit Plans Templates in eLumen for Strategic Planning	• Create a space to add units' Mission, Goals, Priorities, Actions Plans in eLumen • Add Operational Learning Outcomes for Non-academic areas/ Categorical programs • Add AVC Mission and ESP Goals in eLumen	2022-2023	PRC, IERP, SS, OC

5. Connect SLOs to PLOs and ILOs at the Course Outcomes of Records (COR) level for improved data collection and analysis	• Implement Outcomes Mapping within eLumen for new and revised courses. • Add Attainment Levels to the curriculum map to increase the quality of mapped data.	2022-2023	AP&P, OC
6. Streamline SLO reporting to increase visibility of the outcome assessment results	• Work with eLumen to obtain our raw data to report back on the outcomes assessment status and achievement to the constituent groups	2023-2024	OC, IERP
7. Evaluate and improve ILO assessment	• AVC forms a task force to review the existing methods of ILOs assessment via mapped SLOs and indirect assessment. • The OC collaborates with relevant stakeholders and makes recommendations to the Academic Affairs and Student services that may include direct and indirect assessment instruments, pedagogical techniques (implemented through Faculty Professional Development), curriculum changes (implemented through Academic Policies and Procedures), or resource allocation (implemented through various committees) to improve the process.	2023-2025	OC, IERP, FPD

Recommendation

- One of the significant challenges AVC eLumen users face is the constant training rates and the frequent change of trainers. This makes it challenging to learn, use, and build consistency with the software. As a result, eLumen is not catering to the unique needs of AVC and its students. Therefore, the College should re-examine the position of the eLumen data stewards and consider having a Full-Time employee dedicated to this role.

This person would constantly train with the eLumen company, and, in turn, have the responsibility of not only training AVC faculty, but also customizing the system to meet AVC's needs.

QFE 2: Empowering a Culture of Service
QFE 2 Development Team: Administrative Council

Introduction and Rationale
One of the noted distinguishing features of successful institutions of higher education is their commitment to transforming themselves into student success-focused campus cultures. Improvements in student outcomes occur when institutions commit to changing organizational behaviors and operations in ways that are focused on promoting student success. As Tinto espoused, student learning and retention depends upon the daily actions of *all* members of the institution, not just the sporadic efforts of a few (QFE2-01). Siloed approaches to promoting student success are not as effective as centralized, systemic approaches that can have a collective, coordinated, and synergistic impact on student success. As a college, we would like to focus on the following leadership areas: mission and strategy, data and practice, employee empowerment, communications, and institutional culture. The college is at a pivotal point in transforming our culture and coming together to take better care of ourselves, in order to be able to serve our students with more care, as well as examine critically and address practices that have held us back in the past.

AVC has accomplished many great things in its efforts to serve its community and students, but these have largely occurred in silos. The college has strived to be an inclusive campus and to provide caring opportunities and support. We have an opportunity for a fresh start with our new president who supports our efforts to reinvent ourselves. During this journey, we wish to focus on eliminating the barriers that created silos by using data-informed decision-making, communicating more effectively, becoming more collaborative, and kinder to one another and ourselves in order to better serve our students. We would like to use this "Empowering a Culture of Service" QFE as an umbrella to bring our efforts together in service to our community. Our new president's plan for addressing our mission consists of AVC SERVES (Service, Equity, Resources, Vision, Education, and Success) (QFE2-02). A core tenet of SERVES is improving the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.

Examples of the student learning or student achievement data that led the college to identify the need for this QFE includes successful enrollment in first year, persistence to next primary term, completion of transfer level math and English, and persisting achievement gaps amongst Black students as compared with other groups.

Anticipated Impact on Student Learning and Achievement
Based on Chancellor's Office Student Equity Plan data, AVC has identified performance gaps among African American/Black students and other groups for leading and lagging indicators (QFE2-03). Among the leading indicators such as course success retention and successful transfer of English and Math completion within the first year, minority groups, especially African-American/Black students, are underperforming as compared to White and Asian American students. These results lead to lower performance on the lagging indicators/outcome measures such as program awards and transfer to four-year institutions. These measures are

part of various statewide initiatives the state is involved in order to improve outcomes, AVC has identified that college groups need to work more collaboratively and productively to improve our culture, and achieve common goals. There is a need to engage in activities that empower employees, create better leaders, increase innovation to foster student success. That's why our new theme is "Serve Students, Be Kind" (QFE2-04).

