



**ANTELOPE
VALLEY
COLLEGE**

Standard IV

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Through the application of Board Policy and Administrative Procedures,¹ Antelope Valley College recognizes that ethical and effective leadership within the organization enables the college to define and execute its mission, identify Institutional Learning Outcomes, and maintain a governance structure that allows for effective strategic planning and management of its operations. Furthermore, the college is positioned to be responsive in innovative ways to the needs of the students and the community.²

IV.A.1. Institutional leaders create an environment for empowerment, innovation and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning, and implementation.

Descriptive Summary

Antelope Valley College values participation and leadership from all offices, divi-

sions, departments, areas, and job categories as an essential part of its process for identifying institutional values and improving its programs practices and services, thereby assuring that all (internal and external) stakeholders have a voice in, and commitment to, the achievement of the district's strategic goals. Following a model of participatory governance, staff, faculty, administrators, and students serve on committees, task forces, work groups, and advisory groups where they share direct experience from the field, provide innovative ideas and insights, and impact the ongoing work of the college.

The Board of Trustees endorses administrators, directors, and managers to work in concert with faculty, staff, and students to create an environment where all constituent groups are encouraged to take initiative in improving the practices, programs, and services in which they are involved. Leaders on campus provide an opportunity for input on strategic initiatives, development of goals, and discussion of outcomes, along with the update and implementation of the Educational Master Plan.³

Administrators willingly provide effective leadership and support for the creation, implementation, and revision of the Educational Master Plan and institutional guiding principles. Additionally, administrators are responsible for the creation of a stimulating learning environment for students and staff, which include the initiation of new ideas, improvements, and the promotion of quality and responsiveness

in college operations.

Self Evaluation

Antelope Valley College's mission statement² affirms an institutional commitment to innovation and teamwork, stating that the college places "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." Through staff and divisional meetings, councils, committees, Associated Student Organization, advisory committees, and work groups, information is disseminated and input is solicited. Periodic "Dialogue with the President"⁴ presentations provide an additional opportunity for individuals on campus, or from the community, to share ideas, solutions, concerns, and feedback directly with the superintendent/president and key campus leaders on critical or timely topics. Additionally, the superintendent/president seeks nominations from the campus and joins the Board of Trustees in recognizing the leadership, innovation, and outstanding commitment or service of campus individuals and groups at monthly Board of Trustees meetings.

Campus leadership has been instrumental in the planning, implementation, and advancement of new initiatives within the last six years. The Board of Trustees actively supports innovation and leadership at all levels and sets aside time at its monthly meetings to have the superintendent/president recognize campus individuals that contribute to the mission, vision, and overall philosophy through their personal or team efforts.⁵ Examples of Board of Trustees recognition for initiatives where teams of college individuals have provided innovative ideas, and used their leadership talents, include, but are

not limited to, the following:

July 2008 - Superintendent/President recognized employees working together to compile a new Administrative Assistants' Manual.

September 2008 - Superintendent/ President presented certificates of recognition and appreciation to members of the planning committee that put together the very successful I'm Going to College event, which introduced fourth grade students to the importance of early academic preparation and financial planning.

December 2008 - Superintendent/ President presented certificates of recognition and appreciation to accounting assistants for averting a fraudulent check-cashing scheme and potentially saving the college thousands of dollars.

May 2009 - Superintendent/President and Board President recognized employees for working to increase the college's blood donations.

September 2009 - Superintendent/ President and dean presented a certificate of recognition to instructional assistant for taking the initiative to develop a grant proposal that resulted in \$20,000 award to the college.

October 2009 - Superintendent/President and dean of health sciences presented a certificate of recognition to respiratory therapy faculty for work that resulted in the initial five-year accreditation of the respiratory care program.

January 2010 - Board President and superintendent/president presented a certificate of recognition to English professor for work in organizing a presentation by

the United States' Poet Laureate, Kay Ryan, an AVC alumna.

Other recognition opportunities include the annual Bill Montamble award, which is presented to an outstanding classified or confidential employee. For the first time this year, the classified bargaining unit has had an opportunity to select a classified employee to be presented to the Board of Trustees to be nominated for recognition from the Chancellors Office, which has presented an opportunity for an outstanding classified employee to receive the California Community Colleges Classified Employee of the Year Award. As stated in the criteria, "nominees for this award are evaluated on their commitment to: the mission of community colleges; professional ethics and standards; serving the institution through participation in professional and/or community activities; and serving as a leader beyond the local institution."⁶

The annual selection of a full-time faculty member as Scholar in Residence is one way that the college through the Academic Senate recognizes and rewards excellence. Another way is via the annual Outstanding Adjunct Faculty Award, which is given to an faculty member who has been nominated for the honor by his or her full-time colleagues. The Scholar in Residence and Outstanding Adjunct Faculty awards are presented at an annual Faculty Appreciation Day event designed to honor all faculty. During the Welcome Back Ceremony, the ASO selects an outstanding faculty member.

The confidential/management/supervisory employees are recognized by the Board of Trustees through Board Policy (BP) 7240 Confidential Employees and Administrative Procedure (AP) 7240

Confidential Staff.⁷ Through collaboration and professional development, the confidential/management/supervisory employees seek to support student success by being a positive voice and providing proactive leadership through the participatory governance structure. In an effort to encourage an innovative environment that develops leadership skills, the confidential/management/supervisory employees sponsor an annual scholarship for applicants that demonstrate a high level of integrity and a high standard of ethical behavior as exemplified by such things as: (1) performing exceptional work for the same employer; (2) volunteering with a group for a substantial period of time; (3) demonstrating leadership ability; (4) showing commitment in a chosen endeavor; (5) making progress on career goals; and (6) developing innovative ideas at work that improve such things as workplace conditions and efficiency. The scholarship is open to Antelope Valley College students with a minimum Grade Point Average of 3.0. Currently, students from all majors or fields of study are eligible to apply.

Student leadership fluctuates due to turnover (especially as a result of graduation or transfer). However, students have a continuous opportunity to provide input in all participatory governance committees, as well as the College Coordinating Council.⁸ The Associated Student Organization (ASO) represents students and encourages active participation on the part of students in college governance committees and planning efforts. The Associated Student Organization President or designee and Student Trustee have opportunities to voice student concerns and issues directly to the Board of Trustees at monthly board meetings.^{9, 10}

As part of the 2010 Accreditation Self Study Survey,¹¹ participants were asked how strongly they agreed with the statement that institutional leaders create an environment for empowerment, innovation, and excellence. Of the 487 respondents to the question, which included faculty, staff, students, administrators, and community members, 47.0 percent (n=229) *Strongly Agree* or *Agree* with the statement, while only 10.0 percent (n=49) *Disagree* or *Strongly Disagree*. The remaining 42.9 percent (n=209) *Neither Agree* nor *Disagree*, or did not offer an opinion. When participants were asked about institutional leadership working with the community, 39.9 percent (n=193) of the 483 respondents *Strongly Agree* or *Agree* that institutional leaders work and communicate effectively with the communities served by the college; again, only 9.9 percent (n=48) *Disagree* or *Strongly Disagree* with the statement, while the remaining 50.1 percent (n=242) *Neither Agree* nor *Disagree*, or did not offer an opinion. The low percentage of the survey respondents who disagreed or strongly disagreed suggests that the environment at Antelope Valley College, and its leaders, does encourage empowerment, innovation, and excellence; however, a lack of a majority of those who agreed or strongly agreed, also suggests that there is room for improvement.

Planning Agenda

During the 2010-2011 academic year, develop and complete a campus survey for college constituencies in identifying additional strategies that will encourage, empower, and stimulate innovation in meeting the college mission. College Coordinating Council will review the results, select and implement the strategies that can most benefit student learning.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning and special-purpose bodies.

IV.A.2.a. Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

Through BP 2510 Participation in Local Decision Making, and AP 2510 Participation in Local Decision Making,⁸ faculty, administrators, staff, and students have a substantive and clearly defined role in governance at Antelope Valley College, which includes an opportunity to exercise a substantial voice in institutional policies, planning, and budgeting. Board Policy 2510 and AP 2510 define the roles and processes by which individuals participate in the decisions made at Antelope Valley College. Board Policy 2510 also defines the constituent groups on campus and recognizes their right to “participate effectively in formulating the college policies and procedures that affect them,” and further identifies the particular spheres of influence accorded to faculty on academic and professional matters.

Self Evaluation

Decision making at Antelope Valley College is defined in BP 2510 Participation in

Local Decision Making and AP 2510 Participation in Local Decision Making. The College Coordinating Council serves as the coordinating body for governance issues, except academic and professional matters and collective bargaining issues. The College Coordinating Council also determines the role and function of college wide participatory governance committees and specifies the membership and terms of those committees. The council has four functions: (1) issue management; (2) providing a communication network for distributing information to all campus constituent groups; (3) determining the decision making and recommending authority of college wide participatory governance committees; and (4) submitting recommendations to the superintendent/president in areas of effective participation. When new initiatives or issues emerge where no defined group has responsibility for the task, the College Coordinating Council per AP 2510 determines the appropriate forum or creates a new committee or task force as needed.

Administrative Procedure 2510 recognizes the following governance councils and committees:

Governance Councils:

- College Coordinating Council
- Mutual Agreement Council
- Strategic Planning & Budget Council

College Wide Participatory Governance Committees:

- Staff Development Committee
- Information Technology Committee
- Matriculation Committee
- Equal Employment Opportunity Advisory Committee

- Campus Safety Committee
- Calendar Committee
- Legislative Committee
- Enrollment Management Committee

Academic Senate Standing Committees:

- Academic Policies & Procedures Committee
- Faculty Professional Development Committee
- Honors Program Committee
- Distance Education Committee
- Student Learning Outcomes Committee
- Equivalency Committee
- Senate Grant Program Committee

Participatory governance committees have broad based participation by constituent groups and are a permanent part of the college governance structure.

