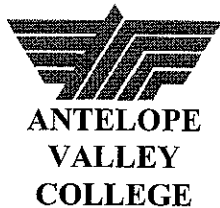


**ACCREDITATION PROGRESS REPORT  
SEPTEMBER 12, 2006**

*Prepared for the  
Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges*



**Antelope Valley College  
3041 West Avenue K  
Lancaster, California 93536**

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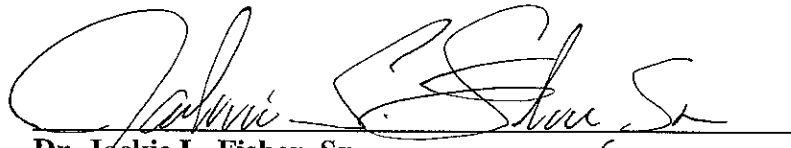
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I. CERTIFICATION OF THE PROGRESS REPORT

To: Accrediting Commission for Community and Junior Colleges (ACCJC)  
Western Association of Schools and Colleges (WASC)

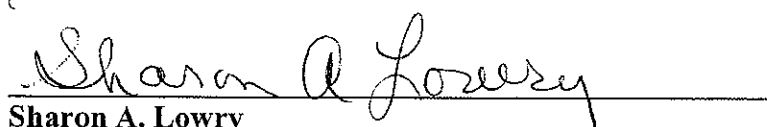
From: Antelope Valley College

This progress report provides a summary of institutional responses to recommendations cited in the WASC-ACCJC January 31, 2005, letter in response to the October 19-21, 2004, commission visitation. We certify that preparation of this report included opportunities for participation by the campus community and that the progress report accurately reflects the nature of this institution in relation to the issues addressed.



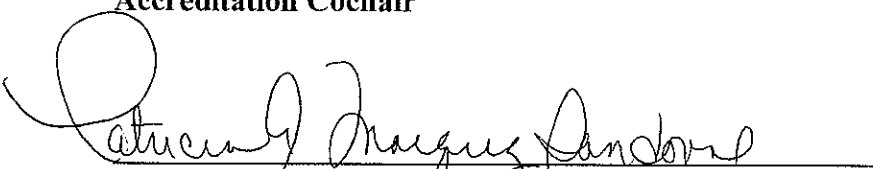
Dr. Jackie L. Fisher, Sr.  
Superintendent/President Antelope Valley College

Sept. 12, 2006  
Date



Sharon A. Lowry  
Vice President of Academic Affairs  
Accreditation Cochair

Sept. 12, 2006  
Date



Patricia A. Marquez Sandoval  
Academic Senate President  
Accreditation Cochair

Sept. 12, 2006  
Date

II.	STATEMENT ON REPORT PREPARATION
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On January 31, 2005, the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges reaffirmed Antelope Valley College's accreditation with a requirement that the college complete a progress report by October 15, 2006, addressing six recommendations. The submission of the progress report will be followed by a visit from the commission.

Early fall 2005, the Accreditation Liaison Officer, with the support of the Academic Senate, appointed the Academic Senate President to serve as cochair for the development of the Accreditation Progress Report. To provide continuity between the 2004 self study and the fall 2006 progress report, the original self study committee was reconvened. The cochairs proposed an overall process to the Accreditation Steering Committee.

The overall process and timeline contained major tasks and completion dates for the purpose of thoroughly examining each recommendation<sup>1</sup>. The timeline was broken into four areas: Step I, Preparation; Step II, Development; Step III, Production; and Step IV, Team Visit. Once the timeline was established, the Accreditation Steering Committee was reconstituted with several major revisions. Previously, both cochairs of each standard committee served on the Accreditation Steering Committee. For the preparation of the progress report, only one of the cochairs served, with the cochairs deciding which one of the two would serve on the committee. The Faculty Accreditation Coordinator from the last self study was also invited to participate, providing history and a greater understanding of the visiting team's views as reflected in the commission's recommendations. A member of the Board of Trustees, the college's Foundation, and the Antelope Valley College Federation of Classified Employees comprised the remainder of the Accreditation Steering Committee. The Associated Student Organization was asked to bring forward a student to serve on the Accreditation Steering Committee, but was unable to find a student who could attend consistently. The Accreditation Progress Report cochairs presented the timeline and reviewed the commendations and recommendations at a Board of Trustees retreat, an Administrative Council retreat, Academic Senate meetings, and Strategic Planning and Budget Council meetings.

The Accreditation Steering Committee members responsible for the various recommendations submitted a timeline that demonstrated when each standard committee's work would be completed in compliance with the general timeline. A second Accreditation Steering Committee timeline was then developed, which separated major tasks for fall and spring semester<sup>2</sup>. The Accreditation Steering Committee met twice a month in September and October and once each in November and December to report progress, share documentation, express concerns, offer suggestions on process, and provide recommendations on the revisions to the campus survey. The survey was distributed to the campus community, and a total of 104 respondents provided data that was analyzed and integrated into the Accreditation Progress Report. During spring semester, the standard reports were submitted and the Accreditation Progress Report draft was written. The Accreditation Steering Committee spent several meetings discussing and revising the report for campus review and feedback.

The Accreditation Steering Committee used several forums for campus-wide communication for reviews and updates. Memos were delivered via e-mail, paper copy, and posted on the campus intranet. In fall 2005 and spring 2006, the college President held open forums, inviting the campus community to participate in a dialogue on the progress of the Accreditation Steering Committee and ask questions about accreditation. The campus was informed that the final draft would be made available during the last weeks of spring semester on myAVC (Internet portal). The campus was given several weeks to review and provide feedback before the final report was completed. The final report was presented at the Welcome Back meeting held in the fall, attended by faculty, classified staff, administrators, board members, and student workers. At the September 2006 board meeting, the Board of Trustees formally approved the Accreditation Progress Report.



**Dr. Jackie L. Fisher, Sr.**  
**Superintendent/President Antelope Valley College**

Sept 12, 2006  
**Date**

**References: Statement on Report Preparation**

- <sup>1</sup> *Process for Accreditation Progress Report with Visit*
- <sup>2</sup> *Accreditation Report Timeline*

III.	RESPONSES TO THE RECOMMENDATIONS OF THE COMMISSION
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**Recommendation #1: The college must develop a complete blueprint for planning that includes a review of the mission statement, and the research, planning, and evaluation process and ensure clear communication of these processes to faculty, staff, and the community. (Standards I.A.3, I.B, I.B.3, I.B.4, I.B.6)**

**Progress Response:** The Strategic Planning and Budget Council (SPBC), a shared governance council, developed a new budgeting process driven by the college mission statement that incorporates research, planning, and evaluation. The new process considers the college's vision and values, embedding communication within and across the campus and the local community. While the new process is a work in progress, comprehensive campus planning based upon newly developed institutional learning outcomes (ILOs) is now underway.