Outcome Measures

College personnel are increasingly relying on data to gain a greater understanding of its students and the student experience as well as student satisfaction with our services. For example, the Survey of Entering Student Engagement is utilized to identify if improvements are needed in students' first-year experience (QFE2-05). Similarly, the Community College Survey of Student Engagement is administered to evaluate student engagement, experience, and gaps in our programs and services (QFE2-06). The RISC survey captures students' challenges with student support services and the campus environment. The RISC survey also allows students to voice needed changes to support their student success (QFE2-07).

Informal and formal feedback from students and employees, as well as more formal surveys will be used to assess the impact of this project. Campus constituents regularly use the data presented in the college's Vision for Success Goals (QFE2-08) and Student Equity Plan. The associated metrics will provide indicators of AVC's progress with QFE activities.

Project Action Plan

QFE 2 Activities	Expected Results	Responsible Party	Resources Required	Timeline
"Serve Students, Be Kind" Theme initiated with President Zellet's 7/5/2022 college wide email with a Kick-Off at the fall 2022 Opening Day with emphasis on serving students and self-care e.g. mental health, restorative in the workplace (QFE2-09)	This is the first effort to shift the culture following the challenges of the pandemic and an inward focus to an outward focus.	All	Time mostly	July 2022-July 2026

President Zellet's email regarding the "You got caught doing something good" campaign (QFE2-10)	Recognition and fostering of acts of kindness.	All	Employee time mostly	September 2022
Implementation of IEBC's Caring Campus Initiative (QFE2-11)	Caring becoming a conscious part of our behaviors and allow all members of our community to focus on the importance of each other and our students.	IEBC Staff & Classified Staff	Funded by CCCCO and supplemented by AVC ($25,000)	October 2022-July 2026
President's Book Club e.g. Books such as The Four Agreements by Don Miguel Ruiz, The Speed of Trust by Stephen M.R. Covey (QFE2-12)	Trust building, silo busting, mindset shifts, self-awareness, restorative practices, building your core, leadership development, etc.	Administrative Council	$5,000 Annually plus staff time	September 2022 Onwards
IEBC leadership training opportunity for Classified Staff	Leadership training sessions designed to support the classified professionals who are engaging in Caring Campus.	IEBC Staff	Funding from the College Futures Foundation	Start Date: Spring Semester 2023

Implementation of IEBC's "Bright Spots Advantage"-Caring Campus Initiative for Faculty	Improve course retention, success, persistence and completion rates.	IEBC & Faculty	Funded by CCCCO and supplemented by AVC ($25,000)	Spring Semester 2023-July 2026
AVC BASIC Training for Administrative Council (QFE2-13, QFE2-14)	Building of core competencies for leadership e.g. emotional intelligence, team & trust building.	Administrative Council	Staff time	August 2022 Onwards
Regular and frequent communications from President Zellet to all college constituents e.g. College Wide emails, Town Halls, Coffee Chats, Campus Updates, Weekly updates to the Board, etc.(6) (QFE2-15, QFE2-16, QFE2-17, QFE2-18, QFE2-19)	Change of tone and language with an emphasis on unity, emotional intelligence, and self-care.	Dr. Jennifer Zellet	Time mostly	July 2022 Onwards

QFE 2 Evidence List:

QFE2-01 Tinto V. (1993) Leaving College: Rethinking the Causes and Cures of Student Attrition
QFE2-02 ESP-SPC Educational Service Plans Goals
QFE2-03 Student Equity Dashboard Snapshot
QFE2-04 Independence Day Email From the President
QFE2-05 SENSE Dashboard Snapshot
QFE2-06 CCSSE Dashboard Snapshot
QFE2-07 RISC Survey Results
QFE2-08 VfS Dashboard Snapshot

QFE2-09 Opening Day Recap - Campus Update – August 15, 2022
QFE2-10 You Got Caught Campaign Email_10-15-22
QFE2-11 CC CA staff session two pptx
QFE2-12 The Four Agreements Book Club Meetings
QFE2-13 AVC BASIC Emotional Intelligence and Culture Development
QFE2-14 AVC BASIC 11-22-22
QFE2-15 Campus Updates - Fall Semester Welcome
QFE2-16 Caring Campus Email_08-31-22
QFE2-17 Very Important Week-Vote Email_11-7-22
QFE2-18 Memo re Modified Work schedules for classified
QFE2-19 Thanksgiving Email_11-23-22