A variety of advisory committees also exist to advise various programs as outlined in Title 5¹² or as stipulated in grant procedures. Labor-management committees are established to address topics both negotiable and non-negotiable and function by agreement between the district and union to address various work related issues and the goal is to promote building employee employer relations, improve communication and build a cohesive work environment.^{13, 14} Types of committees are the Classification Study and the Labor Management Committees, which include classified unit members, administrators, and confidential management. In addition to this, both faculty and classified participate on the Benefits Committee.

Classified Classification Committee

The Classification Committee meets on an annual basis as negotiated in the contract to review completed employee applications to provide an annual opportunity for unit members who have had significant permanent and substantial changes in duties or responsibilities since the position was last classified. The committee members include: the assistant superintendent/vice president of human resources and employee relations, five classified employees, one alternate, and one member from the confidential/management/supervisory group to serve as ex-officio.

The Classification Committee will:

- Provide all unit members with applications;
- Conduct a complete review of all applications;
- Consult with the superintendent/president on issuing final decisions to the committee;
- Provide results to all applicants;
- Provide applicants with a process for appeals;
- Submit recommendations to federation president, superintendent/ president and the Board of Trustees;
- Contact all applicants with final results of study.

Labor-Management Committee

The Labor-Management Committee is a nonnegotiating committee scheduled to meet on a monthly basis, and works within the mission of the committee to address noncontractual matters that can have an impact on the college as a whole and address issues to mitigate potential problems, and improve employer-employee relations and communication.

The committee members include: federation president, vice president, assistant superintendent/vice president of human resources and employee relations, and a member of confidential/management/supervisory group. The committee will:

- Identify issues or subjects of concern;
- Discuss the goal behind the issue;
- Generate options or potential solutions to an issue;
- Establish criteria as a measure to brainstorm options;
- Develop solutions that all can accept and support without feeling constituencies interests have been compromised;
- Refer items that must be negotiated to the negotiating team.

The college recognizes that the faculty play a central role in determining the content and delivery of student learning through ongoing dialogue, action planning, curriculum development, and assessment of Program Learning Outcomes and Student Learning Outcomes. Individual faculty members and/or departmental teams create new, and modify existing, curriculum on a six-year cycle and create or modify existing articulation agreements as needed. Other roles of faculty include the following:^{8, 15, 16}

- Establish and assess Student Learning Outcomes and Program Learning Outcomes and submit to the Student Learning Outcomes Committee for review and affirmation;
- Conduct departmental/divisional planning and update departmental/divisional goals through the process of program review and updates to the

Educational Master Plan;

- Provide input regarding equipment needs and new faculty hires through the annual departmental/divisional budget requests;
- Provide input on annual action plans for VTEA, Basic Skills Initiative, and Matriculation courses, support services, and professional development;
- Participate in the evaluation of tenure, non-tenured, and adjunct faculty;
- Design and participate in professional development programs and activities.

Faculty play a central role in the governance of the college regarding issues related to Academic and Professional Matters. The Academic Senate's governance role is detailed in BP 2510 Participation in Local Decision Making and AP 2510 Participation in Local Decision Making as defined by state regulation and law. The role and membership of the Academic Senate is outlined in its Constitution.¹⁷

Full-time and adjunct faculty are represented by the Antelope Valley College Federation of Teachers (AVCFT), which ensures that policies and procedures related to the collective bargaining issues of wages, hours, processes involving disciplinary action, and working conditions are observed and codified in its contract. In cases where areas designated as Academic and Professional Matters might overlap with matters related to working conditions, the Academic Senate Executive and the Faculty Union Executive collaborate to ensure effective discussion, planning, and implementation.¹³

Classified employees also play an integral part in decision making of the college, by participating on Governance Councils and Committees. They serve on the Strategic Planning & Budget Council and its subgroup which include: Finance, Educational Master Plan, Facilities, Human Resources, and Communication. They also serve on campus wide participatory committees such as: Campus Safety Committee, Enrollment Management Committee, Matriculation Committee, and Staff Development Committee. By serving on councils and campus wide participatory governance committees classified employees influence decisions that have an impact on staffing, college wide distribution of information, and budget decisions. The classified union president also serves on College Coordinating Council and the Calendar Committees. Classified employees also participate through the generation of new ideas and continuous quality improvement of college programs, services, and initiatives, and through input to processes such as systematic program review, Student Learning Outcomes and Program Learning Outcomes development and assessment, Educational Master Plan updates, and hiring of classified employees.

Classified employees are represented by the Antelope Valley College Federation of Classified Employees (AVCFCE), which ensures input into decisions related to wages, hours and working conditions, disciplinary action processes, and other issues related to the collective bargaining agreement through the process of negotiations. The president AVCFCE meets on a biweekly basis with the superintendent/president to encourage mutual respect and informal dialogue and feedback on matters of mutual concerns, and all classified employees have an open invitation to attend the "Dialogue with the President"

events.¹⁴

The Federation leadership attempts to build and maintain relationships with the Board of Trustees to convey the union's point of view on given issues. This is accomplished through regular monthly meetings with some members of the Board of Trustees and members of the union leadership and by inviting board members to attend meetings with unit members. The benefit has been that classified employees have had an opportunity to actually meet with and question board members regarding their role in relation to the support of classified unit members. And board members gain an understanding of the classified employee's role within the college and how their functions meet the institutional goals. With limited funding due to the fiscal crisis board members have expressed an interest and concerns about workload issues within the classified ranks.

It is encouraging that some board members support classified functions by attending the Classified Recognition Events Week and the Craft fair. And it is the classified leadership's goal to expand relationships with all board members with their acceptance so that all are involved and supportive of the classified unit.

In addition to representation on participatory governance committees and Academic Senate standing committees, individuals have opportunities to provide input on institutional policies, planning, and budget decisions through division/ department meetings, systematic program review, and college wide "Dialogue with the President" sessions offered by the superintendent/president.

Advisory groups and partnership initiatives, as well as the Antelope Valley College Foundation and Bond Oversight Committee,¹⁸ provide an opportunity for community partners to provide experience and expertise to the college's efforts at improving practices, programs, and services. The groups help inform campus wide planning initiatives, strengthen programmatic community-based connections, and help the college identify and acquire resources. The groups also act as a resource to the college in its discussion, planning, and implementation of new initiatives and innovative approaches to promote economic development and address community based vocational and technical program needs.

The participatory governance structure ensures an opportunity for collaborative discussion, planning, and implementation at Antelope Valley College. Furthermore, in an effort to provide all college constituents with relevant and current data necessary to make decisions on improving institutional effectiveness, documents related to accreditation, planning, program review, bond-funded construction projects, and the annual Fact Book are posted on the Department of Institutional Research and Planning website for review and reference by all constituent groups.¹⁹ The Department of Institutional Research and Planning participates in the design and implementation of surveys to solicit feedback from all constituent groups on such issues as Educational Master Plan goals and content, Palmdale Center expansion and student concerns, student equity, enrollment management, and student engagement.

Planning Agenda

None.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Antelope Valley College relies primarily on the Academic Senate faculty input on student learning programs and services, as well as other campus wide committees.⁸ The Academic Senate represents faculty in the formation of policy on academic and professional matters. The Senate represents the faculty position on these matters and promotes communication and mutual understanding within the framework of the college. The Academic Senate is responsible for all areas mandated by Title 5 §53200 as academic and professional matters. This may include, but is not limited to policies and practices concerning: (1) curriculum, including establishing prerequisites and policy courses within disciplines; (2) degree and certificate requirements; (3) grading policies; (4) educational program development; (5) standards or policies regarding student preparation and success; (6) district and college governance structures as related to faculty roles; (7) faculty roles and involvement in accreditation processes, including self study and annual reports; (8) policies for faculty professional development activities; (9) processes for program review; (10) processes for institutional planning and budget development; and (11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate (Title 5 §53200). Furthermore, Board Policy 3250 Institutional Planning requires that the superintendent/president ensure the implementation of a broad-based comprehensive, systematic, and

integrated system of planning involving appropriate segments of the college community.²⁰ In 2000, the Academic Senate made a formal agreement with the Board of Trustees on the ten plus one areas identified in Title 5 (Title 5 § 53200). Those areas that rely primarily on the Academic Senate include: (1) curriculum, including establishing prerequisites; (2) degree and certificate requirements; (3) grading policies; (4) educational program development; (5) standards or policies regarding student preparation and success; and (8) policies for faculty professional development activities. Mutual agreement areas are: (6) district and college governance structures as related to faculty roles; (7) faculty roles and involvement in accreditation processes, including self study and annual reports; (9) processes for program review; (10) processes for institutional planning and budget development; and (11) other academic and professional matters as are mutually agreed upon.

There are a number of standing committees of the Academic Senate that directly or indirectly are involved with student learning programs and services. These include the Academic Policies & Procedures Committee (AP&P: curriculum), the Distance Education Committee, the Faculty Professional Development Program Committee (FLEX), the Honors Program Committee, and the Student Learning Outcomes Committee, Equivalency Committee, and Senate Grant Program. Other areas of responsibility are Program Review (academic affairs, student services and noninstructional areas), and Tenure and Evaluation.

The two committees that have the most direct impact on curriculum and student learning are AP&P and Student Learning Outcomes Committee.^{21, 22} AP&P has

main responsibility to oversee the development, review, renewal, and recommendation of curriculum to be approved by the Board of Trustees. The committee: (1) reviews and approves new and revised courses, new and revised degree or certificate programs and locally approved certificates; (2) establishes prerequisites, corequisites, advisories, and limitation on enrollment through the content review process and course validation studies; (3) recommends curriculum policy and procedures, graduation and G.E. requirements, and other academic policies or concerns as deemed necessary by the Senate; (4) reviews and advises on matriculation policies and procedures and matters of assessment as they are related to curriculum; and (5) keeps the campus informed of statewide curriculum issues and Title 5 regulations through its faculty representatives of the Senate. The membership includes one faculty member from each division, articulation officer (non-voting), one student services dean, one transfer dean, one vocational dean, two students (one voting, one non-voting), with administrative assistance from academic affairs. The committee is co-chair by the academic affairs, vice president, and academic senate faculty appointee (three-year term).