An Institutional Learning Outcomes Planning Taskforce was established under SPBC, and six ILOs were developed and approved. The ILOs were derived from the college's mission statement, with special consideration to the college's vision and values. The mission statement and the ILOs direct the development and revision of the Educational Master Plan. On October 14, 2005, the SPBC and the Academic Senate invited Bonnie Suderman, Assessment Coordinator from Bakersfield College, to present a workshop on student learning outcomes (SLOs) and their role in the budgeting process. Once members had a better understanding of SLOs and their relationship to ILOs, the SPBC again reviewed a draft of the ILOs, and after much discussion and editing, the six ILOs were agreed upon. The mission of the college is reflected in these ILOs that encompass diverse perspectives, the application of lifelong learning skills, breadth of knowledge using oral and written communication, good citizenship, and career opportunities for economic well being<sup>1</sup>. The Educational Master Plan is now recognized as the college's strategic plan, driving the instructional programs, services to students, and college operations. The new process, approved by SPBC on January 18, 2006, states that revisions and modifications are based upon the assessment of student learning outcomes/operational outcomes of the college's five major plans: Finance Plan, Facilities Plan, Human Resources Plan, Computer and Information Technology Plan, and Enrollment Management Plan. Assessment is used to evaluate the effectiveness criteria, which then leads to resource allocation. The Educational Master Plan and the college's mission are annually reviewed for revisions and modifications based upon the final outcomes assessment of the ILOs. Major revisions to the Educational Master Plan are completed on a three-year cycle as reflected in Administrative Procedure 3250<sup>2</sup>.

The 2005-2006 Antelope Valley College (AVC) Accreditation Progress Report Survey indicates that over half of the respondents correctly identified the components of the college mission statement and agreed that the statement is used in campus decision-making. More than 65% agreed that the campus clearly states its goals and that dialogue is maintained regarding continuous improvement and campus issues. Over 75% of respondents know the mission statement and that it is located in the college catalog and on the AVC website.

Presently, the Educational Master Plan is being revised and a new section is being developed to include the planning for a Palmdale campus. An external scan is planned to assist in collecting data for campus planning and operational needs assessment for the new district-wide Educational Master Plan. Early in the fall semester, an internal scan will be conducted, and the Educational Master Plan Committee, a shared governance subgroup of SPBC, will incorporate the findings to begin the major revision of the Educational Master Plan.

A Board of Trustees retreat was held on February 10, 2006, to review and discuss the new SPBC budgeting process. Handouts visually describing the new process, along with a one-page narrative, were presented and discussed. The SPBC recognized that this new process incorporates new language, and thus developed a glossary of terms<sup>3</sup>. New budget request forms were also developed that require the linking of student learning outcomes/operational outcomes (when available) to the institutional learning outcomes for budget requests<sup>4</sup>. The new SPBC process is now officially part of the district's Administrative Procedures<sup>5</sup>. At a Dialogue with the President meeting held on March 15, 2006, the SPBC cochairs explained the new budgeting process to the campus. The 2005-2006 Accreditation Progress Report Survey indicated that 83% of respondents discussed institutional planning with SPBC members at least three times.

SPBC's Communication Subgroup makes recommendations and establishes goals regarding internal and external communication. The Communication Subgroup also monitors various internal and external communications relating to institutional climate and interaction among various individuals and groups. Representatives from each campus committee are charged with providing communication to their constituents and bringing information back to their respective committees. The Director of Public and Governmental Relations issues Campus Updates via e-mail whenever information deemed of interest to the campus community is available. Reports on board meetings, campus emergencies or police actions, special campus events, and other news items are included in the updates. Some of the reported news items are prompted by employee questions or comments. Based upon comments the Director of Public and Governmental Relations receives, these reports are widely read and appreciated. Nearly 88% of those who responded to the 2005-2006 Accreditation Progress Report Survey stated that they obtain information on college issues from AVC e-mail updates. In addition, the implementation of myAVC in November 2005 has proven to be a valuable tool for collecting and disseminating campus information, and it is expected the site will provide a forum for campus discussion among all institutional members. Minutes from many campus committees are currently available on myAVC, as well as the Board Policy and Administrative Procedures, the Accreditation Self Study and Report, the Student Equity Plan, and other documents. The Accreditation Report and Student Equity Plan are also available on the college's public web site.

A major part of the Participatory Governance Policy refers to a Mutual Agreement Council (MAC), whose members are the President's Executive Cabinet and the Academic Senate Executive Committee. Early in the fall 2005 semester, the MAC first met and agreed to items that were considered "mutual agreement." One of those items was the need to develop an Educational Program Evaluation and Discontinuance Procedure<sup>6</sup>. The MAC recommended that a small taskforce be established to specifically draft a proposal. The taskforce consisted of the Academic Senate President, the Academic Policies & Procedures faculty cochair, a faculty union representative, a counselor, and a vocational dean. The MAC, deans in both Academic Affairs

and Student Services, and the Academic Senate reviewed the finished draft. The Academic Senate approved it on April 20, 2006<sup>7</sup>, and it was presented to the Board of Trustees on May 8, 2006<sup>8</sup>. The new procedure will now be incorporated as a major document within the new SPBC process.

**Additional Planning:** The campus recognizes that the establishment of an Office of Institutional Research is essential for the qualitative and quantitative assessment of data to occur. The new SPBC process depends on the institution's ability to assess its performance through the analysis of these data that will influence decision making for budget allocations. The recently hired Director of Institutional Research and Planning will collect evidence of SLOs, ILOs, and program performance that will be used to demonstrate institutional effectiveness. SLOs and ILOs will be measured against effectiveness criteria, and these outcomes will drive goals for improving student learning. At SPBC and Academic Senate meetings, and in various Dialogues with the President, there was agreement that we need to change our campus culture regarding how research-based decisions are made. Campus leadership has emphasized that the entire campus community must be involved in conducting research since it is unrealistic to expect one office to supply the needs for the entire campus. We recognize that we are in the process of change, and many more open conversations need to occur. Furthermore, workshops on the meaning and application of research need to be planned and carried out as a long-term goal.

