area. On behalf of the college, ADR Associates staff conducted in depth telephone interviews with key constituency groups:

- Community leaders
- Business leaders
- Campus leaders

The results of the study revealed that all three groups agreed that the college is uniquely positioned to meet the needs of both students and local businesses by offering accessible, affordable, and available education opportunities. The aspect of extending the college's outreach to the community was cited as being of particular importance and focused on three key activities: keeping the community informed of the college's short term planning, seeking input from the community, and addressing community input in realistic planning efforts.

In 1997, the California Community College Chancellor's Office designated the Antelope Valley College's Palmdale site as a grandfathered center. According to Senate Bill 361 (SB 361), the California Postsecondary Education Commission (CPEC) approved a list of grandfathered centers to include the following considerations:

1. Is the center owned or controlled through a long-term lease by the District?
2. Has it been in continuous operation since 1974?
3. Is it a "comprehensive" center with an administrator and student services on Site?
4. Does it serve at least 1,000 FTES?

Despite the fact that Antelope Valley College had not satisfied all the requirements identified in the CPEC guidelines (specifically, appointing an administrative leader and achieving 1,000 FTES) on January 20, 2010, the Chancellor's Office confirmed that the current Antelope Valley College Palmdale site is a grandfathered center. With this confirmation, upon the appointment of the center's administrator, the placement of student support services and reaching the 1,000 FTES threshold, the Palmdale location would become eligible for designation as a fully approved center. At its regular meeting on February 8, 2010, the Antelope Valley College Board of Trustees voted to approve the designation of the Palmdale Center as a grandfathered center. The District seeks the designation to that of a fully approved state education center for the Palmdale Center and the addition of courses that constitute 50 percent or more of a program offered via a mode of distance education through this substantive change proposal.

## Anticipated Effect on the Rest of the District and Intended Improvements

The anticipated positive effect on the district is that it will realize an increased apportionment under provisions of Senate Bill 361 (SB 361) to assist in future planning for the permanent campus in the City of Palmdale. As the populations of the communities of Palmdale and the south valley increase in the future, the college

anticipates that there will be a need to further expand instructional offerings at the Palmdale Center prior to the construction and opening of the full service college campus. It is anticipated that the district will have to meet the demands of growth for five to ten years leading to the opening of the new campus.

The expansion of programs and services at the Palmdale Center and the inclusion of distance education demonstrate to residents of the district, particularly the Palmdale/South Valley service area that the college cares about their needs and aspirations. The effect of the change will also be positive because of the further development of the college's Educational Master Plan. The placement of additional instructional programs and student support services at the Palmdale Center, as well as increased distance education offerings, acknowledges the district's commitment to support and sustain current and future enrollment growth. The most important improvement of the proposed change is that Antelope Valley College will further fulfill its mission by providing quality programs and services to all its citizens within the district.

## EVIDENCE: HUMAN, ADMINISTRATIVE, FINANCIAL, AND PHYSICAL RESOURCES

### Human Resources

Based on district and state guidelines, qualified staff members who meet a program's specific qualifications will be selected for staff assignments at the Palmdale Center. Hiring procedures for all hires follow the Antelope Valley College human resource guidelines. Future hiring recommendations for the Palmdale Center will be based on the Staffing Plan that is part of the Educational Master Plan (strategic plan), which includes a district-wide program review process.

Antelope Valley College has determined that the Palmdale Center's lead administrator, the Director of Palmdale Center/Extended Services, will be located at the current facility until substantial construction of the new campus is achieved.

All faculty members, both full time and adjunct, are hired using the California Code of Regulations, Title 5 Education Code of minimum qualifications criteria, regardless of location or mode of instructional delivery. The hiring procedure approved by the Academic Senate does not distinguish between traditional or online teaching modalities. All faculty have the opportunity to teach at the Lancaster campus, Palmdale Center, or online. Training opportunities for online instruction is offered through the Faculty Professional Development (FLEX) Program (Appendix G). The Distance Education Committee offers distance education training recommendations for the professional development program.

## Physical Resources

Physical resources include offering appropriate student support services online and in the Learning Resources Center at the Palmdale Center that replicate the service model at the Lancaster campus. The goal is to provide students with seamless service delivery, whether online or for either of the district's campuses.