The Student Learning Committee also has direct impact on student learning programs and services. The committee is charged with determining a campus wide process for the uniform implementation and assessment of Student Learning Outcomes at the course, program, and departmental level. The committee: (1) provides support and training; (2) recommend and provide samples of effective assessment tools; (3) provides connections to current campus practices; (4) provides support and data in program reviews; (5) provide

support and data to the accreditation reports; (6) ensures that SLOs are connected to Institutional Learning Outcomes (ILOs); and (6) acts as a resource group and maintain liaison to AP&P. The committee is co-chaired by Academic Senate faculty appointee (three-year term) and the director of institutional research and planning. The membership includes an AP&P liaison, vice president of student services, research analyst, one dean, one counselor, four faculty, one classified staff representative, and one confidential/management/supervisor representative.

The faculty co-chairs/coordinators of the Academic Senate receive reassign time during the academic year. For example, the AP&P co-chair receives 40 percent reassign time per semester and 6 LHEs during the summer months. The SLO co-chair receives 20 percent reassign time per semester and 3 LHEs for the summer months. The Academic Senate President receives 60 percent reassign time per semester and 6 LHEs during the summer months.

The Academic Senate president sits on major councils and campus wide committees.⁸ The Academic Senate presidents co-chair's the Mutual Agreement Council with the college superintendent/president, co-chair's the Strategic Planning & Budget Council and Budget Subcommittee, with the vice president of administrative services (formerly business services). The Academic Senate president is a member of College Coordinating Council, and Matriculation Committee to name a few. Faculty across campus also participate on committees that affect student learning programs and services such as the Basic Skills Committee, Student Success & Equity Committee, SPBC, Title V activities, Matriculation Committee, Assessment

Committee, to name a few.

The Board of Trustees and college administration relies on the faculty leadership in making decisions and recommendations on student learning through the college governance process (BP/AP 2510).⁸

Self Evaluation

Antelope Valley College uses a shared governance committee structure to make recommendations on student learning in instructional and student services programs. Faculty serve on all standing committees of the Academic Senate, as well as on campus wide committees. In each of these councils or campus committees the faculty works closely with administrators, classified, and confidential/management/supervisory. Students participate in governance as well sitting on Board of Trustees, College Coordinating Council, SPBC, Academic Senate, AP&P, Matriculation Committee, and Basic Skills for example. However, due to scheduling conflicts many times student participation is inconsistent.

All segments of the campus constituency are involved in decision making processes that impact student learning. A review of the governance structure (AP 2510) of the campus and composition of each its committees demonstrates that faculty are not only instrumental, but critical to the development and evaluation of student learning programs and services at the college.

A primary example is the role that faculty play in program review for all areas of the college.²³ A faculty member is appointed by the Academic Senate for a three-year term and is provided 40 percent reassign time per semester. At times, the reassign

time has been renegotiated based on the program review timelines. During the revision to the academic and student services program review procedures the program review coordinator, AP&P faculty co-chair, and the SLO faculty co-chair worked closely together to ensure that the revised procedures contained COR requirements for determining new course developments, revisions, and/or obsolete determinations. The SLOs status of development, review, and assessment was included into the procedure. In coordination and by relying on the faculty leadership, the faculty, administration, classified, and the students are aware of that these areas remain center as each program participates in self evaluation and determining future planning, while using qualitative and quantitative data.

Another example of faculty leadership can be found in the work of the Basic Skills Committee.²⁴ A faculty co-chair is given 20 percent reassign time per semester and 3 LHE for summer depending on Basic Skills funding. The committee requested to the AP&P Committee to include basic skills into the college mission. AP&P made this recommendation and was approved at the April 17, 2008 Academic Senate meeting. The Basic Skills Committee annually presents at the Welcome Back Day activities held each August, as well as in the Faculty Professional Development Program (FLEX). The committee early on identified a goal to inform faculty and the campus community of new teaching and learning models that benefit basic skills students. In fact, the superintendent/president's campus goal over several years has been to, "continue to develop programs, courses, and technical services that meet the changing needs of students..." The Basic Skills Committee has also connected its

goals to the Enrollment Management Committee and the Student Success & Equity Committee goals as they tie to the Institutional Learning Outcomes.

Planning Agenda

None.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

The governance structure of Antelope Valley College^{8,25} includes the Board of Trustees as the ultimate decision makers, three councils: College Coordinating Council, Mutual Agreement Council, Strategic Planning and Budget Council; eight campus wide participatory governance committees: Staff Development, Information Technology, Matriculation, Equal Employment Opportunity Advisory, Campus Safety, Calendar, Legislative & Enrollment Management; and seven Academic Senate standing committees: Academic Policies & Procedures, Faculty Professional Development, Honors Program, Distance Education, Student Learning Outcomes, Equivalency, and Senate Grant program. The faculty and classified unions also participate through representation on the councils and committees, and students have the opportunity to take an active role in the governance structure through the Associated Student Organization and Student Trustee. The College Coordinating Council serves as the coordinating body on all matters of governance other than those deemed academic and professional matters and col-

lective bargaining issues. The Council manages issues, provides a communications network for distribution of information to constituent groups, determines the decision-making and recommendation authority of campus wide participatory governance committees, and makes recommendations to the superintendent/president in areas of effective participation. This governance structure functions for the good of the district and strives for communication between and within all college constituencies.

Self Evaluation

Strong examples of how the shared governance structure at Antelope Valley College facilitates collaboration for the good of the college is through the Strategic Planning & Budget Council (SPBC) subgroups, and subcommittee, a forum in which all constituent groups make recommendations regarding budget matters, which the superintendent/president presents to the board.²⁶ In this instance, during the fall and spring semesters of the 2008-2009 and 2009-2010 fiscal years, the college along with the state is facing the worst fiscal crisis in history, requiring all groups to work together to mitigate expenses in order to save full-time positions in all employee groups from layoffs and maintain vital services to students. Through productive discussion and many hours in special meetings held, all groups agreed to make cuts, such as freezing positions, cutting supply budgets, overload and overtime, student workers and hourly, travel, placing programs on hiatus and so forth. All constituent groups worked together to make these deep cuts along with the superintendent/president's commitment to not lay off any full-time employees saved jobs and minimized the overall impact on students.

Another example of shared governance in progress is College Coordinating Council (CCC) where constituency groups meet to discuss and make recommendations relating to various campus wide issues and board policies, initiating task forces and work groups. Examples of some board policies that have been addressed are:

- Smoking Policy
- Amorous Consensual Relationships
- Emergency Campus Closures
- Consensus
- Campus Wide Reorganization
- Minors on Campus

Examples of some events that all constituency groups participate in that tie the campus to the community are:

- Annual Welcome Back Events
- Annual Achievement Award Dinners
- Scholarship and honors convocations
- The seventy-fifth (75th) and the eightieth (80th) Gala
- Naming opportunities for campus streets
- Daffodil Days and Relay for Life for the American Cancer Society
- Craft Fair – Student Scholarships are awarded with a portion of the proceeds from the craft fair event
- Groundbreakings and dedications for the West Campus Expansion, Facilities Services & Receiving Warehouse, Agriculture Labs & Greenhouses, Auto Body Complex, Theatre Arts Facility and Health & Sciences Building
- AVC Foundation Holiday Party

- Scholarship Donor Recognition Breakfast

One area where the process could be improved with respect to shared governance, such as the Strategic Planning & Budget Council, SPBC Budget Subcommittee, and the College Coordinating Council (CCC), is to consider revision to the current definition of consensus, so that during such meetings, when final decisions are made, all groups are aware of the decision. Currently, the definition used by the college is “A decision making process used to resolve conflict creatively and with general agreement. Complete unanimity is not the goal. Each individual should accept the group’s decision on the basis of logic and feasibility.”

An example of how the governance structure at Antelope Valley College facilitates collaboration for the good of the college may be found in responses to the actions of a single Board of Trustees member who acted in a fashion that could have caused legal and/or accreditation impact on the college. On multiple occasions, as documented in the Board of Trustees monthly meeting minutes during the period of 2007 through 2009, one Board member suggested actions that would have potentially misdirected Measure R Bond funds and reduced the college budget reserve well below the five percent level. Through the governance structure, college constituents voiced concerns and influenced opposition to the potentially problematic actions of the Board member. For instance, during the October 2008 Board of Trustees meeting, the Board member unsuccessfully attempted to commit one-half of the college budget reserve to a trust account for Palmdale. As a result of the Board member’s actions, the Associated Student Organiza-

tion, the Academic Senate, faculty union, and members of the classified staff discussed the issues and voiced concern to the Board of Trustees through public comment sections of the monthly meetings, resolutions, and a vote of no confidence for the Board member. The Board of Trustees was also encouraged not to elect the particular Board member to the position of Board President. Consequently, the Board member was not elected to the Board of Trustees President position. Furthermore, the Board member's actions prompted Antelope Valley College to request that the Accrediting Commission for Community and Junior Colleges provide accreditation training for the Board of Trustees. In February 2008, the Commission President, Dr. Barbara Beno visited Antelope Valley College and conducted training specifically for the Board of Trustees. This valuable training session was recorded and is available for checkout by campus constituencies from the Instructional Multimedia Center.