In addition, in order for the new SPBC process to work as intended, several major planning documents must be developed, including the Human Resources Plan, the Finance Plan, and the Enrollment Management Plan. Other existing plans need revision to ensure that they support the Educational Master Plan. During the spring 2006 semester, the Enrollment Management Committee worked on a complete revision of an Enrollment Management Plan and anticipates having it ready by the end of the fall 2006 semester. SPBC has agreed that the Human Resource Subgroup will develop a Human Resources Plan in conjunction with the Finance Plan. This subgroup will work during the summer months to have a draft prepared for early fall semester defining the process and timeline for completing the plan by spring 2007. The new SPBC process will be evaluated during the fall 2006 semester, with the understanding that several cycles will be required before it can truly be determined how well the process is working.

**References: Recommendation #1**

- 1<sup>1</sup> Antelope Valley College: Institutional Learning Outcomes*
- 1<sup>2</sup> Administrative Procedure (AP) 3250: Institutional Planning*
- 1<sup>3</sup> SPBC Glossary of Terms*
- 1<sup>4</sup> SPBC Budget Request Forms*
- 1<sup>5</sup> Board of Trustees: February 10, 2006, Meeting Minutes*
- 1<sup>6</sup> Educational Program Evaluation and Discontinuance Procedure*
- 1<sup>7</sup> Academic Senate: April 20, 2006, Meeting Minutes*
- 1<sup>8</sup> Board of Trustees: May 8, 2006, Meeting Minutes*

**Recommendation #2: The college must improve communication by engaging in dialogue that is inclusive, informed, and intentional about institutional quality and improvement. The dialogue should purposefully guide institutional change. This dialogue must include formal pathways for effective communication links so that information and recommendations are disseminated to all constituent groups. (Standards I.A.4, I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7)**

**Progress Response:** The Strategic Planning and Budget Council is the coordinating body for planning issues at Antelope Valley College, with the exclusion of academic and professional matters and collective bargaining issues. The college mission, vision, and values are the starting point for many campus planning and budgeting processes. The SPBC Communication Subgroup is responsible for facilitating dialogue among and across all constituencies leading to research, planning, decision-making, and evaluation. The subgroup disseminates information on the process and outcomes made for budget decisions to the campus and general community<sup>1</sup>. The SPBC Annual Review is developed and distributed to the entire campus community and is posted on the college's website. With the new budgeting process in place, this Annual Review provides the documentation of how the process was developed as well as goals for 2005-2006<sup>2</sup>. The goals for the Communication Subgroup include the creation of formal pathways to effectively distribute information to both external and internal audiences and the development of consistent, positive college identification. Imbedded in the subgroup's goals is the conviction to be proactive in communication, supportive of purposeful dialogue, and responsive to members of the campus and community. More than 65% of respondents to the Accreditation Progress Report Survey agreed that the campus clearly states its goals and that dialogue is maintained regarding continuous improvement and campus issues.

The college President regularly conducts Dialogue with the President meetings on campus. These meetings began in 2003 as a series of informal discussion sessions designed to answer questions, gather input, and raise awareness regarding important issues facing the campus community. The President encourages the campus community's participation in these meetings via e-mail messages announcing topics, questions to consider, and guest speakers. Topics for the meetings have included: Campus Security, Distance Education, Participatory Governance, the Palmdale Campus, the Accreditation Progress Report, and the Strategic Planning and Budget Council Planning Process. On January 25, 2006, a Dialogue with the President group page was created on myAVC. Summaries of the dialogue sessions are posted on this site; it also offers opportunities to have continued conversations. The President also provides an evaluation survey to be completed and submitted after each meeting, soliciting feedback on the value of each dialogue and identifying possible future topics. The college President, in consultation with the Board of Trustees, identifies goals for each year that are consistent with the college's stated purpose and communicates them to the campus community through e-mail, the President's group page on myAVC, and various committee and campus meetings<sup>3</sup>.

The college website ([www.avc.edu](http://www.avc.edu)) provides information regarding college programs, events, and services. Members of the community can apply for admission online and access the college calendar, catalog, and schedule of classes. Links to campus organizations are also available via the website. However, there appear to be some limitations on the currency of information due to the lack of a full-time employee to maintain the site. While there is an AVC

Web Administrator who maintains the technical side of the web, responsibility for updating the content previously rested with a part-time employee and a group of content contributors from across campus, but presently rests with a consultant. This issue may limit the usefulness of the college website as a communication tool for the larger community.

Reciprocal communication with the larger community is evidenced by gatherings, such as the community forum held in December 2005 that collected input from community leaders regarding educational programs needed at the proposed Palmdale campus<sup>4</sup>. Prior to the 2004 bond campaign, a research firm was hired to gauge public perception, and voters were asked about issues, such as the variety of classes and programs available at AVC, class availability, and the ability of the college to prepare students and serve the community. Additionally, meetings with locally elected state representatives are typically held once a year.

A new web-based tool is now available for reciprocal communication within the campus community; myAVC is an Internet portal to the institution for students and employees. In fall 2005, approximately six hundred students and six instructors piloted myAVC. Focus groups, in which all constituent groups were represented, reviewed the system and identified its uses. The system was fully implemented in November 2005. Training on myAVC has been offered to all employees, including student employees. More than thirty training sessions were offered to introduce faculty and staff to the features and functions of myAVC. Additionally, the Information Technology Services (ITS) staff has presented orientations to students in classroom environments and has given overviews to committees, working groups, divisions, departments, the Administrative Council, and the college's Board of Trustees.

Using the myAVC portal, students can access college services, academic resources, and course material. Faculty members use myAVC to e-mail students and to post course materials, assignments, and announcements. Some faculty also use electronic bulletin boards and chat rooms for class assignments and discussions. Employees use myAVC to participate in collaborative groups and to access agendas, minutes, working documents, and other committee and group resources. Additionally, myAVC is used to provide campus announcements to all students and employees. Since its implementation on November 14, 2005, sixty-three collaborative groups have established group pages and are actively using myAVC to share documents, conduct discussions, and carry out committee and departmental business. Twenty-five student clubs and organizations have also established myAVC groups as a means to share resources with their members. Since individual users do not need advanced computer skills to maintain content, myAVC may actually contain more current information than the AVC website. It is expected that as the campus community becomes more familiar with the many features myAVC provides, it will become the primary forum for campus communication and dialogue.

An SPBC task force held several meetings and established ILOs, which also set the stage for five subgroups (Facilities, Finance, Human Resources, Enrollment Management, and Technology) to ensure that the Educational Master Plan (i.e. instruction, student services, and operations) is carried out. The dialogue at these meetings was based on ILO samples from other colleges and a review of AVC's mission statement, values, and goals. It was determined that the institutional goals will drive the development of SLOs at the program and course level and that they will be aligned with the college's ILOs.