At the Palmdale Center there is an appropriate level of counseling, financial aid, student success planning, basic skills and general academic tutoring, and reference, research methods workshops, and reserve library services are currently in place. Counseling faculty are linked and facilitated through utilization of the SARS reporting system. These services ensure accuracy in data collection for the matriculation MIS system, reported each term to the Chancellor's Office. A full array of counseling services is available to all students, as well as a number of categorical counseling services for special populations including EOPS/CARE, DPS, and CalWORKs. In addition, opportunities for assessment testing and transfer services are available.

Personnel, hours of operation, and space configuration are determined as a part of the present planning process (Appendix C). Student services at the Palmdale Center are linked with instruction, institutional research, and information technology services. It is envisioned that rotational meeting structures will be developed between the Lancaster campus and the Palmdale Center to foster communication and the continued commitment to the district's shared governance process. Student satisfaction surveys are initiated to ensure specific needs for services and/or resources are met at the Palmdale Center.

In 2006, the district entered into a contract for Blackboard Platform as the management software. The contract provides unlimited sites and users. The district also uses myAVC as a service portal to provide students access to courses, email, and support services. Information Technology Services provides a help desk and a website for students having difficulty with any of the district's electronic services.

Due to limited available space at the Palmdale Center, bookstore services are provided through the use of a coin operated vending machine located in the student lounge. This machine dispenses Scantron forms, examination books, pencils, pens, calculators, and other items. Soft drinks and snacks are also available to students through vending services. The bookstore also provides online services for all students. The services include purchase and rental of textbooks and supplies.

Standards of Safety and Security are met by the Los Angeles County Sheriffs Department, which is responsible for law enforcement, security, parking, and emergency response at the Lancaster Campus. At this time, the department assigns three officers to the Palmdale Center on a daily basis to provide security coverage through the hours of operation: 7:30 a.m. to 10:00 p.m. Monday-Thursday and 7:30 a.m. to 4:30 p.m. Friday.

## Financial Resources

The District allocates sufficient financial resources to support the operational needs of the Palmdale Center and distance education offerings (Appendix K). Upon receiving designation as an official State Educational Center, the district anticipates an additional appropriation of $968,764 from the State of California to assist with the operation of the Center.

Faculty support for distance education and other alternative instructional delivery methodologies is integrated into the district's operational budget. The Blackboard Platform management software is included in the district's instructional budget that is used for online and hybrid courses, as well as for all traditional courses. While not all faculty members teach distance education courses, many take advantage of the Blackboard platform to post materials such as texts, lectures, handouts, and exams.

Faculty salaries are budgeted through each instructional division. Each instructional division determines the number of courses to be offered via distance education. Full time and part time faculty are assigned to online courses based on faculty requests and preparation to teach online. Faculty members have been encouraged to expand their online offerings and have courses approved by the Academic Policies & Procedures Committee (Appendix H). Each academic year an average of 11 new and nine revised courses have been approved for online or hybrid instruction.


## Monitoring Plan:   Achievement of the Desired Outcomes

The Institutional Research Department is responsible to obtain the internal and external data and reporting needs of the district. The researchers provide data and reports to administration, faculty, and staff. Data and reports are used for short-term and long-range district planning; department level decision making; accountability; evaluation of institutional effectiveness; institutional learning outcomes; student learning/operational outcomes and student success; effective enrollment management; program reviews; federal and state-mandated research; federal and state-mandated compliance; and for state and federal funding. The Palmdale Center and distance education are included in the research efforts. The Institutional Research Department's mission directly supports the district's mission. All research activities incorporate the district's mission and goals and support the successful attainment of identified student learning and performance outcomes.

# ELIGIBILITY REQUIREMENTS

The Accrediting Commission for Junior and Community College (ACCJC) last visited Antelope Valley College in the fall of 2010. The college was fully accredited, with four recommendations. Antelope Valley College continues to meet the eligibility requirements for accreditation in the following areas:

## 1. Authority

Antelope Valley College's authority to operate a degree granting institution is based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association for Community and Junior Colleges, the institutional accreditation body for California's Community Colleges (California Code of Regulations, Title 5, Division 6, Chapter 2, Subchapter 1, §51016).

## 2. Mission

Antelope Valley College's mission defines the district's commitment to student success and student learning:

"To serve the community by placing student success and student-centered learning as our number one priority through higher educational standards and innovative programs and services in a professional, team-driven environment. Antelope Valley College takes pride in providing a quality, comprehensive education for a diverse community of learners. We are committed to student success, offering value and opportunity to all members of our community."

