

## **Section I. Service Area Description**

A. Describe the role of the service area within Antelope Valley College.

- Service Area Mission Statement: must include a description of the service area's function that relates to the AVC Mission Statement and to the goal of achieving operational outcomes.
- Administrative/support/service area(s)
- Services provided
- Employee, student, and community categories

B. Describe the current service area employees, as follows:

- Name
- Title/Position
- Classification: full-time, part-time, temporary, etc.
- Summarize changes in staffing (past five years)

C. Department Productivity: (past six years or indicate "initial program review")

- Number and type of transactions per semester; number and categories of recipients
- Summarize productivity trends for past five years

D. Department Revenue: (past six years or indicate "initial program review")

- Non-FTES Revenue: Specify grant, categorical funding, fundraising, etc.
- Summarize revenue trends for the past five years

E. Department Budget: (past six years or indicate "initial program review")

- List annual expenditures by the service area as reflected in the standard Business Office year-end reports. Attach prior year's year-end expenditure report.

## **Section II. Self-Evaluation**

Please describe and evaluate the effectiveness of each item.

A. Employees

1. Employees are actively involved in the selection of full-time and part-time employees.
2. The number of employees, both full-time and part-time, is appropriate for the service area.
3. Employees are actively involved in professional organizations and activities.

4. Employees regularly participate in staff development activities and implement what they learn in the service area.

B. Employee, Student, and Community Relations

Describe employee, student, and community base and evaluate how well the employee, student, and community base is served.

1. The service area schedules activities to meet employee, student, and community needs.
2. The service area communicates efficiently and effectively with employees, students, and the community.
3. The service area interacts effectively with instructional areas and other non-instructional service areas.
4. The service area collects customer satisfaction data and uses it to improve services.
5. The service area interacts effectively with community agencies, organizations, and resources as appropriate.

C. Quality of Service

Define the service standards for the area and describe the area's effectiveness in providing quality service.

1. The service area contributes effectively to student access, retention, and achievement of learning outcomes.
2. The service area recognizes and responds appropriately to external factors such as regulations, agency reviews, and community needs.
3. The service area effectively assists faculty in the delivery of instruction.
4. The service area identifies areas needing improvement on a regular basis and has adopted a system of correcting problems and improving services.
5. Service area procedures are developed, reviewed, and revised by service area employees.
6. Service area procedures are in written form and are followed by employees.

D. Institutional Support

1. Describe current facilities. What plans for improving space utilization are already included in the goals and strategies of the college's Education Master Plan? What plans for addressing unmet facility needs or improving space utilization still need to be explored?
  2. Describe equipment and other resources used to perform service area functions. What plans for improving, replacing, or repairing equipment are already included in the goals and strategies of the college's Education Master Plan? What plans for improving, replacing, or repairing equipment still need to be explored?
  3. Budget allocations to the department are appropriate.
    - Describe the goals and emphasis placed on the use of funds for the service area with reference to the goals and strategies of the college's Education Master Plan.
    - Describe and evaluate funding sources other than those provided by the district, including grants and categorical funding.
  4. Technical support is sufficient to implement and maintain technology and software in the service area. (Accreditation Standard IIIC)
  5. Appropriate training is available for the use of technology in the service area. (Accreditation Standard IIIC)
  6. Appropriate staff development activities are available for the acquisition and expansion of service area employees' knowledge and skills.
- E. Service Area Specific Standards: Refer to accreditation standards and to previous sections if appropriate.
1. Describe any particularly successful aspects of the service area as well as any honors, awards, or achievements earned by the service area and/or its employees.
  2. Describe any particularly difficult obstacles, either internal or external to the institution, which influence the effectiveness of the service area.

### **Section III. Planning**

#### **A. Integration of Educational Master Plan Goals**

Accreditation Recommendations: List the most recent accreditation evaluation team's recommendations for the service area and describe the service area's progress in implementing these recommendations.

Accreditation Self-Study Planning Agendas: List the planning agendas related to the service area that were published in the most recent Accreditation Self-Study Report

under the Educational Master Plan Goals, and describe the service area's progress in implementing these planning agendas.

1. Existing Service Area Goals: List the existing service area goals/objectives under the Educational Master Plan Goals, and describe the service area's progress in implementing these goals/objectives. Include goals that support student learning and operational outcomes.

B. Identify and describe any important trends in the following areas which effect department goals.

- Changes within the department.
- Changes within the employee, student, and community base served by the area under review.
- Changes within the organizational structure and direction of the institution.
- Changes in federal or state laws that have an effect on department functions.

C. Describe the goals for the department with reference to the goals and strategies of the college's Education Master Plan. Include both short-term (3-5 years) and long-term (10 year vision) objectives.

D. Describe the resources needed to maintain and improve service quality and to reach the service area's goals and objectives. For each item provide detail equivalent to that required for budget augmentation requests, for example, hours for part-time employees, amount of overtime, cost of remodeling.

1. Short Term (3-5 years):

- Permanent positions
- Temporary employees
- Supplies, mileage, contracts, etc.
- Technology/equipment/furniture
- Remodeling of facilities
- Overtime
- Software
- Other

2. Long Term (10 year vision):

- Permanent positions
- Temporary employees
- Supplies, mileage, contracts, etc.
- Technology/equipment/furniture
- Remodeling of facilities
- Overtime

- Software
- Other

#### **Section IV. Summaries and Recommendations**

For Sections I - III of the self-study, provide the following information and relate its impact to the Vision and Operational Outcomes.

- A. A summary of the findings and their significance.
- B. A list of major recommendations which include:
  - A plan of action for implementation of goals and objectives for improvement or enhancement of the service area and associated costs.
  - Expected outcomes of goals and objectives.
  - A reasonable timeline for attainment of goals and objectives.
- C. A list of recommended changes in the Educational Master Plan, Facilities Plan or the Vision and Operational Outcomes.

The Vision and Operational Outcomes, Educational Master Plan and Facilities Plan for the area under review should be reviewed and revised to: (1) meet employee, student, and community needs, (2) respond to institutional priorities, (3) adequately reflect changes in the area's professional disciplines as well as changes in operational or educational methodology and technology, (4) address external mandates such as state requirements, industry and professional standards, etc.