The key to the new budgeting process is the identification of those documents that are required to provide both qualitative and quantitative data for decision making: Program Review recommendations, the Student Equity Plan, the Accreditation Self Study, the Matriculation Plan, transfer rates, and input from vocational program advisory groups (see recommendation #1). Working cooperatively during the 2005-2006 academic year, the SPBC completed the revision of the Strategic Planning and Budgeting Process<sup>5</sup>.

**Additional Planning:** The SPBC Communication Subgroup, along with the SPBC constituent representatives, must actively inform the campus and general community as to how budget decisions are made. The SPBC Annual Review needs to be highlighted and posted so that all constituents are aware of the report and what it contains. All faculty need to participate in the development of SLOs for specific courses, programs, activities, or processes. The Student Learning Outcomes Committee will assist faculty by providing a campus-wide process for uniform implementation and assessment of SLOs (see recommendation #3). Semester and annual evaluations of SLOs by faculty will occur at the course and program level. Additional analysis and support of quantitative and qualitative data needs to occur at the institutional level by a fully functioning Office of Institutional Research.

Currently, the Dialogue with the President forums are presented on different days and at different times to accommodate varied work schedules. The President will continue this activity and encourage more employee and student participation.

The college must consider hiring a full-time electronic marketing communications coordinator to maintain updated website information and create a stronger public web presence. Staffing the myAVC Help Desk for ongoing support has also been identified as a challenge, and as a step towards keeping online media and its content current, the Director of Information Technology Services has identified hiring an online content manager.

Faculty and staff need ongoing training and support in the use of myAVC. Adjunct faculty may especially need encouragement to fully utilize this tool for communication and dialogue. There has been some resistance to change by the campus community, and the usefulness of myAVC has not been fully embraced. Attendance at the training sessions was generally minimal<sup>6</sup>. Additionally, it has been noted that there must be standardization in the location of minutes, agendas, and other information posted on myAVC. There currently does not appear to be any logical organization of this information, and anecdotal evidence suggests that finding documents on myAVC can be a frustrating exercise.

**References: Recommendation #2:**

- 2<sup>1</sup> *Strategic Planning and Budget Council (SPBC) Sub Group: Communication*
- 2<sup>2</sup> *SPBC Annual Review*
- 2<sup>3</sup> *Superintendent/President: 2005-2006 Campus Goals*
- 2<sup>4</sup> *Community Forum: December 2005 Meeting*
- 2<sup>5</sup> *SPBC Process*
- 2<sup>6</sup> *myAVC Training: Attendance Sheets*

**Recommendation #3:** The college must develop and implement student learning outcomes for all of its courses, programs, services, and for the institution as a whole while linking the outcomes to planning and the budgeting process. Equally important, the college must develop mechanisms for measuring those outcomes and commit to using the findings to improve student learning for its diverse students. (Standards I.B, I.B.2, I.B.3, II.A.1c, II.A.2a, II.A.2b, II.A.2d, II.A.2e, II.A.2f, II.B.3, II.B.3c, II.B.4, II.C.2)

**Progress Response:** The student learning outcomes development process started initially with a group of faculty and administrators traveling to Bakersfield College in spring 2003 to meet with faculty who are familiar with SLOs and their assessment methods. During the 2005-2006 academic year, SLOs became a major topic of discussion at our college. The Academic Senate took an active role in working with the SPBC, and with strong support from administration, engaged the campus in understanding the purpose and value of SLOs.

Prior to this academic year, the entire Student Services area participated in a day-long workshop on SLOs. In April 2005, Dr. Rachel Ruiz, Dean of Counseling and Matriculation at Mesa Community College, presented a workshop on *Developing Student Learning Outcomes for Student Services*<sup>1</sup>. Administrators, faculty, staff, and student workers received training in the definition, creation, implementation, and analysis of SLOs. As a result of this workshop, each area in Student Services walked away with a set of SLOs and established the first Student Services SLO Taskforce. The group has since revised the initial SLOs developed at the workshop, as well as the forms for each area, and linked the SLOs to the newly established ILOs. They also developed and disseminated a binder containing mission statements for each area of Student Services that outlines the goals and the planning process<sup>2</sup>. As part of Student Services, the Library, the Learning Center, and the Instructional Multimedia Center (IMC) participated in the development of area SLOs and had representation on the Student Services SLO Taskforce. The Library, as well, maintains an in-house SLO group. They have identified SLOs and assessment plans for the Library's online tutorials and credit courses. The Learning Center staff meets weekly, and SLOs regularly appear on their agendas.

To maintain the momentum from the workshop for Student Services, and to bring the rest of the campus on board, the Academic Senate and the SPBC invited Bonnie Suderman, Bakersfield College's Assessment Coordinator, to provide a *Student Learning Outcomes (SLOs) Workshop* in October 2005<sup>3</sup>. Members of the SPBC, the Academic Senate, deans, interested faculty, and students participated in the workshop. In November 2005, Ms. Suderman returned and offered a second workshop for the Academic Senate, the Academic Policies & Procedures Committee, deans, interested faculty, and students on *Developing Student Learning Outcomes at the Program Level*<sup>4</sup>. After both workshops, faculty, administrators, and staff indicated that they had a better feel for and understanding of the purpose and value of SLOs. To ensure that these workshops continue to be part of the campus' ongoing dialogue, each training workshop was videotaped. Many individuals now have checked out and reviewed the tapes from the Instructional Multimedia Center.

Based on the workshops and advice provided by Bonnie Suderman, the Academic Senate created a Student Learning Outcomes Taskforce, whose primary charge was to determine a

campus-wide process for a uniform implementation and assessment of SLOs at the course, program, and department level. A faculty chair was appointed on February 2, 2006, and was provided with 40% reassigned time to oversee that the goals of the SLO Taskforce were met<sup>5</sup>. The taskforce membership was quickly established and the first formal meeting held on March 16, 2006, followed by four other meetings during the spring semester. The taskforce also held electronic meetings so that they could begin researching best practices for SLOs and assessment, and the chair met with deans, directors, and individual committee members. The taskforce worked hard to complete campus-wide program level SLO forms to be used starting fall 2006 and to identify training needs that will also begin in fall 2006. When the taskforce began working, it immediately posted information on the Academic Senate website for the campus and general community. The taskforce chair also met with the faculty cochair of AP&P to discuss the creation of a form that will be used by faculty in the development of SLOs at the course level.