**We offer:** *the following: Associate Degree Programs, Career Technical Programs, Transfer/General Education Courses, Basic Skills Courses, Student Support and Instructional Support, Workforce Preparation and Economic Development, and Personal Enrichment and Professional Development.*

## 3. Governing Board

The Board of Trustees for Antelope Valley College is an independent policy making body, which governs the single college district. Members are elected to the Governing Board for four year terms from within the college district. The board is responsible for the quality, integrity, and financial stability of the college and for ensuring that its mission is practiced. To provide continuity of services, the terms of the trustees are staggered. One elected student serves on the board as the student trustee for a one year term.

The Board of Trustees follows the Brown Act. The board holds open monthly meetings with agendas and notices that are posted widely in advance. Minutes are posted after each meeting. Additionally, the board conducts business according to the college's approved policies and procedures, maintaining a subscription to the Community College League of

California to keep board policies and procedures current. The governance structure of the college provides for integrated planning efforts by all constituencies.

### 4. Chief Executive Officer
The Superintendent/President of the College, Dr. Jackie L. Fisher, Sr., serves as the chief executive officer with full-time responsibility to the district and college. He has the requisite authority to administer board policies.

### 5. Administrative Capacity
The Palmdale Center has adequate staffing and oversight for the operation of the facility. The current administrative staff of Antelope Valley College consists of the Superintendent/President, and four vice presidents. In addition, a director for the Palmdale Center was hired in December 2009 to administer the day-to-day operations. Currently, there is sufficient administrative staff to provide the oversight and support for the College and the Palmdale Center (Appendix I).

### 6. Operational Status
Antelope Valley College has been in continuous operation since 1929 and is celebrating its 82nd year of providing instruction and services to students.

### 7. Degrees
Antelope Valley College offers 71 associate degrees (AA and AS) and 59 certificates in 43 areas of study in accordance with Title 5 §55063 § 55070 of the California Code of Regulations. Courses are offered at the Palmdale Center to allow students to complete all requirements for the associate degree at that location. Ten certificates and four degrees can be obtained online.

### 8. Educational Programs
By statute in California, the Board of Governors has statewide responsibility for the approval of all new instructional programs in community colleges. All associate degree majors that are listed by name on a student transcript or degree require Chancellor's Office approval, whether primarily for employment preparation or primarily for transfer. The regulatory process ensures that Antelope Valley College's programs are designed to address higher education fields of study and are conducted at levels of quality and rigor appropriate to the degrees offered and leading to student learning outcomes. The Academic Policies & Procedures Committee, a standing committee of the Academic Senate, ensures that all new or revised courses and programs are in accordance with the district mission. All online course proposals must meet Distance Education Committee guidelines for online courses. Once reviewed by the Distance Education Committee, online course proposals are submitted to the Academic Policies & Procedures Committee for final review and approval. There is one curriculum process for all courses and programs, regardless of location or mode of delivery.

As mentioned previously, educational programs offered at the Palmdale Center or distance education are sufficiently robust to ensure students are able to complete their general education requirements for the associate degree, without having to travel to either

the Lancaster campus or Palmdale Center. Antelope Valley College operates under the semester system. Thus, students are awarded credit according to regulations pertaining to the semester system. The sequence of courses and programs offered at the Palmdale Center and for distance education mirror that of the Lancaster campus.

Learning resources provide students with support services that include study skills workshops, tutoring, learning groups, and directed learning activities. An open computer laboratory is also available for student use. Students also have access to online counseling, registration, financial aid, the student handbook, the college catalog, and class schedules.

## 9. Academic Credit

Academic credit is based on California Administrative Code, Title 5, § 55002.5. Statutory requirements govern the granting of academic credits. The 2010-2011 college catalog provides information on degrees and certificates on pages 54-55. The college catalog is made available both in print and online.

## 10. Student Learning and Achievement

Measurable objectives and their identified assessments are a major component of the Course Outlines of Record (CORs) and are required for course approval. Antelope Valley College is currently engaged in campus-wide dialogue in student learning outcomes/operational outcomes assessment measures for all areas: academic, student services, and non instructional. Student learning outcomes/operational outcomes are established for programs and courses offered. Those outcomes are now assessed, data collected, and results examined to determine if students are meeting the learning outcomes. Discipline faculty and program staff participate in the dialogue for courses, programs and degrees, whether offered at the Lancaster campus, Palmdale Center, or online.