Although the governance structure at Antelope Valley College is designed to provide ample opportunities for students, staff, faculty, and administrators to communicate face-to-face regarding college issues, the most popular resource for communicating appears to be through the electronic mail system. When participants in the 2010 Accreditation Self Study Survey were asked where they get information on important college issues, 88.5 percent (n=430) of the 486 respondents indicated a preference for the Antelope Valley College email updates.¹¹

Planning Agenda

At the beginning of each academic year, reaffirm the definition and application of consensus to use in making recommenda-

tions (decision making) by governance councils, campus wide participatory governance committees, and taskforces.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

Antelope Valley College advocates and demonstrates honesty and integrity with respect to business and curricular standards established and required by external agencies that contribute to and participate in our educational mission. Antelope Valley College agrees to comply with Accrediting Commission standards and moves expeditiously to respond to recommendations made by the Commission.

Self Evaluation

Antelope Valley College's commitment to the accreditation process and responding to the Commission's recommendations is evident by the sequence of events listed below which have occurred since the 2004 Self Study and visitation by the accreditation team. In response to recommendations from the 2004 Self Study, Antelope Valley College has communicated with the Commission through the following documents:²⁷

- Accreditation Progress Report 2006
- Accreditation Mid Term Report, October 2007
- Accreditation Follow Up Report, Oc-

tober 13, 2008)

All of the reports since the 2004 Accreditation Self Study were accepted by ACCJC. Antelope Valley College also provides annual financial and accreditation status reports to the Accrediting Commission for Community and Junior Colleges.

Antelope Valley College is also responsive to multiple agencies that provide programmatic and curricular standards, funding opportunities, and mandated reporting requirements. For example, the Division of Health Sciences has responded to the Board of Registered Nursing,²⁸ the Radiologic Health Branch of the California Department of Public Health, and the Respiratory Care Board of the State of California. Other agencies include:

- California Community College Board of Governors
- College Reading and Learning Association
- Board of Registered Nursing
- Board of Vocational Nursing and Psychiatric Technicians
- Radiologic Health Branch of the California Department of Public Health
- Joint Review Committee on Education in Radiologic Technology
- Commission Accreditation for Respiratory Care
- Respiratory Care Board of the State of California
- Emergency Services Agency of Los Angeles County
- California Medical Board
- Office of Private Postsecondary Education for Training of Veterans
- United States Immigration Service
- Federal Aviation Administration
- United States Department of Education
- National Science Foundation
- Foothill Athletic Conference
- Southern California Football Alliance
- Commission on Athletics
- California Community College Athletic Association
- California Community College Chancellor's Office, various program offices
- Brevard Community College
- California State Department of Education
- California Space Authority
- Yosemite Community College
- Foundation of California Community Colleges
- AERO Institute
- Boston Reed
- City of Palmdale
- City of Lancaster
- Goodwill of Southern California
- Federal Audit Clearing House
- California State Department of Finance
- Department of Social Services
- Los Angeles County Office of Education
- Los Angeles County Controller

- California Treasury Department
- National Student Clearinghouse
- California Post-secondary Education Commission
- California Commission on Peace Officer Standards and Training
- Los Angeles County Sheriff's Department Custody Assistants Program
- Measure R Citizen's Oversight Committee

Since the 2004 Accreditation Self Study, Antelope Valley College has increased online course offerings such that some programs or degrees may be completed 50 percent or more online. Although required program specific courses offered online do not exceed the 50 percent threshold for a program, it is possible that a student could complete enough general education courses that would allow the degree as a whole to be completed more than 50 percent online. Antelope Valley College is in the process of submitting a substantive change report to reflect the increase in online course offerings that includes both major and general education courses.

Planning Agenda

Complete the submission of the substantive change report to establish the Palmdale Center as a location that is geographically apart from the Lancaster campus. The Center offers at least 50 percent of an educational program and supports the addition of courses that constitute 50 percent or more of a program offered through a mode of distance or electronic delivery.

IV.A.5. The role of leadership and the institution's governance and decision making 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.

Descriptive Summary

Antelope Valley College leadership and decision-making process are regularly evaluated to ensure their effectiveness, and the results are used as a basis for improvement. Through Board Policy and Administrative Procedures, Antelope Valley College is committed to evaluating its governance and decision-making processes, and communicating the results to all college constituents for use as a basis for improvement.

Self Evaluation

The governance structure and decision-making process at Antelope Valley College is based on BP 2510 Participation in Local Decision Making and AP 2510 Participation in Local Decision Making.⁸ Board Policy 2510 recognizes the Board of Trustees as the ultimate decision-makers and confirms a commitment by the Board of Trustees to a participatory governance process that includes faculty, students, staff, and administrators. Board Policy 2510 also outlines the decision-making authority of constituent groups. Administrative Procedure 2510 outlines the procedures to implement BP 2510. Administrative Procedure 2510 recognizes the responsibilities of the College Coordinating Council to determine the role and function of college wide participatory governance committees, and to review the role, function, and membership of the committees every three years. As listed in section A.2.a. of this standard,

there are three councils, eight participatory governance committees, and seven standing Academic Senate committees that act as a foundation for the decision-making structure at Antelope Valley College.

Administrative Procedure 2510 Participation in Local Decision Making also stipulates that each committee will annually review its activities and submit a report to the appropriate reporting body, which is generally either the College Coordinating Council or the Academic Senate. The participatory governance committee operating procedures listed in AP 2510 also outlines the requirements for the distribution of meeting agendas and minutes.

With regard to meeting agendas and minutes, Antelope Valley College remains inconsistent in meeting the requirement to post minutes and to include brief summaries of discussions conducted during meetings. For instance, while the Strategic

Planning & Budget Council agendas are often distributed as required, the meeting minutes are not posted in a timely fashion. Similarly, the Information Technology Committee is consistent in distributing an email noting that the agenda has been posted, however, notes are taken instead of minutes and do not include discussion summaries. Furthermore, the agendas and minutes of both the Strategic Planning & Budget Council and the Information Technology Committee are posted in myAVC and are not available to the general public. In contrast, the Board of Trustees and the Academic Senate agendas and minutes are timely, comprehensive, and publicly available.

Planning Agenda

Each year reinforce AP 2510 for consistency of posting and distribution of meeting agendas and minutes for governance councils, campus wide participatory governance committees, and taskforces.

Standard IV.B.—Board and Administration Organization

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

Through board policy and administrative procedures, the Antelope Valley College Board of Trustees and the superintendent/president work together to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the district. Furthermore, board policy also commits the Board of Trustees to a clearly defined policy for selecting and evaluating the chief administrator for the college.²⁹

Self Evaluation

The Antelope Valley Community College District adopted BP 2200 Board Duties and Responsibilities, which defines the role and procedures of the Board of Trustees in the leadership and governance of the district. Working in collaboration with the superintendent/president, the Board of

Trustees establish policies and makes decisions that assure the quality, integrity, and effectiveness of the student learning programs and services and financial stability of the college. Board Policy 2430, Delegation of Authority to superintendent/president, delegates to the superintendent/president of Antelope Valley College the responsibility for administering the policies adopted by the Board of Trustees, and executing Board of Trustees decisions that require administrative action.

Additionally, through BP 2431 Superintendent/President Selection, BP 2432 Superintendent/President Succession, and BP 2435 Evaluation of Superintendent/President, the Board of Trustees adhere to a clearly defined policy for selecting and evaluating the chief administrator for Antelope Valley College. In the case of a superintendent/president vacancy, BP 2431 Superintendent/President Selection commits the Board of Trustees to a fair and open search process. In the event the superintendent/president is unable to perform his or her duties, BP 2432 Superintendent/President Succession stipulates that the Board of Trustees shall appoint the acting superintendent/president.

On an annual basis, the Board of Trustees evaluates the performance of, and its working relationship with, the superintendent/president. The evaluation is based on BP 2435 Evaluation of Superintendent/President, the superintendent/president job description, and an assessment of the performance goals and objectives set for the academic year by the Board of Trustees and superintendent/president. Annual performance goals and objectives are identified by the superintendent/president and disseminated to the college commu-

nity to gather input and to ensure that the goals and objectives are aligned with the college's mission and goals.

Planning Agenda

None.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The governing board of the Antelope Valley Community College District is an independent policy-making body that reflects the intent of the communities in the Antelope Valley.²⁹ Through board policy, the Board of Trustees advocates for and defends Antelope Valley College, and protects the college from undue influence or pressure.

Self Evaluation

The Board of Trustees for the Antelope Valley Community College District is comprised of five elected members from the community and one elected student trustee. Board of Trustees members are elected to office for a four-year term with terms staggered such that at least two positions are elected every two years. The student trustee is elected annually by majority vote of the student body.

Through BP 2200 Board Duties and Responsibilities, the Board of Trustees are committed to advocating and protecting Antelope Valley Community College District while representing the public interest. Additionally, through BP 2710 Conflict of Interest and BP 2715 Code of Ethics/

Standards of Practice, board members may not be financially interested in any contract made by the Board of Trustees, and must maintain high standards of ethical conduct, which includes exercising authority only as a whole board.

Planning Agenda

None.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The governing board of Antelope Valley College has adopted policies consistent with the mission of the college and to ensure quality, integrity, and improvement of student learning programs and services, along with the resources necessary to support them. In keeping with the mission, the Board of Trustees sets expectations for the quality and improvement of student learning programs.