The Student Learning Outcomes Taskforce became a permanent standing committee of the Academic Senate on March 16, 2006. The committee membership reflects various constituents of the campus and includes the Director of Institutional Research and Planning. The taskforce recommended that the primary functions of the SLO Committee be as follows: to provide support and training across campus; to recommend and provide samples of effective assessment tools; to offer guidance in the analysis of data; to provide connections to current campus practices; to provide support and data for the Program Review process and future accreditation reports; to ensure that SLOs are connected to ILOs; and to maintain a connection with the Academic Policies & Procedures Committee (AP&P). In addition, under the leadership of the SLO committee, the Academic Senate representatives and the AP&P representatives will act as facilitators for faculty in their respective divisions to review ILOs and establish a process for the establishment of SLOs at the course level based upon the Course Outline of Record (COR). Once the Academic Senate approved the standing SLO Committee, the Student Services SLO Taskforce was dissolved. As planned, the Senate SLO Taskforce completed its responsibilities at the end of spring 2006; the newly created Student Learning Outcomes Committee became active in fall 2006<sup>6</sup>.

At the time of the 2004 self study, approximately 400 courses (starting in 2000) had been developed, updated, or revised to include measurable learning objectives based on Bloom's Taxonomy and to integrate assignments and methods of evaluation with those objectives. By the end of spring 2006, an additional 33 courses had been developed, another 285 courses were updated or revised, and 100 courses became obsolete. Over the next two years, the remaining existing courses (approximately 600) are expected to be updated and/or revised. Using these existing CORs, faculty will be able to establish SLOs at the course level. Based on the SLO Committee's recommendation for fall 2006, the SLO form will be implemented<sup>7</sup>. Once faculty have identified SLOs for existing courses, that information will then be added to the COR files. This new process and form for identifying SLOs will then become a standard practice for future curriculum development.

Since the commission's recommendation, various academic divisions and related areas have begun working on identifying SLOs at the course and program level. For example, English faculty have begun discussing a review process for SLOs for the following groups of courses:

composition courses, creative writing courses, reading courses, and all literature courses. English faculty teaching the developmental writing courses continue to employ the portfolio evaluation process and a standard grading rubric that are evaluated twice a year by the Composition Coordinator and faculty. Norming sessions are held to ensure faculty are in agreement when evaluating student work based on SLOs, and assessment data is brought forward for review and discussion. The Assessment Committee tracks the success of students in these courses.

The Assessment Committee continues to oversee the placement of students through an assessment test process for the developmental reading, writing, and math courses. Based upon data collected by the Assessment Coordinator and reviewed by discipline faculty on the committee, activities have occurred that assess competency levels and student progress toward achieving student learning outcomes. A content review was conducted during spring 2006 by three composition faculty and the Assessment Coordinator to determine if assessment tests are accurately placing students in the appropriate developmental writing courses. As part of this process, faculty and student surveys were conducted in the developmental courses to determine readiness for the courses and to predict student success. The assessment data was then reviewed to bring it more in line with course content and objectives for more accurate student placement. The assessment data has also been reviewed for reading and math courses. A consultant, Dr. Ron Gordon, was hired to conduct research for adjusting cut scores on assessment tests and to help establish multiple measures for more accurate placement of students in math, reading, and writing courses<sup>8</sup>. Based on faculty input, reading scores will be part of the multiple measures and used in the placement of students in math courses.

As a result of the Assessment Committee's data collection and analysis and the Student Equity Report, two additional developmental courses have been developed: English 095 focuses on writing grammatically correct and properly punctuated sentences and composing coherently organized paragraphs<sup>9</sup>; Math 060 introduces the basic language of algebra to students with little or no knowledge of algebra<sup>10</sup>. During fall 2006, faculty will develop a new developmental reading course, Reading 095. It is expected that all of our developmental courses will better prepare students for higher-level, college courses.

The Academic Policies & Procedures Committee recently approved a new Respiratory Therapy certificate/degree program and the development of an Athletic Training certificate/degree program. Each has developed and established SLOs at the program level. The Technical Education faculty have also developed SLOs at the course and program level for each of their programs: Airframe and Power Plant; Aircraft Fabrication & Assembly; Agriculture/Park & Landscape Management; Air Conditioning and Refrigeration; Auto Body Collision Repair and Refinishing; Automotive Technology; Clothing and Textiles; Electrical Technology; Electronics Technology; Interior Design; and Welding. They have also developed a reviewing and tracking chart for each course and program to determine the following: I-(SLO) Introduced; D-(SLO) Developed and Practiced with Feedback; M-(SLO) Demonstrated at the Mastery Level, Appropriate for Graduation<sup>11</sup>.

The 2005-2006 Accreditation Progress Report Survey indicated that during the academic year, respondents discussed student learning outcomes at least three times in the following

situations: 88.1% with students; 68% with friends/public; 80% with campus staff; 86% with faculty; 74% with SPBC members; 95% with AP&P or Academic Senate representatives; 87% with colleagues at staff meetings; and 89% with coworkers at committee meetings.

Once SPBC established the ILOs in September 2005, they were distributed to all faculty and staff and posted on myAVC. In order to link SLOs to the budgeting process, the SPBC established a new Strategic Planning and Budgeting process that evaluates and prioritizes annual budget requests, thereby utilizing institutional resources more efficiently in meeting the college's ILOs and its mission. The new budgeting process specifically describes the role that SLOs and ILOs have in guiding the college in the decision-making process for planning and budgeting. The new process, compared to what the college had previously employed, provides a complete cycle that guides how budget allocations are distributed for each area and leads toward student success (see Recommendation #1).

In fall 2005, the college's shared governance council, the College Coordinating Council (CCC), established the Distance Education Taskforce (DETF) for the purpose of making recommendations on distance education for the college. At the end of fall 2005, three recommendations were presented to the CCC. First, that the college move forward with the purchase of the Blackboard course management system and that the service be hosted off campus. Second, that a standing Distance Education Committee (DEC) be established to further address distance education issues related to technical guidelines, course delivery, and the quality of future distance education offerings. And third, that the DEC become a standing committee of the Academic Senate with the following representation: six faculty from various disciplines, including an AP&P representative; one counselor; one instructional dean; one member from ITS management and one classified; one representative each from the faculty union and the classified union; and one student from the Associated Student Organization. The Vice President of Academic Affairs and an Academic Senate faculty appointee sit as cochairs.

The Academic Senate accepted the CCC's recommendation, and on February 2, 2006, the Distance Education Committee and the cochair position were both approved<sup>5</sup>. Then on March 2, 2006, the Academic Senate selected and approved the faculty cochair, a person with extensive background in distance education. The faculty cochair was provided with 20% reassigned time for spring and summer 2006 to begin work on providing more online courses and services to students within the district service areas. On March 6, 2006, the Board of Trustees approved the funding for Blackboard, a course management system; on May 8, 2006, the licensing contract with Blackboard was approved<sup>12</sup>. The Distance Education Committee held its first meeting on April 4, 2006. A Blackboard consultant provided train-the-trainer workshops for faculty during June 19-23 and July 18-21, 2006.