## 11. General Education

The Board of Governors of the California Community Colleges and Antelope Valley College Governing Board specify the minimum requirements for graduation with an AA or AS degree that include, as a substantial component, general education requirements. These general education requirements promote students' growth in both intellectual inquiry and breadth of knowledge. Sixty semester units are required, with a minimum of 18 semester units in a designated major or an area of emphasis. In addition, proficiencies in reading, writing, and math are required. Requirements are the same for all general education courses and proficiencies, regardless of location or mode of delivery.

## 12. Academic Freedom

Antelope Valley College, through the shared governance process, has designed an academic freedom philosophy statement that is identified in Board Policy 4030. Additionally, the policy is located in the Faculty Handbook and Faculty Union Contract. The college's central function depends upon an atmosphere in which freedom of inquiry, thought, expression, publication, and peaceable assembly are given the fullest protection. Expression of the widest range of viewpoints is encouraged, free from institutional

orthodoxy and from internal or external coercion. It is the freedom to challenge ideas, pose questions, support problem-solving within the classroom, and encourage students to freely ask questions, suggest possible solutions, and either accept or reject ideas.

## 13. Faculty
As of fall 2010, the college employed 185 full-time and 449 part-time faculty. All faculty members meet or exceed the minimum qualifications to teach their discipline and all full-time faculty is listed in the college catalog. All faculty members represent a broad range of academic backgrounds and experiences in business and industry. The composition of the faculty at Antelope Valley College allows for curriculum and program offerings that are sufficiently diverse in scope and meet the demands of the college service areas. Faculty members make numerous contributions to the communities in which they reside and to the teaching profession. They have worked in various levels of education and share their rich experience with students, colleagues, and community.

## 14. Student Services
In support of the district's mission (BP 1200), appropriate student services to assist students in learning and development are provided. As listed in the catalog, these services include Enrollment Services, Counseling and Matriculation, Financial Aid, Student Development and Activities, Career/Transfer Center, Job Placement, Veteran Services, Office of Students with Disabilities, Student Transfer and Academic Retention (STAR) Program, Extended Opportunity Program and Services (EOP&S), and Information and Welcome Center. Online Student Services includes counseling, matriculation presentation, college application/registration, the college catalog, the class schedule, and student handbook. Online bookstore services allow students to purchase items such as books and supplies.

*Palmdale Center services and Distance Education are also addressed in number 8: Educational Programs.*

## 15. Admissions
As mandated by Title 5 requirements, Antelope Valley College is an "open-door" institution. All high school graduates, anyone who has a Certificate of Proficiency or a G.E.D., and anyone 18 years of age or older who can benefit from a course of study are eligible for admission.

Students presently at the K-12th grade level who have not yet received a high school diploma, California proficiency or GED, and are under the age of 18 may, with college approval, enroll at Antelope Valley College under the "Special Admittance of Minor Students" policy. Veterans and eligible dependents receiving VA education benefits may meet with the veterans' program coordinator. It is anticipated that Veteran Services will provide a veteran process at the Palmdale Center in the future.

In addition, the college operates Students on the Academic Rise (SOAR) High School. It is a specialized high school that integrates college courses into the high school

curriculum and is part of the Antelope Valley Joint Union High School District. SOAR is located on the Lancaster campus.

## 16.    Information and Learning Resources

The Library provides sufficient information and learning resources to maintain effective learning programs. The Library's varied collection of books, periodicals, electronic databases, pamphlets, maps and art prints serves to support the academic, technical, and distance education programs offered by the college. Reference librarians teach students to develop critical thinking and information literacy skills enabling them to identify, locate, and retrieve information. Credit courses in Library Studies (transferable to CSU), research methods workshops, online tutorials and research guides, are also available. The Library is currently accessible to students Monday through Friday. Access to information and learning resources at the Palmdale Center is currently available on a limited basis. Library services will be expanded at the Palmdale Center in fall 2011.

The Learning Center online services are presently moving forward. The Academic Policies & Procedures Committee in the spring 2010 LAC 900, instituted a hybrid tutoring course. For the Palmdale Center, additional broadband is being provided for the use of CCC Confer and Skype. These services will benefit all students, especially those taking course online and the Palmdale Center.