Self Evaluation

Policies established in support of the mission and require that quality and the improvement of student learning programs and services be considered with regard to any evaluation and changes include the following:^{30, 31}

- BP 4010 Calendar
- BP 4020 Program, Curriculum Development, and Course Development
- BP 4025 Philosophy and Criteria for Associate Degree and General Education
- BP 4040 Library Services
- BP 5120 Transfer Center

- BP 5130 Financial Aid
- BP 5140 Disabled Students Programs and Services
- BP 5150 Extended Opportunity Programs and Services
- BP 7120 Recruitment and Hiring

Policies adopted to ensure the integrity of the college's programs and services include the following:

- BP 2510 Participation in Local Decision Making
- BP 4220 Standards of Scholarship
- BP 4225 Course Repetition
- BP 4226 Multiple and Overlapping Enrollments
- BP 4231 Grade Changes
- BP 4260 Prerequisites, Corequisites, Advisories, and Limitations on Enrollment
- BP 5050 Matriculation
- BP 5052 Open Enrollment
- BP 5110 Counseling

Policies developed to ensure the resources necessary for support include the following:^{26, 32, 33}

- BP 6200 Budget Preparation
- BP 6400 Audits
- BP 3250 Institutional Planning

Board Policies and Administrative Procedures are available through the Board of Trustees webpage located on the college website.¹

In keeping with the mission, the Board of Trustees sets, through its policies, expectations for the quality and improvement of

student learning programs. For example, BP 4020 Program, Curriculum Development, and Course Development states that, "The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency." As detailed in the curriculum development policy, as well as BP 2510 Participation in Local Decision Making, the Board of Trustees ensures the quality of its educational programs by executing its agreements to rely primarily on the Academic Senate for curriculum and program development, while retaining the responsibility for final approval of all new courses and programs, including course deletions. Another example of the Board of Trustees' commitment to policies that support the mission is BP 5120 Transfer Center, which states in part, "The District incorporates as part of its mission the transfer of its students to baccalaureate level institutions."

Antelope Valley College conducted a comprehensive review of its policies and procedures during the 2004-2005 academic year. To ensure that the college enacted and maintained policies that were compliant with laws and regulations, up-to-date, and relevant, the Board of Trustees approved funds to cover a multi-year subscription to the Community College League of California's Policy and Procedure service as well as reassigned time for a faculty member to coordinate the campus wide revision review. The 2005-2006 Campus Goals, developed by the superintendent/president and the Board of Trustees during the superintendent/president's evaluation, included a goal regarding review and development of policies and procedures in response to recommendations of the accreditation evaluation team that visited the college in 2004.³³ The

Board of Trustees held a special meeting on April 13, 2005, to review, offer input, and provide direction regarding proposed changes to the first two policy and procedure sections concerning the district and Board of Trustees.

Through BP 7120 Recruitment and Hiring, the Board of Trustees is committed to hiring and retaining qualified faculty and staff needed to develop and maintain high quality programs and services and provide opportunities for continuing professional development. BP 7120 Recruitment and Hiring requires that academic employees possess the minimum qualifications prescribed by the Board of Governors and that the criteria and procedures for hiring employees is established and implemented in accordance with the Board of Trustees' agreement with the Academic Senate as described in BP 2510 Participation in Local Decision Making.⁸ Furthermore, the Board of Trustees' annual evaluation of the college superintendent/president has included measurement of progress in reaching specific goals concerning preparation and implementation of a comprehensive Staffing Plan and improvement of professional development opportunities. Copies of the annual evaluations are kept on file in the Office of the Superintendent/President, and included in the board meeting packets, with relevant discussion documented in the meeting minutes.

Board policies have also been developed to ensure that resources necessary to support student learning programs and services are allocated based primarily on the Educational Master Plan. Board Policy 6200 Budget Preparation³⁴ and BP 3250 Institutional Planning³² commit the college to maintaining unrestricted reserves necessary to protect programs during dif-

ficult financial times, and that the planning process is broad based, comprehensive, systematic, integrated, and supported by institutional effectiveness research. Procedures, such as AP 3250 Institutional Planning, have been developed to implement board policies, and require that budget decisions are aligned with the mission and goals of the college, and that program review and evaluation of student learning and operational outcomes play a primary role in the allocation of resources. The Board of Trustees monitor the effectiveness of policies concerning resources by requiring annual audits (BP 6400 Audits),³⁵ requiring that the superintendent/president "keep the Board fully advised regarding the financial status of the district" (BP 6100 Delegation of Authority),³⁶ and reviewing monthly financial statements and reports of progress in addressing audit findings.

Planning Agenda

None.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Board of Trustees is granted ultimate responsibility for Antelope Valley College's educational quality, legal matters, and financial integrity by California Education Code Section 70902. The Board of Trustees' responsibility for making decisions regarding educational quality, legal matters, and financial integrity is preserved in its policies, including those regarding hiring, participation in local decision making, institutional planning, claims against the district, program, curriculum and course development, delegation of authority, and budget preparation.

Self Evaluation

The Antelope Valley College Board of Trustees is committed to, and recognizes the ultimate responsibility for, educational quality, legal matters, and financial integrity through BP 2200 Board Duties and Responsibilities.³⁷ In fulfilling the responsibilities outlined in BP 2200, the Board of Trustees utilizes other board policies and administrative procedures to ensure compliance with the law and the efficient operation of the college. For example, BP 4020 Program, Curriculum, and Course Development and AP 4020 Program and Curriculum Development,¹⁵ commit Antelope Valley College to developing high quality programs and curricula that are relevant to the community and meet the needs of students. Similarly, BP 6100 Delegation of Authority delegates, to the college superintendent/president, the authority to oversee general business procedures and directs the superintendent/president to ensure compliance with applicable laws and with the California Community Colleges Budget and Accounting Manual.³⁸

Planning Agenda

None.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The Antelope Valley College Board of Trustees has adopted policies that specify the board's size, duties and responsibilities, structure, and operating procedures, including policies regarding an annual organizational meeting, regular meetings, closed sessions, special and emergency meetings, quorum and voting, agendas,

public participation, speakers, decorum, minutes, recording, and communication among members. Board policy manuals are available in the Library; distributed to board members, administrators, and constituent group leaders; and published on the college website.

Self Evaluation

Board Policy 2010 Board Membership specifies that the Board of Trustees will be comprised of five members elected by voters in the district, and further specifies that the elected members may not be an employee of the Antelope Valley Community College District or hold a position that would be incompatible with the position on the board. Board Policy 2015 Student Trustee adds one nonvoting position; a student who is selected by the student body.

The responsibilities of the Board of Trustees are outlined in BP 2200 Board Duties and Responsibilities.²⁹ Board Policy 2210 Officers outlines the structure of the Board and the duties of the Board President, Secretary (Superintendent/ President), vice president, and Clerk of the Board. Other board policies that relate to the responsibilities, structure, and operating procedures of the Board of Trustees includes the following:

- BP 2305 Annual Organizational Meeting
- BP 2310 Regular Meetings of the Board
- BP 2315 Closed Sessions
- BP 2320 Special and Emergency Meetings
- BP 2330 Quorum and Voting
- BP 2340 Agendas
- BP 2345 Public Participation at

Board Meetings

- BP 2350 Speakers
- BP 2355 Decorum
- BP 2360 Minutes
- BP 2365 Recording
- BP 2720 Communications Among Board Members

All board policies are available on the college website under the Board of Trustees webpage.¹

Planning Agenda

None.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

Through board policy, the Antelope Valley College Board of Trustees is committed to acting in a manner that is consistent with its policies including, but not limited to, acting in the best interest of the community, ensuring public input into board deliberations,³⁹ preventing conflicts of interest, exercising authority only as a board, and using appropriate channels of communication. The process for evaluating policies is outlined in board policy and administrative procedures.

Self Evaluation

Agendas for regular Board of Trustees meetings are distributed and posted for public review prior to each meeting and provide opportunity for public comment regarding matters within the board's jurisdiction consistent with policies on board operations. Board of Trustees meetings are conducted in a manner consistent with

the governing board's policies and bylaws as reflected in publicly available meeting minutes. Meeting minutes reflect public participation in matters presented for the board's consideration, the board's discussion, and votes taken. Background materials provide trustees with details regarding matters under consideration; evidence that policies concerning participatory governance are being followed; and the financial impact, if any, to the district of taking recommended actions. Background meeting materials are distributed or made available to the board, media, constituent groups, and the community prior to each meeting to inform the public of the issues under consideration. In 2009, the President's Cabinet opted to improve the availability of meeting information by posting agendas and background materials on the public website, rather than in the Board of Trustees myAVC group. In addition, the district began posting audio recordings of meetings online in March 2009.

The governing board's actions reflect compliance with its policies and procedures. For example, at the February 9, 2009, regular meeting, the Board of Trustees⁴⁰ acted to approve new and revised courses recommended by the Academic Policies & Procedures Committee consistent with BP 4020 Program, Curriculum Development, and Course Development,¹⁵ as well as BP 2510 Participation in Local Decision Making.⁸ At the same meeting, the Board of Trustees approved the purchase order schedule, as well as bids and contracts in a manner that conforms to BP 6330 Purchasing and BP 6340 Bids and Contracts.^{41 42}

After the 2004 Accreditation Self Study, the district conducted a comprehensive review of its policies and procedures using model policies developed by the

Community College League of California. The Board of Trustees held a special meeting on April 13, 2005, to discuss changes to policy sections concerning the district and the Board of Trustees. The district receives policy and procedure change recommendations from the Community College League of California bi-annual based on best practices and changes in laws and regulations. In addition, administrators and constituent groups provide recommendations for improvements to the policies and procedures. The process for adopting and revising policies and procedures is defined in BP 2410 and AP 2410.

Policies and procedures under review are posted to the myAVC Board Policy group, which is accessible to students, staff, faculty, and administrators.⁴³ A chart listing the status of policies and procedures under review is periodically sent by email to the Administrative Council and College Coordinating Council. Once reviewed, policies and procedures are presented to the Board of Trustees for adoption (policies) or information (procedures).