**Additional Planning:** In fall 2006, the SLO Committee will begin training faculty in all divisions/areas on the development, assessment, and evaluation of SLOs at the course and program level. The committee will also design additional and ongoing campus-wide training on SLOs at the course and program level. In addition, the SLO Committee will assist the areas under the Vice President of Business Services to begin training on the development of operational outcomes.

A major obstacle for the campus in the assessment and evaluation of SLOs and ILOs and linking them with the budgeting process has been the lack of a Director of Institutional Research and Planning. With this position now filled (as of June 1, 2006), the SLO committee needs to work with the Director of Institutional Research and Planning to begin collecting and assessing data in order to confirm that SLOs are being met. The researcher will be a member of the SLO Committee and work to establish ongoing procedures to assist in the identification of SLOs/ILOs for courses, programs, and services, as well as methods to assess student progress toward achieving those outcomes. These procedures and methods of assessment, including their results, need to be made available to each division/area and posted on myAVC for easy access and review. The procedures and methods must be developed for the entire campus, ensuring ongoing improvement and continuity.

The Distance Education Committee will begin working with faculty to migrate existing online courses onto a uniform Blackboard platform. The committee needs to identify training needs for the faculty on the use of Blackboard and to begin having some online courses taught through Blackboard, while other courses continue to be taught using various other platforms. Trainers need to be identified to assist faculty and more formal communication needs to occur to inform the campus that there is now a Distance Education Committee. By the end of fall 2006, the committee will develop a mission statement, establish timelines for implementing the Blackboard course management system, and establish a communication process.

Lastly, the college will need to continue to assess the success rates of students who complete the new developmental courses, English 095 and Math 060, as well as all reading, writing, and math developmental courses. The presence of an institutional researcher will facilitate this process.

**References: Recommendation #3**

- 3<sup>1</sup> *Student Services Packet and Video: Developing SLOs*  
(Presenter: Rachel Ruiz, April 2005)
- 3<sup>2</sup> *Student Services: SLO Binder*
- 3<sup>3</sup> *Workshop Packet and Video: SLOs*  
(Presenter: Bonnie Suderman, October 2005)
- 3<sup>4</sup> *Developing SLOs at the Program Level Packet and Video*  
(Presenter: Bonnie Suderman, November 2005)
- 3<sup>5</sup> *Academic Senate: February 2, 2006, Meeting Minutes*
- 3<sup>6</sup> *SLO Committee: Purpose, Function, Membership*
- 3<sup>7</sup> *Academic Policies & Procedures (AP&P) SLO/COR Form*
- 3<sup>8</sup> *Assessment Committee: Research Report*
- 3<sup>9</sup> *English 095 COR*
- 3<sup>10</sup> *Math 060 COR*
- 3<sup>11</sup> *Technical Education Division: Course and Program Level SLOs*
- 3<sup>12</sup> *Board of Trustees: May 8, 2006, Blackboard Licensing Contract*

**Recommendation #4: The college must provide and sustain an environment in which all persons in the college community can interact on a basis of accepting differences, respecting each individual, and valuing diversity. It is imperative to identify and implement the processes that actively promote diversity in the everyday environment and the academic programs of the college. (Standards II.A.1, II.A.1a, II.B.3d, III.A.4, III.A.4a, III.A.4b)**

**Progress Response:** Since the commission's report, the college has taken additional measures to increase an acceptance of differences and an awareness of the value of diversity on the campus. In May 2005, forty-three college employees (two groups of administrators, classified staff, faculty, and the college President) attended a two-day workshop at the Museum of Tolerance in Los Angeles that was coordinated through the Equal Employment Opportunity (EEO) Advisory Committee. The aim of the workshop was to address issues of equity and diversity on the campus and within the general community. The morning workshop entailed an interactive walk through the museum, with afternoon discussions on what was experienced during the morning. A Tools for Tolerance Journal was provided that enabled participants to reflect on why they were at the museum and to explore the dynamics of prejudice and discrimination and the power of words. Museum presenters discussed homophobia, the strengths of diversity, and ideas for teaching Social Action with participants who also had the opportunity to hear from a Holocaust survivor. The museum gave each participant a bag with books, videotapes, and posters. These materials have been used in campus displays in the Instructional Multimedia Center and the Learning Center walkways. Books have been placed in the library and videos in the IMC for campus-wide use. Once the staff returned to campus, follow-up discussions were held for several months. The experience was powerful in that it caused members to see each other as individuals. At the debriefing sessions, many staff members spoke of being more patient with students and members of the general community who step onto campus. Those who participated felt that the two-day workshop was invaluable as a personal and professional learning experience. What added to the experience was that staff could see that this was important to the college since the President and his cabinet also participated.

Closer bonds were built across and among staff members, and a greater understanding of what makes us who we are was achieved. The debriefing sessions were emotional and led to various brainstorming ideas. Student Development staff discussed among themselves and with students the idea of diversity and types of activities in which students could engage. In preparation for 2005-2006 activities, a group of students visited the Museum of Tolerance. As a result of the visit, students organized and participated in a full week of tolerance activities during the week of March 20-25, 2006, which included keynote speaker Dimitrios Synodinos, Director of Student Activities from Riverside Community College. Mr. Synodinos was accompanied by a panel of AVC faculty members, who responded to the presentation and fielded questions from the audience. Last year's event included issues regarding racism, homophobia, religious intolerance, sexism, ageism, and prejudice against the disabled. Tolerance Week will now be a yearly activity in March.

As in previous years, Antelope Valley College students participated in the Theatre for Young Audiences, which produces yearly productions that tour many of the local elementary schools. The thematic content always addresses issues of diversity. *Cootie Shots*, a performance

of scenes, poems, dance, and audience interaction that speaks to the view that every man, woman, and child deserves to be treated with dignity and respect was presented during spring 2006<sup>1</sup>. Approximately 9,000 young students see the performances each year.

Since the 2004 self study, the college has continued to add opportunities to embrace and celebrate diversity. Students and staff have been exposed to new cultural events, such as *Dia de los Muertos*, Disability Employment Awareness Month, Veteran's Day Celebration, and the Holocaust Remembrance Day. Directed by students, the college held fundraisers for the Tsunami Relief Fund and hosted an AIDS Awareness Silent Auction.