## 17.    Financial Resources

The Finance Plan for Antelope Valley College is developed and monitored by the Budget subcommittee of the Strategic Planning & Budget Council. It currently encompasses 2007-2010 fiscal years. The plan represents a three year extension of the 2007 Educational Master Plan, and now the 2010 Educational Master Plan. Revisions and adjustments to the plan are made to reflect the fiscal conditions and opportunities inherent in the dynamic statewide budget of California. The funding base, financial resources, and plans for financial development are adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

## 18.    Financial Accountability.

The Antelope Valley College District undergoes two annual external financial audits by a certified public accountant: one preliminary and one formal for the previous fiscal year. The report is presented to the Board of Trustees in January, with a monthly report that outlines a corrective action plan and progress towards resolving any audit exceptions. The results of these audits are made available to the public. The Palmdale Center and distance education are included in the audit process as part of the district. This is based on the philosophy that regardless of physical location, there is one institution.

## 19.    Institutional Planning and Evaluation

The Strategic Planning and Budget Council (SPBC) utilizes the Educational Master Plan (strategic plan) as the blueprint for the district. This plan monitors the achievement of desired outcomes. The Antelope Valley College District systematically evaluates and

publicizes how well and in what ways it accomplishes its goals. The district assesses progress through the three year scheduled revisions of the Educational Master Plan. The most recent revision was completed in fall 2010. As part of the planning and evaluation, a systematic four year program review process has been established for Academic Affairs, Student Services, and non-instructional areas, with annual updates. Recommendations from the Educational Master Plan and program reviews are linked to the college's budgetary and planning process. Assessment and evaluation of institutional learning outcomes, student/operational outcomes, student success, retention, persistence, transfer, basic skills attainment, and other important variables are identified, measured, and used in implementation for change.

## 20.    Public Information

Antelope Valley College's catalog (printed and online) and class schedules are available on the college website. These documents contain precise, accurate, and current information. The Office of Academic Affairs and the Department of Public and Governmental Relations maintain these documents.

An open house event for the Palmdale Center is planned to take place in spring 2011 to introduce the expansion of services and to communicate with constituents about current and future instructional programs and student services programs. The open house will be a celebration of the success and viability of the Palmdale Center with invitations to faculty, staff, dignitaries, and the general community.

## 21.    Relationship with the Accreditation Commission

Antelope Valley College was last accredited in 2011. Antelope Valley College assures the Commission that it adheres to the accreditation standards and policies of the Commission and the eligibility requirements. The college describes itself in identical terms to all accreditation agencies and will communicate any changes in its accredited status if necessitated in the future. Antelope Valley College agrees to disclose information required by the Commission to carry out its accreditation responsibilities and will comply with requests, directions, recommendations, decisions, and policies rendered by the Commission, making complete, accurate, and honest disclosures. The submission of this Substantive Change Proposal is in accordance with Antelope Valley College's commitment to the Accreditation Commission.

# ACCREDITATION STANDARDS

## Standard I:  Institutional Mission and Effectiveness

## A.    Mission:

The expansion of instructional and student services programs at the Palmdale Center is in direct support of the district's mission to serve the community by placing student success

and student-centered learning as our number one priority through higher educational standards and by offering value and opportunity to all members of our community. The expanded services at the Palmdale Center serve to better provide access for the underserved City of Palmdale and the communities of Quartz Hill, Antelope Acres, Rosamond, Littlerock, Pearblossom, Acton, Sun Village, and Lake Los Angeles in the southeast portion of the district. The offering of distance education extends the opportunity for more students in these areas and others in meeting their educational goals.

The commitment of the district in fulfilling its stated mission is reflected in the Educational Master Plan, the strategic plan. Eight of the 14 guiding principles state:

1. *Create a campus culture in which student learning outcomes for all instructional departments and operational outcomes for noninstructional departments are known to the campus community and are the basis for planning;*

2. *Integrate program review fully with the strategic planning process to ensure that college resources are devoted in the most efficient manner to build and maintain strong programs and services;*

3. *Provide students (and employees) with access to current and reliable technology resources necessary to sustain and enhance the teaching and learning environment;*

4. *Continue to increase class offerings and services at locations in Palmdale Center a unique identity for Palmdale based on the needs of the community;*

5. *Plan for appropriate changes to the district to embrace the diversity associated with the changing demographics of the student body. AVC will identify benchmarks for institutional learning outcomes and student learning outcomes and attain them for all groups in the student body;*

6. *Implement streamlined student services through evaluation and utilization of campus technology resources that provide 24-hour online access.*

7. *Explore alternative methods of delivering education offerings and expanded Distance Education, in accordance with community college system goals; and*

8. *Use strategic planning to implement and evaluate priorities in a continuous cycle of review and improvement.*