Prior to adoption, the campus and public are afforded opportunities to provide comment or express objection to any changes proposed. The Thursday prior to each regular meeting, board packets containing proposed new or revised policies and/or procedures are delivered or made available to trustees, the media, constituent group leaders, and the community. Also on the Thursday prior to each regular meeting, the meeting agenda and all relevant background materials, including proposed new and revised policies and procedures, are posted online and the college community is notified by email (all employees and the Associated Student

Organization) and a myAVC campus announcement (any individual with access to myAVC). The meeting agenda, referencing policies and procedures under consideration, is also posted in a display case outside the Student Services Building, in a display case inside the Business Education Building, and mailed to individuals who have made such a request.

An opportunity for public comment related to agenda items under consideration is provided at each Board of Trustees meeting, allowing anyone to express concerns prior to the adoption or administrative approval of policies and procedures. Policies are presented for the Board of Trustees' information at least one month prior to being presented for adoption, giving the public and campus an additional month to comment or express objection to proposed policy changes. Since completion of the comprehensive review, the district has continued to evaluate and revise policies and procedures on a regular basis consistent with BP 2410 Policy and AP 2410 Policy and Administrative Procedures.⁴⁴

Planning Agenda

None.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

The Antelope Valley College Board of Trustees is committed to board development and new member orientation through board policy, which also ensures membership continuity through staggered terms of office. Candidates for the Board

of Trustees, and newly elected trustees, are provided relevant information regarding the Antelope Valley Community College District, community college governance, and the role of trustees.

Self Evaluation

Board Policy 2740 Board Education, describes the governing board's commitment to its ongoing development and new member orientation. In addition, BP 2715 Code of Ethics/Standards of Practice²⁹ contains statements relevant to the governing board's expectations regarding board member development. Travel for board members to conferences held by state and national organizations that provide training, networking, and legislative advocacy opportunities is approved annually at the Board of Trustees organizational meeting. Candidates for board positions are provided packets of information concerning Antelope Valley College, the district's policies and procedures, the California community College System, and the responsibilities of trustees. Candidates are also invited to tour the campus, meet with the superintendent/president and other campus leaders, and attend governing board meetings. Potential candidates for the 2009 election were invited to attend the governing board's special February 9, 2009, meeting wherein the Accrediting Commission for Community and Junior College's President gave an in-depth presentation concerning accreditation and the role of trustees.⁴⁵ Newly elected board members are provided district policy and procedure manuals as well as the Community College League of California's Trustee Handbook and are encouraged to meet with the superintendent/president and attend the annual Community College League of California's Effective Trusteeship Workshop. The Student Trustee annually attends the Student

Trustee Workshop held by the League in August.¹⁰

Continuity of board membership and staggered terms of office are provided for through BP 2100 Board Elections and BP 2110 Vacancies on the Board, and AP 2110 Vacancies on the Board. Board Policy 2100 Board Elections provides that members are elected to four-year terms, elections are held every two years, and "Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election." Board Policy 2110 Vacancies on the Board requires that the Board of Trustees order an election or make a provisional appointment to fill the vacancy within 60 days in order to provide continuity of board membership.²⁹

Two trustees attend Association of Community College Trustees and Community College League of California conferences and share information with fellow trustees regarding advocacy efforts, budget issues, and legislation affecting community colleges. One trustee agreed to serve on the Community College League of California Advisory Committee on Legislation for the 2008-2009 academic year.

In addition to state and national associations, the Board of Trustees maintains membership in the Antelope Valley School Boards Association, the Inland Valleys' Community College Trustee and CEO Association, and the Los Angeles Schools Trustees Association. Membership in the organizations provides opportunities for networking and legislative advocacy specific to the regional needs of the member districts. A board member has served as an officer of both the Antelope Valley School Boards Association and the Inland Valleys' Community Col-

lege Trustee and CEO Association.

Planning Agenda

None.

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

The Antelope Valley College Board of Trustees self evaluation process is clearly defined in board policy.²⁹ Board of Trustees self evaluations are conducted annually and the results are documented and published, along with relevant discussions, in Board of Trustees meeting minutes.

Self Evaluation

Board Policy 2745 Board Self Evaluation defines the governing board's self evaluation process, which consists of an annual evaluation conducted during the spring semester using an acceptable self-evaluation method. Board Policy 2745 Board Self Evaluation indicates that the Board of Trustees' objectives in conducting the self evaluation are to recognize strengths and weaknesses and formulate ways to improve Board of Trustees operations.

The Board of Trustees has conducted a self evaluation annually during the period under examination as evidenced by public session discussions recorded in meeting minutes. Trustees use an evaluation instrument containing 25 questions that range from the conduct of meetings to knowledge about the district's history, mission, values, strengths, and weaknesses. The five publicly elected trustees are asked to rate how well the Board of

Trustees as a group has fulfilled its responsibilities during the previous academic year. In the accreditation workshop presented by the Accrediting Commission for Community and Junior Colleges President at the Board's special meeting of February 9, 2009, the presenter suggested that, during its self evaluation, the Board of Trustees should also consider to what degree the board has operated in a way that supports institutional excellence.

Self evaluations are kept on file in the Superintendent/President's Office, included in the Board meeting packets, and any relevant discussion is documented in the meeting minutes.⁴⁶

Planning Agenda

None.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

The Antelope Valley College Board of Trustees maintains a Code of Ethics that includes a clearly defined policy for dealing with behavior that violates its code, and commits all Board of Trustees members to a high standard of ethical conduct that reflects the best interest of the college and the community. Additionally, board policies are also established to address board member conduct related to conflict of interest, political activity, and personal use of public resources. Board Policy 2715 Code of Ethics/Standards of Practice clearly defines the responsibility of the Board members to uphold a high standard of ethical conduct.²⁹ The policy also outlines the responsibility of Board members to report violations of the code directly to the whole Board. The Code of Ethics

states that violations or perceptions of violations are to be reported to the Board as a whole and that the Board has an obligation to investigate and address such violations.

Other Board Policies that guide the conduct of Board members includes the following:

- BP 2710 Conflict of Interest
- BP 2716 Political Activity
- BP 2717 Personal Use of Public Resources
- BP 2720 Communications among Board Members

Self Evaluation

Although Board of Trustees members have reported no formal violations of ethical conduct, activities occurring during the 2008-2009 academic year may have approached potential violations, but were recognized and addressed by the Board of Trustees as a whole before any violations became a reality. During the 2008-2009 year, a single board member took actions that appeared to be inconsistent with BP 2715 Code of Ethics/Standards of Practice by attempting to conduct direct administration over issues such as the redistribution of bond money allocated for specific state approved campus projects, preferential contracts to local businesses, and reallocation of the college reserve funds. As a result of the board member's actions, the Board of Trustees requested specific training of Board of Trustees member duties and responsibilities from the Accrediting Commission for Community and Junior Colleges. Subsequently, on February 9, 2009, the Board of Trustees participated in an accreditation seminar presented by the President of the Accrediting Commission

for Community and Junior Colleges. Furthermore, in April 2009, the Board of Trustees held a retreat to discuss and review the accreditation process and the Board of Trustees' role and responsibilities. As a result of discussions held at the retreat, a recommendation was made, and implemented, that specific accreditation standards related to the Board be discussed at each regular meeting.⁴⁷

Planning Agenda

None.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

Board policy and administrative procedures ensure that members of the Board of Trustees for Antelope Valley College are informed about and involved in the accreditation process. The superintendent/president is responsible for ensuring that the district complies with the accreditation process.

Self Evaluation

Board Policy 3200 Accreditation sets forth the responsibility of the superintendent/president to ensure that the district complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges. The corresponding AP 3200 Accreditation requires that a Board of Trustees member serves on the Accreditation Steering Committee. The administrative procedure also requires presentations to the Board of Trustees concerning the accreditation standards and process, and includes the Board of Trustees among the groups that should review the findings of the visiting team and develop institutional goals to implement any findings.

Annually, during the superintendent/president's evaluation, the Board of Trustees approves "Campus Goals Led by the Superintendent/President" for the following year and reviews the progress made in reaching the goals set forth during the previous year. Each year since the 2004 Accreditation Self Study, specific goals regarding accreditation and implementation of the evaluation team recommendations have been included, evaluated, and shared at public Board of Trustees meetings.⁴⁸

In accordance with AP 3200 Accreditation, a trustee was appointed by the Board of Trustees to serve on the Accreditation Steering Committee during the preparation of the 2004 Accreditation Self Study, 2006 Progress Report, 2007 Midterm Report, and the 2008 Follow Up Report. The Board of Trustees held special meetings to meet with the accreditation evaluation teams that visited the college in October 2004 and November 2006, and two board members met with the evaluation team in 2008. One board member served on the Accreditation Steering Committee, Standard IIB and Standard IV Committee for the 2010 Accreditation Self Study.

Formal presentations regarding accreditation were made to the Board of Trustees, and included a special presentation by the President of the Accrediting Commission for Community and Junior Colleges on the role of the Board of Trustees in accreditation. The training session was recorded on DVD and a copy placed in the Instructional Multimedia Center for access and review by the college community.

Since the previous accreditation self study, the Board of Trustees has reviewed and approved all required Progress Re-

port, Midterm Report, and the Follow Up Report sent to the Accrediting Commission for Community and Junior Colleges.

Planning Agenda

None.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/ system or college, respectively.

Descriptive Summary

Antelope Valley College is a single college district that employs a superintendent/president. Through board policy, the Board of Trustees selects and delegates full responsibility and authority to the superintendent/president to implement and administer board policies without board interference. The Board of Trustees also annually evaluates the leadership of the superintendent/president and the activities of the college. Moreover, goals for the next year are established.

Self Evaluation

Board Policies 2431 Superintendent/President Selection and BP 2435 Evaluation of Superintendent/President confirm the Board of Trustees' responsibility for the selection and evaluation of the superintendent/president of Antelope Valley College.⁴⁹ Furthermore, BP 2200 Board Duties and Responsibilities lists among the board's responsibilities "Hire and

evaluate the CEO” and “Delegate power and authority to the chief executive to effectively lead the district.” Board Policy 2430 Delegation of Authority to Superintendent/President, charges the superintendent/president with full responsibility to administer board policies and account for the operation of the district.