Starting in spring 2004, the college began developing the Student Equity Plan<sup>2</sup>. A committee was formed and chaired by one of the Deans of Student Services. To assist the committee in doing its work, Dr. Darla Cooper, a research consultant, was hired. She compiled data regarding access, course completion, English as a Second Language (ESL) and basic skills courses, degree and certificate completion rates, and transfer rates for all groups, and she researched questions posed by the committee. Too often, the college has lacked detailed, quantitative data that could help us better assess the educational needs of its students; thus, the research consultant offered valuable information. The report found that over 50% of AVC's overall student population comes from underrepresented groups. The college attracts a higher percentage of African-American students and an equal number of Hispanic students compared to other populations in the local demographics. In addition, the college has been designated as a Hispanic Serving Institution (HSI) with 27% of AVC students being Hispanic. The Extended Opportunity Programs and Services (EOPS), Student Transition and Retention (STAR), and the CalWORKS programs are especially effective in serving underrepresented groups. Consistent with other community colleges, AVC enrolls 62.3% female students compared to 37% male students (.7% did not indicate). This data, along with data from the Assessment Committee, resulted in math and English faculty creating new developmental courses (English 095 and Math 060) and hiring new faculty in those disciplines. The Student Equity Plan is posted on the college's web site for both the campus and general community to review. The findings generated from the development of the Student Equity Plan redefined the purpose of the Student Success Committee<sup>3</sup>.

In spring 2005, faculty and classified staff were trained on EEO guidelines for hiring committees. Handouts were revised, and a thirty-minute videotape was developed as part of the EEO training. The handouts were distributed to and reviewed by each hiring committee. The previous year, Charles West from Bakersfield College provided training on EEO and Title 5 regulations. A videotape of his session was edited into thirty minutes, and it has become a useful tool in EEO training. In addition, participants can easily check out the video from the IMC for individual viewing<sup>4</sup>. A total of twenty-six EEO representatives have been trained by the District Compliance Officer. All hiring committees (faculty, classified, and administrative) receive training from the EEO representative at their first meeting. The representative ensures that the entire selection process is conducted in a fair and equitable manner for all candidates. At the end of the hiring cycle for 2005, the District Compliance Officer met with each EEO representative. The purpose of these meetings was to find out if representatives felt the training helped them with their role on hiring committees. They were also asked about possible problems that should be addressed for future hiring committees and any changes to the handouts or training that need

to be considered. Once individual meetings occurred, one full debriefing session was held with all faculty EEO representatives. Discussions centered on sharing insights and learning from each other's experiences without breaching the confidentiality of the hiring committees. All participants indicated that the individual and group debriefing sessions facilitated their ability to understand EEO guidelines and assisted them in being better prepared to serve as an EEO representative on future hiring committees. The college is currently advertising for a full-time Director of Equal Employment Opportunity<sup>5</sup>.

The Office of Human Resources and Employee Relations maintains an ethnicity tracking form for each position that is advertised. The form tracks the number of applicants who answered the question about ethnicity at the time of application through the time of interview. A Human Resources Technician and the Vice President of Human Resources review the forms to evaluate the district's Equal Employment Opportunity Plan (Ethnicity Data Tracking Forms).

There were twenty-five new full-time faculty hired in 2005. Of those, 20% (five) were Asian, 8% (two) were African American, 12% (three) were Hispanic, and 56% (14) were Caucasian. One individual declined to state ethnicity. Eleven of the new faculty are males and fourteen are females. Compared to the demographics of full-time faculty reported in the 2004 Accreditation Report, the college has made progress in hiring a more diverse faculty.

In an effort to bring more diverse faculty to the college, the Academic Senate, during spring 2006, developed a proposal for a Faculty Internship Program<sup>6</sup>. The program is modeled after the San Diego Community College District Internship Program that has been recognized for successfully recruiting and preparing potential community college faculty. The Faculty Internship Program is intended to be an academic year-long program, whereby the intern observes the mentor during his or her first semester and participates in many of the mentor's assigned duties. At the end of the first semester, the mentor may make a recommendation for the intern to be given a faculty assignment for the second semester. At the end of this second semester and if the intern meets minimum qualifications, the mentor writes a report and makes a recommendation as to whether or not the intern should apply for the adjunct hiring process.

Discrimination and harassment policies are posted throughout work areas of the campus and are available as paper copies and on the college's website. Nondiscrimination statements appear on the college's website and in campus publications. The Faculty Code of Ethics, the Student Code of Conduct, and Board Policy all address nondiscrimination. An Institutional Code of Ethics<sup>7</sup> for all campus constituent groups has been agreed upon and was presented to the Board of Trustees on July 10, 2006.

Between March 2004 and January 2006, employees lodged six complaints of discrimination or unequal treatment. Of those, the Chancellor's Office reviewed two, the California Department of Fair Employment and Housing reviewed three, and one complainant elected court action. In three cases, it was determined that no discrimination occurred. The remaining cases are pending.

In the 2005-2006 Accreditation Progress Report Survey, 72% of respondents believed that the college is proactive in supporting equal opportunity employment, while 9% believe it is

not. In the 2004 self study, only 58% agreed with that statement. In the same 2005-2006 survey, 76% of respondents agreed that the college promotes sensitivity to and understanding of diversity, while 10% disagreed with that statement. In the 2004 self study survey, only 58% agreed with this statement and 14% disagreed. The college is making strides in its employees' perceptions of equal opportunity employment and diversity.

The Student Success Committee provides input to the Matriculation Committee regarding ways to increase success for students who are identified as at risk or those who are in need of early intervention. The committee implements various tasks: an early alert system; a notification letter sent to basic skills students who are close to reaching their thirty-unit limit for developmental course work; referral letters for tutoring and learning assistance; and the evaluation of current follow-up strategies in counseling and special programs or services. The Student Equity Committee also examines issues related to access and success. During spring 2005, the committee examined the college's population in comparison to the community it serves. It also examined student retention, course drop out, failure, and success rates, and ESL and developmental course completion rates. Both the Student Success Committee and the Student Equity Committee examine how best to help students be more successful. The Student Equity Plan provided data that advocated for faculty positions, curriculum changes, and grant requests. A taskforce charged with writing Title V (HSI Program) grant proposals incorporated some of the Student Equity Committee's findings as justification for federal funding and hiring another research consultant to perform additional data collection and analysis. Though the first proposal was unsuccessful, the taskforce's second grant application was approved, and the college has been awarded \$3.5 million by the United States Department of Education over a five-year period.

Recently, distance education has taken a prominent place in how the college provides students with a wider range of access to courses and student services. In May 1999, the AP&P Committee developed a form for Technology Mediated Instruction that faculty use for the development an existing course to be taught online<sup>8</sup>. With the Distance Education Committee now in place, it is expected that many more online courses will go through the AP&P process for approval. The Distance Education Committee, established in spring 2006, involves committee members who have experience and knowledge in establishing, taking, and teaching online classes, as well as other forms of distance education. Several other faculty members who are not part of the committee are invited to meetings and contribute to the discussions. The campus embraced and is excited about providing students with a new venue that offers access to the educational programs of the college (see recommendation #3).