## B.    Improving Institutional Effectiveness

The district continues to engage in "ongoing, collegial, self-reflective dialogue" to continually improve student learning that measures learning and assesses how well learning is occurring. The Strategic Planning and Budget Council (SPBC) is responsible for monitoring the district's strategic plan (Appendix A and B). The plan identifies the

intended future direction in ensuring that the community is well served. The "Blueprint for Planning" and the "Cycle of Evaluation" are used to ensure thoughtful dialogue on meeting the district mission (BP 1200). Tables 11 and 12 in the previous section list programs where more than 50 percent of the degree or certificate may be earned through distance education. Table 16 compares the success rates and retention of those students taking courses online vs. face-to-face instruction. Overall, students in online courses have a lower success rate than students in traditional courses. Success rates in fall and spring 2010 have improved in online courses, reducing the achievement gap.

### Table 16. Average Success Rates Online vs. Traditional Courses

| Term | Success Rate (Online) | Success Rate (Traditional) | Difference |
|------|-----------------------|----------------------------|------------|
| Fall 2006 | 49.79% | 67.14% | 17.35% |
| Int 2007 | 64.41% | 85.75% | 21.34% |
| Spring 2007 | 49.92% | 67.23% | 17.32% |
| Summer 2007 | 60.13% | 77.82% | 17.69% |
| Fall 2007 | 51.62% | 67.48% | 15.86% |
| Int 2008 | 69.61% | 86.27% | 16.66% |
| Spring 2008 | 52.66% | 66.49% | 13.83% |
| Summer 2008 | 63.26% | 75.90% | 12.64% |
| Fall 2008 | 51.95% | 67.63% | 15.68% |
| Int 2009 | 70.50% | 86.41% | 15.90% |
| Spring 2009 | 55.08% | 66.52% | 11.44% |
| Summer 2009 | 58.88% | 77.92% | 19.05% |
| Fall 2009 | 55.75% | 68.61% | 12.86% |
| Intersession 2010 | 67.48% | 88.21% | 20.73% |
| Spring 2010 | 55.99% | 70.32% | 14.33% |

Distance education course success rates have risen steadily over the past several years for major terms, but have been inconsistent for intersession and summer. Retention rates for online courses compared to traditional courses vary term to term from five percent to ten percent lower.

The district agrees with the Commission's philosophy that "professional self-regulation is the most effective means of assuring integrity, effectiveness, and quality."

## Standard II: Student Learning Programs and Services

### A.    Instructional Programs

The naming of the Palmdale location as an officially designated State Educational Center, and the fact that it provides students the opportunity to complete online 50 percent or more of program requirements, addresses the district's mission. Specifically, Palmdale Center increases access to education for the community. It provides high-quality programs/courses leading to degrees, certificates, employment, and transfer to higher education institutions. Antelope Valley College continues to use delivery systems and modes of instruction to meet the needs of today's and future students and assess student learning outcomes across the district. As students' work schedules, long commutes, and

family demands change, so must modes of instruction. The district has responded to diverse demands by offering online and hybrid courses, as well as providing student support services for online learning. Students taking online courses tend to live farther from campus, and also tend to be female and younger than the campus population as a whole.

Students, for some courses, have videoconferencing available that consists of a system equipped with podcast recording capabilities and the ability for two classrooms separated geographically to be managed by one faculty member. Podcast lectures are also available to students, thus faculty disseminate both audio and video content to students. Presentations, performances, lectures, demonstrations, debates, tours, and meetings are all available for users to search, download, and play.

## B. Student Support Services

Based on enrollment/registration patterns, the district continues to assess and assign student support services at the Palmdale Center and for distance education that best meet the needs of Antelope Valley College's diverse students. In some instances, this requires an expansion of services in conjunction with the Lancaster campus. The systematic assessment of student services embedded as a part of the district's on-going planning and revision of the Educational Master Plan is used to measure the effectiveness of services. The goal, regardless of location or mode of delivery, is to provide student services that parallel the quality of support that students receive at the Lancaster campus.