During an annual special meeting of the Board of Trustees, which is generally held in June, the Board of Trustees conducts an evaluation of the superintendent/president and works collaboratively with the superintendent/president to determine annual goals that support the district’s mission and Institutional Learning Outcomes. Prior to the meeting, the superintendent/president gathers input from the campus community regarding proposed goals to help ensure that approved goals align with the district’s mission, Institutional Learning Outcomes, and strategic goals. The “Campus Goals Led by the Superintendent/President” for the next academic year, as well as an accounting of the progress made in meeting the previous year’s goals, is presented annually at a public Board of Trustees meeting.⁵⁰

Planning Agenda

None.

IV.B.2. The president has primary responsibilities for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary

The superintendent/president of Antelope Valley College has the primary responsibility for the quality of the college. Through board policy, the superintendent/

president is committed to providing effective leadership in planning, organization, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Self Evaluation

In accordance with BP 2430 Delegation of Authority to Superintendent/President, the superintendent/president of Antelope Valley College is responsible for administering the policies adopted by the Board of Trustees, and executing all decisions of the Board of Trustees requiring administrative action.⁵¹ On March 24, 2004, the Board of Trustees appointed Dr. Jackie L. Fisher, Sr. as the superintendent/president of Antelope Valley College, who continues to serve as the college president. Dr. Fisher has the primary responsibility for the quality of the institution and for providing effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. Along with setting and seeking input on annual campus goals, the superintendent/president chairs the College Coordinating Council and co-chairs the Mutual Agreement Council. Setting annual goals and participating as a leader in these two councils allows the president to ensure that collaborative planning opportunities exist in all aspects of college operations.

The superintendent/president of Antelope Valley College utilizes forums, known as “Dialogue with the President,”⁴ to disseminate information and gather feedback on important college issues. Topics of the forums have included, but are not limited to, the following:

- Campus Goals
- Security
- Distance Education

- Accreditation
- Budget
- Palmdale Expansion

Campus goals are distributed to all constituent groups through email, division/department meetings, and are posted online in the college intranet. An annual report is presented to the Board of Trustees on the status of each goal.

Throughout budgeting challenges resulting from the dynamic allocation of funds to community colleges from the State of California, the superintendent/president continues to be fiscally responsible and appears able to manage growth as the college moves toward a second campus in Palmdale. For example, as a result of reduced funding from the State of California, the superintendent/president elected to reorganize the college structure to address budget shortfalls, and has managed to do so without the need to execute a reduction in force. Furthermore, the superintendent/president utilized the reorganization opportunity to plan and implement a structure that will increase opportunities to develop personnel into leaders at the college.

Although the superintendent/president seeks to assess institutional effectiveness and progress through campus open forums, data from the 2010 Accreditation Self Study Survey suggests that only 42 percent of the faculty, staff, and administration feel that the role of leadership and the institution's governance and decision-making processes are regularly evaluated to assure institutional integrity and effectiveness.

Planning Agenda

None.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The superintendent/president oversees and evaluates an administrative structure organized and staffed to reflect the purpose, size, and complexity of Antelope Valley College. The superintendent/president delegates authority to administrators and others including the following:

- Assistant Superintendent/Vice President Academic Affairs
- Assistant Superintendent/Vice President Student Services
- Assistant Superintendent/Vice President Administrative (formally Business) Services
- Assistant Superintendent/Vice President Human Resources
- Executive Director of Institutional Advancement and Foundation
- Public and Governmental Relations Director

Self Evaluation

The superintendent/president utilizes a collaborative approach to planning and organizing the administrative structure at Antelope Valley College. As an example, during the spring 2009 semester, the superintendent/president, under the authority of AP 3100 Organizational Structure,²⁵ initiated an organizational structure change process campus wide in order to improve efficiency and cost effectiveness of services and programs, and to provide career ladder opportunities for faculty and

staff in the area of college leadership. Under AP 3100 Organizational Structure, all campus constituents were afforded an opportunity to provide ideas and input on possible organizational changes. For instance, faculty provided two organizational recommendations through the Academic Senate, and divisions gathered input from divisional staff, faculty, and administration.

After gathering input and discussing the results with the College Coordinating Council, the superintendent/president presented a new structure to the Board of Trustees representing the following goals:

- Establish career ladder opportunities for all employees
- Provide faculty members the opportunity for the development of additional leadership
- Reinforce a commitment to instructional excellence
- Stimulate more instructional innovation
- Contribute to student development
- Reduce the number of administrative positions to help the district reduce its budget obligations.

The superintendent/president distributed a memo to all employees outlining the goals of the new organizational structure.⁵² After identifying the new organizational structure, an evaluation of the implementation of AP 3100 was conducted by the Department of Institutional Research and Planning. Results of the survey were submitted to the College Coordinating Council and revisions to the procedure are under consideration.

Planning Agenda

None.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following: Establishing a collegial process that sets values, goals, and priorities.

Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.

Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.

Establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary

The superintendent/president guides institutional improvement through collegial communication and assessments that set institutional values, goals, and direction. The collegial communication and assessment process relies on quality research with communication and input from the Department of Institutional Research and Planning, Board of Trustees, Administrative Council, the College Coordinating Council, the Strategic Planning & Budget Council, the Mutual Agreement Council, union membership, classified staff, confidential/Management/Supervisory employee leadership, and the Associated Student Organization. The superintendent/president meets with the President's Executive Council (members consists of president and vice presidents), the President's Administrative Cabinet (members consists of president, vice presidents, Executive director of institutional advancement and foundation, and director of public and governmental relations), the Aca-

democratic Senate president, the faculty and classified union presidents, the Associated Student Organization president, and student trustee. Additionally, the Administrative Council, a group comprised of all vice presidents, deans, directors, and supervisors meets biweekly to discuss issues regarding the district.

Self Evaluation

Establishing a collegial process that sets values, goals, and priorities.

Board Policy 3250 Institutional Planning and AP 3250 Institutional Planning³² outline the responsibilities of the superintendent/president to ensure that the district has implemented a broad based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research. The superintendent/president serves as an ex-officio member of the Strategic Planning & Budget Council and all documents including program review, Educational Master Plan updates, the Computer and Information Technology Plan, the Facilities Plan, the Communication Plan, Marketing Plan, Enrollment Management Plan, Finance Plan, Student Equity Plan, Basic Skills Plan, Matriculation Plan, and the Human Resources – Staffing and Equal Employment Opportunity Plans are shared with Strategic Planning & Budget Council prior to being submitted to the Board of Trustees.

In the 2010 Accreditation Self Study Survey,¹¹ respondents were asked whether they *Agree* or *Disagree* with the statement that “Institutional leaders incorporate a collegial process that sets values, goals and priorities.” Of the 485 respondents to the question, only 45.2 percent (n=219) either *Strongly Agree* or *Agree* that Institutional leaders incorporate a collegial

process that sets values, goals, and priorities. However, only 8.5 percent (n=41) *Disagree* or *Strongly Disagree*. The following table lists the results categorized by constituent groups.

Group	Open Forums with the President	AVC Email Updates
Administrative	34.6 % (n = 9)	88.5% (n = 23)
Faculty	26.2% (n = 38)	90.3% (n = 131)
Staff	12.5% (n = 6)	91.7% (n = 44)
Student	7.5% (n = 19)	86.7% (n = 221)
Community	16.7% (n = 2)	91.7% (n = 11)

Table 5: Where do you get information on college issues?

As suggested by the results of the survey, the campus email system appears to be a favored method of communication on campus. Even though the “Dialogue with the President” forums were not rated the highest method of communication, it still remains as an opportunity for individuals from the campus and the community to participate in campus discussions directly with the superintendent/president, which also provides the superintendent/president another opportunity to evaluate overall institutional planning and implementation efforts. The superintendent/president also uses the annual Welcome Back Day meeting, held at the beginning of each fall semester, to provide information about the college and the coming year to the college community.

The superintendent/president has placed a strong priority on planning for the development of the Palmdale Center and in the 2009-2010 updated Educational Master Plan the Palmdale Center will be included.⁵³

Planning Agenda

None.

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The superintendent/president assures the implementation of statutes, regulations, and governing board policies and assures that college practices are consistent with district mission and policies through an annual review of board policy and administrative procedures.⁵⁴

Self Evaluation

The Office of the Superintendent/ President provides support for board operations, including the development and maintenance of board policies; analysis of items requiring board action; and preparation of agendas, coordination of logistics, and management of board meetings. The Office of the Superintendent/President also bears responsibility for coordination of regularly scheduled Administrative Council, High Desert/Mountain Higher Education Joint Powers Authority, Citizens' Oversight Committee, Dialogue with the President, Educational Master Plan Taskforce, Latino Advisory Committee, Mutual Agreement Council, President's Cabinet, and President's Executive Council meetings.

During an annual review each fall semester, the superintendent/president directs the Administrative Council to review board policies and administrative procedures. Additionally, when there is a change through Title 5, the superintendent/president refers the information to each respective vice president or dean for their review. Board Policy 2410 and AP 2410 are used to propose any new policies

or revisions to existing policies.⁴⁴

When a policy is proposed as new, or revised, BP and AP 2410 states in part:

A recommendation for a change in, or new, policy or administrative procedure from a campus wide participatory governance committee, recognized campus constituent group, or administrator will be distributed to all faculty, ASO, classified staff and administrators for feedback at least 30 days prior to making a recommendation to the College Coordinating Council (CCC) and College President. The campus wide committee, recognized constituent group, or administrator initiating the recommendation must review the feedback from the campus constituent groups prior to forwarding a final recommendation to the College Coordinating Council and the college superintendent/president.

