



**ANTELOPE
VALLEY
COLLEGE**

Summary of the Planning Agenda

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Standard I: Institutional Mission and Effectiveness

A. Mission

No planning agenda.

B. Improving Institutional Effectiveness

No planning agenda.

Standard IIA: Instructional Programs

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Planning Agenda

Each year develop and administer a questionnaire that will collect perceptions of students to determine their degree of satisfaction regarding the various methods of delivery and how effectively these methods of delivery meet students academic and support services needs. Incorporate questions regarding both on campus and online delivery systems, with possible modification from the instrument used at Palmdale in 2007-2008. Results collected from the questionnaire will be used to improve the delivery of existing programs and services, and add new methods when funding is available.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Planning Agenda

Increase Student Learning Outcomes assessment and reporting to at least 50 percent of courses offered by the end of the

2010-2011 academic year. Goal is to have reached 100 percent prior to the midterm accreditation report due 2013.

Develop Program Learning Outcomes and assessment measures for all degree and certificate programs by spring 2011.

Complete one cycle of assessment, for the Health Sciences and Technical Education divisions, that currently have established Program Learning Outcomes, by spring 2011. This will provide a documentation of a full assessment cycle in WEAVE Online that will provide models for other campus programs to follow.

Achieve full implementation of the WEAVE mapping functions by the end of fall 2011 that will allow all established programs to document the integration of course content, sequencing, and alignment with the stated outcomes of the programs and the college mission.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Planning Agenda

Implement CurricUNET campus wide during the 2010-2011 academic year. Conduct training sessions to ensure that faculty play a central role in establishing and improving instructional courses and programs. Every two years administer an assessment process to determine how well these courses and programs are well documented and follow established proce-

dures for the design, identification of learning outcomes, approval, administration, delivery, and evaluation.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Planning Agenda

Complete General Education Program Learning Outcomes and related assessments by spring 2011, which will serve as a guide for administrators, faculty, and staff to begin assessing outcomes and to use the collected data and analysis for future planning and program improvement.

Complete the establishment of Program Learning Outcomes for existing degree and certificate programs by 2011. This will further facilitate planning and quality improvement by allowing the assessment of Student Learning Outcomes in concentrated areas of study, supporting continuous quality improvement in all certificate and program areas.

II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Planning Agenda

Within two years, develop and implement an Information Competency requirement through faculty dialogue and collaboration with the Academic Policies & Procedures Committee. After a year of implementation conduct an assessment to its' effect on how well students are competent in using various technology to improve learning.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Planning Agenda

Each year, the Institutional Research and Planning staff will lead the way in helping employees examine and improve current methods for systematically tracking student transfer rates, student performance on licensure examinations, and how employed graduates utilize their college experience. Results will demonstrate how well students are being appropriately prepared to meet current professional and industrial standards. The Department of Institutional Research and Planning, in conjunction with faculty, can thereby identify areas for program improvement.

B. Student Support Services

No planning agenda.

C. Library and Learning Support Services

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Planning Agenda

In conjunction with the Institutional Research and Planning staff, the Instructional Multimedia Center staff will seek out ways to identify and implement additional promotional strategies to educate the campus community of Instructional Multimedia Center's services. By the end of 2012, evidence will be collected to assess how effective these promotional

strategies have in increasing awareness of services provided by the Instructional Multimedia Center.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Planning Agenda

Every other year, librarians will review the Recataloging and Reclassification Project to determine if the entire media collection should be completed and placed online for easy access. If completed, it should be further determined whether or not a change in the numbering system is necessary for effectiveness.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to developing skills in information competency.

Planning Agenda

Every year staff assigned to the Instructional Multimedia Center will develop an assessment process that will measure the effectiveness of services to students. Data will be used as a method to improve services.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Planning Agenda

Beginning spring 2011, the name of the Writing Center Advisory Committee will change to a Learning Center Advisory Committee. The advisory committee members will consist of representation from all academic divisions as well as Student Services areas. Expanding the membership allows input and dialogue for a more coordinated mechanism for communication of the entire community.

Standard III: Resources

A. Human Resources

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Planning Agenda

Confidential/Management/Supervisory group and the vice president of human resources and employee relations, will establish a formal procedure and possibly revise the current evaluation form for confidential/management/supervisory employees. This formal procedure will be incorporated into the district's Administrative Procedure.

B. Physical Resources

No planning agenda.

C. Technology Resources

No planning agenda.

D. Financial Resources

No planning agenda.

Standard IV: Leadership and Governance

A. Decision Making Roles and Processes

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.

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.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.

Planning Agenda

At the beginning of each academic year, reaffirm the definition and application of consensus to use in making recommendations (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.

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.

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 Administrative Organization

No planning agenda.