Currently, student services available online are as follows:
- College Schedule of Classes
- College Catalog
- Smarthinking (online writing tutorial service)
- Student Handbook
- Registration/enrollment for classes
- Financial aid forms
- myAVC student portal services
- Matriculation presentation (podcast)
- Library—online catalog, research databases, and tutorials
- Counseling
- Early Alert
- DegreeWorks (a degree audit program for self-monitoring student progress)

While tutoring is available at both the Lancaster campus and Palmdale Center, online tutoring is not available to students. A tutoring course, LAC 900, was approved in spring 2010 that will facilitate tutoring opportunities through CCC Confer and Skype to all students. Smarthinking is provided for all students. The program is an online writing tutorial service that allows students to submit paper assignments for critique. Effective online general tutoring is needed to increase retention and persistence in the online courses. What will certainly need to be considered as the college moves forward is

identifying peer tutors with the requisite content knowledge and the required technical skill.

## C. Library and Learning Support Services

Library services at the Palmdale Center are located in the Learning Resources Center and provide access to support services including a collection of reserve textbooks, research methods workshops, and reference services. The Learning Resources Center provides space for group study, tutoring (individual and group sessions), and an area with access to Internet research. Students are able to view video material on three monitors in the Learning Resources Center. Library and learning support services are currently sufficient for the Palmdale Center and expansion continues.

The library provides students' access to EBSCOhost, an electronic periodical database. In spring 2010, a multi-disciplinary online video clip archive, Intelecom Online Resource Network, was introduced and is available to both faculty and students from the Library home page. In fall 2011 "American History in Video" was added to the Library's online databases. This streaming video resource offers full length educational videos from sources such as PBS and the History Channel, and is available on demand via the Internet in the classroom or off campus. In addition, students have access to other online Library resources through the library web page in a range of subject areas.

The present services support Antelope Valley College's instructional programs. The district systematically assesses the services through the monitoring of the Educational Master Plan.

## Standard III: Resources

### A. Human Resources

Staff hired for the Palmdale Center meets the minimum qualifications, as does the staff employed at the Lancaster campus. All faculty and staff involved with online learning meet the same qualifications and standards as onsite staff, in accordance with state regulations and the Antelope Valley College's Academic Senate hiring procedure for all faculty positions. The Human Resources and Employee Relations Office on the Lancaster campus maintains the responsibility to assure systematic selection of qualified personnel and evaluation based on the college's criteria consistent with its mission. Antelope Valley College's Human Resources web page invites applications for employment, shows current openings, and provides comprehensive information including policies and procedures.

The Human Resources Plan is a planning document that is integrated with the Educational Master Plan (Strategic Plan) in the decision-making processes for the district.

Faculty, as part of the FLEX Program, (professional development), is provided Blackboard training and training in online teaching techniques. During the fall 2010 semester, the faculty contract was revised to include the following provisions:

- 7.0 Evaluation Procedure
  Any unit member who elects to teach an online class must agree to have his or her competency to teach distance education courses evaluated by the respective dean and students during the first semester. Instructors teaching distance education courses shall be evaluated. Anyone who evaluates an online course shall have experience or training in online delivery or evaluation.

- 8.0 Faculty Competency to Teach Online
  Any bargaining unit member who voluntarily elects to teach an online or hybrid class must complete approved training for online teaching or equivalent prior to teaching an online course, or prove prior competence in online teaching from another institution. No compensation will be provided for the training, but the hours can be used for Faculty Professional Development credit.

  Complete institutional training for us of current college distance education course management system or equivalent.

  Ensure that all courses taught are in compliance with the course outline of record and Title 5 regulations.

  Training:
  Training will be provided to all faculty wishing to teach distance education courses.

- 9.0 Office Hours
  All full time faculty teaching distance education classes are required to maintain regular on campus office hours and are to participate in campus governance responsibilities as stated in this contract. Unit members teaching distance education courses may elect to fulfill their office hour requirement for the distance education course in an alternative distance mode away from the office. Virtual office hours may be held in proportion to the professor's distance learning load, so long as the proportionate office hour is conducted in a synchronous mode and clearly communicated in the syllabus. Regular effective contact, as defined and identified in the Distance Education Form Question 5A "Regular Effective Contact" from AP&P, between instructor and students includes group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, email or other activities.

  Distance learning faculty shall use professional discretion in selecting the appropriate method(s) of student consultation and shall specify those method(s) in

the course description, including the response time for asynchronous communication.

- 11.0 Distance Education Related Working Conditions

  Teaching of distance education courses shall be on a voluntary basis unless indicated as required in the position announcement under which the unit member was hired.

  Online classes are excluded from over-enrollment.
  It is not the intent of the district to displace full-time faculty because of distance education courses. No distance education work shall be offered to persons not employed within the faculty bargaining unit. No work traditionally performed by unit members shall be awarded to other institutions for transmission to Antelope Valley College District students by electronic means without written agreement with the union.