New or revised board policies or administrative procedures may be found on the myAVC Board Policy group page so that all members of the college community have an opportunity to review the proposal and provide feedback. Any individual, student or employee, who has access to the myAVC portal may subscribe to the board policy myAVC group. In addition, approved board policies and administrative procedures can be found on the public website.

Planning Agenda

None.

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

The superintendent/president effectively controls the budget and expenditures through a shared governance structure and

in collaboration with the Strategic Planning & Budget Council.

Self Evaluation

The superintendent/president serves as an exofficio member of the Strategic Planning & Budget Council. Budget decisions are discussed by the Finance subgroup and Budget subcommittee of the Strategic Planning & Budget Council. Budget and expenditure recommendations are presented to the superintendent/president through the Strategic Planning & Budget Council.

As stated previously, the superintendent/president uses several means of communication to inform the campus community about issues affecting the budget, including, but not limited to, the Welcome Back Day, “Dialogue with the President” forums, and through memos sent to the campus employees and students about budget issues. The vice president of administrative services (formerly business services) makes updates to the Board of Trustees on a regular basis.

Although the superintendent/president attempts to reach out to employees and students through opportunities such as “Dialogue with the President” forums and the president’s myAVC group, results from the 2010 Accreditation Self Study Survey¹¹ suggest that the budget and planning process at Antelope Valley College is not widely understood. Survey participants were polled regarding their understanding of the budgeting process. Table 6 shows the group constituencies categories of the 527 respondents to the question, 26.9 percent (n=142) *Strongly Agree* or *Agree* that they understand how the budgeting process works at Antelope Valley College, 27.3 percent (n=144) *Disagree* or *Strongly Disagree*, and 45.7 percent (n=241) *Neither Agree* nor *Disagree*, or they did not know.

The relationship of planning and budget is similarly not well understood. When asked if they understood how planning and budget worked together, of the 523 respondents, 28.9 percent (n=151) *Strongly Agree* or *Agree* that they understand how planning and budget work together at Antelope Valley College, while 25.4 percent (n=133) *Disagree* or *Strongly Disagree*, and 45.7 percent (n=239) *Neither Agree* nor *Disagree*, or did not know.

Table 6

Group	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Do Not Know	n
Administrative	3	13	5	2	1	2	26
Faculty	5	35	29	29	18	32	148
Staff	4	18	10	8	6	7	53
Student	20	37	59	46	32	92	286
Community	4	3	1	2	0	4	14
	36	106	104	87	57	137	527

I understand how the budgeting process works at AVC.

Group	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Do Not Know	n
Administrative	5	18	2	1	2	0	28
Faculty	22	81	36	16	9	7	171
Staff	10	27	13	8	0	5	63
Student	68	118	78	22	20	58	364
Community	4	8	2	1	0	1	16
	109	252	131	48	31	71	642

The College states its goals clearly

Group	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Do Not Know	n
Administrative	4	13	4	2	1	2	26
Faculty	7	34	35	25	18	28	147
Staff	4	17	11	6	7	8	53
Student	23	42	55	42	31	90	283
Community	4	3	2	1	0	4	14
Total	42	109	107	76	57	132	523

I understand how planning and budget work together at AVC

Planning Agenda

None.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The superintendent/president works and communicates effectively with the communities served by Antelope Valley College and seeks to enhance and expand relationships through the creation of partnerships, increasing recruitment efforts, and by raising awareness of college programs and services.⁵⁴

Self Evaluation

The superintendent/president participates in the Antelope Valley Board of Trade, the American Cancer Society, Greater Antelope Valley Economic Alliance, YMCA, and as a member of the Lancaster West Rotary. On a state level, the superintendent/president serves on the California Community Colleges Commission on Athletics, Community College Facilities Coalition, Advisory Committee on Legislation (2005-2008), and has served on accreditation teams for the Accrediting Commission for Community and Junior Colleges.

The superintendent/president has set, as the ninth campus goal listed in the “Campus Goals Led by the Superintendent/President” that was presented to the Board of Trustees for 2009-2010, to enhance and expand relationships and collaborative partnerships with the external community through the creation of partnerships with school districts, universities, community organizations and business, increased recruitment efforts, and rais-

ing the awareness of college programs and services.

The superintendent/president was appointed by Senator George Runner to serve as the Chair of the High Desert/Mountain Higher Education Joint Powers Authority, whose goal is to bring a public four-year University to the Antelope Valley. Another example is the president's involvement in the Tejon Pass Centennial project, where the superintendent/ president has been actively working with the developers and community leaders to incorporate Antelope Valley College into their master planned community.

Additionally, the superintendent/ president has been involved in creating and continuing the Science, Technology, Engineering, and Mathematics program (STEM). The Science, Technology, Engineering, and Mathematics program has established pathways to develop 'home-grown' engineers to support local and regional aerospace employers and to develop school teachers with interest in teaching K-12 science and mathematics. These pathways have been developed jointly with California State University, Bakersfield and Fresno State University. The College of Engineering (CSU, Fresno) has announced its withdrawal from the Engineering Program at the Lancaster University Center in the spring of 2012. To maintain the local program, the superintendent/president has already begun collaborating with CSU, Long Beach, College of Engineering and the College of Continuing and Professional Education to bring their baccalaureate programs in

electrical and mechanical engineering to the Lancaster University Center.

In an effort to serve students seeking a four year education, Antelope Valley College maintains a relationship with California State University, Bakersfield that includes a presence on the Antelope Valley College campus. California State University Bakersfield - Antelope Valley currently rents modular buildings that are physically located on the north end of the Antelope Valley College campus, and offers four year programs that benefit from feeder courses at Antelope Valley College.

In 2006, under the direction of the High School Superintendent and AVC's superintendent/President, joined together to create an Early College High School called, Students on the Academic Rise (SOAR). In January 2009, the Early College High School was opened on the Antelope Valley College Lancaster campus. Students on the Academic Rise High School is a specialized high school located on the Antelope Valley College campus, but remains a part of the Antelope Valley Joint Union High School District, and is an Early College High School which integrates college courses into the high school curriculum. Students on the Academic Rise students are treated as college students, and if successful, receive both a high school diploma and an associate's college degree within five years.

Planning Agenda

None.

Standard IV: Leadership and Governance Reference Citations

- 1—Board Policy and Administrative Procedures Manual—www.avc.edu/administration/board/policyprocedures.html
- 2—College Catalog 2009-10, 8
- 3—Educational Plan 2007, 2010
- 4—List of dates for Dialogues with the President
- 5—Board Agendas 2008-2010
- 6—California Community Colleges Classified Employee of the Year Award-criteria
- 7—BP/AP 7240: Confidential Employees
- 8—BP/AP 2510: Participation in Local Decision Making
- 9—Associated Student Organization Constitution and By-laws 8/2007
- 10—BP/AP 2015: Student Trustee
- 11—Accreditation Self Study Survey 2009
- 12—Title 5 §55601
- 13—Collective Bargaining Agreement Between Antelope Valley College and AVC Federation of Teachers March 12, 2007 – June 30, 2009
- 14—AVC Federation of Classified Employees Collective Bargaining Agreement with Antelope Valley Community College District – 1, 2005-June 30, 2009
- 15—BP/AP 4020: Program, Curriculum Development, and Course Development
- 16—AP&P Standards & Practice Handbook
- 17—Academic Senate Constitution
- 18—Measure R, Bond Oversight Committee www.avc.edu/administration/facilities/citizenoversight
- 19—Institutional Research and Planning www.avc.edu/administration/research
- 20—BP/AP 3250: Institutional Planning
- 21—Academic Senate— www.avc.edu/administration/organizations/senate
- 22—Student Learning Outcomes Committee— www.avc.edu/administration/organizations/slo
- 23—Program Review— www.avc.edu/administration/organizations/senate/programreview.html
- 24—Basic Skills Committee— www.avc.edu/administration/organizations/basicskills
- 25—BP/AP 3100: Organizational Structure
- 26—Strategic Planning at Antelope Valley College – brochure June 17, 2008
- 27—Previous Reports to the Accreditation Commission www.avc.edu/aboutavc/previous.html
- 28—Board of Registered Nursing – Memo January 13, 2009 and Letter April 6, 2009
- 29—BP/AP— Chapter 2: Board of Trustees
- 30—BP/AP – Chapter 4: Academic Affairs
- 31—BP/AP Chapter 5: Student Services
- 32—BP/AP3250: Institutional Planning
- 33—Campus Goals 2005-2006

- 34—BP/AP 6200: Budget Preparation
- 35—BP/AP 6400: Audits
- 36—BP/AP 6100: Delegation of Authority
- 37—BP/AP 2200: Board Duties and Responsibilities
- 38—California Community College Budget and Accounting Manual
- 39—Board of Trustees Public website—www.avc.edu/administration/board/index.html
- 40—Minutes Board of Trustees Meeting February 9, 2009
- 41—BP/AP 6330: Purchasing
- 42—BP/AP 6340: Bids and Contracts
- 43—myAVC Board Policy Group
- 44—BP/AP 2410: Policy and Administrative Procedures
- 45—Minutes Special Meeting Board of Trustees February 9, 2009
- 46—Board of Trustees Self Evaluations, Superintendent/President Office
- 47—Board of Trustees Retreat, Roundtable Discussion Accreditation Standard IV April 22, 2009
- 48—Board of Trustees Meeting Minutes, myAVC Board of Trustees Group
- 49—BP/AP 2435: Evaluation of Superintendent/President
- 50—Campus Goals Led by Superintendent/President—www.avc.edu/administration/president
- 51—BP/AP 2430: Delegation of Authority to Superintendent/President
- 52—Memo Superintendent/President Re: New Organizational Structure
- 53—AVC Educational Plan 2010
- 54—Office of the Superintendent/President, Program Review Fall 2008