## B. Physical Resources

Planning for physical resources at the current Palmdale location is ongoing. The physical resources efficiently serve student enrollment as the design and planning for construction of the new campus continues. Technological, and furniture, fixtures and equipment (FF&E) needs at the Palmdale Center are coordinated with the appropriate offices and staff at the Lancaster campus. Any required needs of the physical location (i.e. repairs, heating, cooling, etc.) are coordinated through the property management team for the leased location. The responses to any such requests are made in a timely and effective manner such that there is no loss of instructional time. Long range capital plans for the institution include planning for the new campus in the City of Palmdale.

The Lancaster campus maintains the server and technical support for online, hybrid, and television courses. The Blackboard Platform contract for distance education courses was recently renewed. Computer labs are available, both at the Lancaster campus and Palmdale Center, for faculty training and for student use.

## C. Technology Resources

The Palmdale Center is connected to the Lancaster campus using Transparent LAN Services. This allows the center's classrooms, offices, and computer labs to connect at one GB backbone speeds. Students, faculty, and staff have the same network response times regardless of the locations they are visiting. The long-range planning for replacement, re-use, and surplus of desktop computers, laptops, servers, printers, phones, and classroom technology at the Palmdale Center is part of the college's Educational Master Plan process.

Each classroom in the Palmdale Center is outfitted with "smart" classroom technology. This includes a wall-mounted media station with a laptop computer that provides

network/Internet access, PowerPoint presentation capability, a projector, DVD player, amp, and speakers. An open computer lab is equipped with sixty computers for student use. These computers have word processing and Internet applications and are available to allow students to submit an application, look up grades, register for classes, and apply for financial aid.

Faculty and staff have access to all network applications, databases, and file shares from the Lancaster Campus. The ShoreTel Call system is in place to allow voice communication via utilization of desk computers.

The Distance Education Committee ensures student authentication with a basic secure log in and password system. Each time a student logs in into an online class, he/she must enter the protected password. The committee confirmed with ACCJC that this process meets the requirement in HEOA section 602.17(g) "student identity is verified by a secure login, pass code, and/or randomly generated personal questions/or proctored exams" requirement.

## D. Financial Resources

The district's financial resources are sufficient in supporting student learning programs and services for the Antelope Valley College District. The district maintains a 10.35 percent reserve. The establishment of the Palmdale Center budget emanates from the overall budget planning process for the district. The budget is evaluated on a continual basis through the strategic planning and budgeting process that utilizes the Cycle of Evaluation and Blueprint for Planning. It incorporates outcomes assessment and program review into the planning process. The Palmdale Center has now completed its first cycle of program review. Distance education programs are incorporated into the instructional division program reviews. This cycle assures that the institutional planning and resource allocations are based on the mission and goals of the district and the Educational Master Plan.

It is anticipated that once the Palmdale Center is designated as a full state educational center, additional funding will be available through increased state apportionment. This will assist with future planning for, and implementation of, increased enrollments and services at the Palmdale Center.

## Standard IV: Leadership and Governance

### A. Decision-Making Roles and Processes

The district operates within a shared decision-making process. Antelope Valley College's faculty and staff have substantive and clearly defined roles in institutional governance. Shared governance philosophy statements have been designed by faculty and staff and are included in the Antelope Valley College Policy and Procedure 2510. The College developed a governance policy that allows for effective strategic planning and management of its operations. The Board of Trustees endorses administrators,

directors, and managers to work in concert with faculty, staff, and students to create an environment where all constituency groups are encouraged to take initiatives in improving the practices, programs, and services in which they are involved.

In the 2007 Educational Master Plan and in the district organization chart, a director for Extended Services-Palmdale Center was identified. The position was filled in December 2009. The director administers the day-to-day operations working with faculty, staff, students, and the general community. The director participates in Academic Affairs deans meetings and in Administrative Council meetings. Instructional division faculty, deans, and where available, department chairs, identify which online, hybrid, and television courses are best suited for online instruction and for the scheduling of these courses.

## B. Board and Administrative Organization

The Antelope Valley College Board of Trustees and the superintendent/president work together in assuring that the quality, integrity, and effectiveness of the student learning programs and services, and the financial stability of the district, are met through its board policy and administrative procedures. Board policies and administrative procedures support the mission and require that quality and improvements in student learning programs and services, regardless of location or mode of delivery, are made.