**Additional Planning:** The Student Equity Plan has already had an impact in creating change regarding curriculum and hiring. In order to foster and continue intentional dialogue, the findings of the plan must continue to be shared with and reviewed by the following groups: Academic Senate, SPBC, Matriculation Committee, Student Success Committee, Administrative Council, Associated Student Organization, and EEO Advisory Committee. In addition, the Student Success Committee and Student Equity Committee must develop SLOs so that the goals of the plan can be measured and evaluated.

Communication of campus goals and their linkage to ILOs and SLOs should be communicated to both campus employees and the general community via myAVC, e-mails, printed memos, and through mass media outlets, such as the *Antelope Valley Press* and local television and radio stations. Special concern should be given to reaching underrepresented populations identified in the Student Equity Plan.

The college is currently advertising for a full-time Director of Equal Employment Opportunity and anticipates having the position filled during fall 2006. Duties for this position include training diversity representatives for all hiring committees, cochairing the campus-wide EEO Advisory Committee, and working with the EEO Advisory Committee to develop the District EEO Plan. The director will also conduct investigations of discrimination complaints levied by students and staff. An EEO Advisory Committee has not met regularly since the end of the 2005 spring semester. The Office of Human Resources and Employee Relations should not wait until an EEO Director is hired to establish regular meetings with the committee and begin developing the District EEO Plan, allocating EEO funds, and addressing EEO training needs of the campus.

The Office of Human Resources and Employee Relations will continue diversity and tolerance training through the Museum of Tolerance. Since not all administrators, classified staff, and faculty participated in the two-day training, more opportunities must be made available so that employees continue to feel that the college does promote and appreciate diversity throughout the campus and the general community. The debriefings were powerful and should continue so that past and future participants can gain from the experiences in order to identify methods to integrate diversity and tolerance into the college.

Finally, the Distance Education Committee will continue to build a foundation for the development of distance education offerings and encourage more faculty to consider using this platform for instruction (see recommendation #3).

**References: Recommendation #4**

4<sup>1</sup> *Flyer: Cootie Shots*

4<sup>2</sup> *Student Equity Plan*

4<sup>3</sup> *Student Success Committee Purpose*

4<sup>4</sup> *Equal Employment Opportunity (EEO) Training Video and Handouts*

4<sup>5</sup> *Director of Equal Employment Opportunity Job Announcement*

4<sup>6</sup> *Antelope Valley College Faculty Internship Program*

4<sup>7</sup> *Administrative Procedure (AP) 3050: Institutional Code of Ethics*

4<sup>8</sup> *AP&P: TMI Form and Guidelines*

**Recommendation #5: The college must provide the following organizational structures that are congruent with institutional effectiveness: (1) a fully functional human resources division, and (2) adequate research capacity to gather and analyze the college's data as the basis for dialogue and informed decision making. (Standards I.B.3, II.A.1a, II.A.1c, II.A.2b, II.A.2e, II.A.2f, II.B.3, II.B.3c, II.B.4, II.C.2, III.A.1b, III.A.3, III.A.4, III.A.4a, III.A.4b, IV.A. Preamble, IV.A.5, IV.B.1, IV.B.1b)**

**Progress Response:** (1) The new Vice President of Human Resources and Employee Relations began in July 2005. He was hired using the established policies and procedures for hiring administrators at the college.

The Office of Human Resources and Employee Relations began the review for reorganization in September 2004. A new organizational chart was developed with feedback from staff members<sup>1</sup> and implemented in spring 2005 according to the functional responsibilities of each staff member, providing greater accountability and effectiveness. Employees now have primary and support responsibilities, and they trained each other in their new responsibilities during the transition.

The staff evaluation schedule<sup>2</sup> has been reviewed for compliance, and the tracking system and timetable were revised. A Human Resources Technician and an Administrative Assistant now track evaluation due dates for all employees and send reminders to supervisors on when to begin and complete evaluations. The plan is to merge the two tracking systems to ensure an increase in the completion rates and timeliness of all evaluations.

Written criteria for evaluating personnel in all positions existed prior to the accreditation visit in October 2004. The criteria for evaluating full-time and adjunct faculty are outlined in the certificated collective bargaining agreement and the Academic Senate's revised 2005 *Faculty Handbook*. The criteria for evaluating classified staff are listed on the new evaluation form that was approved at the April 10, 2006, Board of Trustees meeting and are included in the classified collective bargaining agreement. During spring 2006, administrators and the classified union participated in a training session regarding the use of the new evaluation form<sup>3</sup>. However, additional training needs to occur since many questions arose regarding the process. The criteria for evaluation of administrators are listed in Administrative Procedure 7150.

Board Policy Chapter 7 relating to personnel matters was approved by the Board of Trustees on May 8, 2006; several sections of the Administrative Procedures are still under review. The SPBC established a Human Resources subgroup to create a long-range Human Resources Plan that will interface with the Educational Master Plan. In spring 2006, the subgroup presented a timeline to the SPBC with the goal of having a draft for the council's review by the end of 2006. The MAC has agreed that the Faculty Hiring Policy and Procedures needs updating. The MAC recommended that a taskforce of three Academic Senate faculty appointees and the Vice President of Human Resources would begin to update the policy and procedures in fall 2006. Once the draft is completed, it will be reviewed by the MAC and the Academic Senate.

In fall 2004, the College Coordinating Council, at the request of the Board, charged the SPBC with forming a taskforce to evaluate the current organizational structure of the college. The taskforce completed a campus-wide survey and provided a report in April 2005. The survey contained information on the staff's perception of how the last reorganization either permitted their areas to be more effective or created difficulties. The findings of the survey results were shared with the SPBC, the Administrative Council, the Academic Senate, and the Board of Trustees. In early fall 2005, the Academic Senate asked faculty if their areas would be better served by a flat or tiered organizational structure. Also in fall 2005, the MAC developed an Organizational Structure Procedure that was reviewed and supported by all shared governance groups and the Board of Trustees<sup>4</sup>. It was agreed that the new procedure would be implemented for the current reorganization of Student Services and Academic Affairs. Shared governance committees, under the leadership of the Vice Presidents of Academic Affairs and Student Services, proposed a reorganization plan to the President in April 2006, which was presented to the Board of Trustees on May 8, 2006, and implemented as of July 1, 2006<sup>5</sup>.

(2) It is reflected throughout this Accreditation Progress Report that the Office of Institutional Research and Planning has been desperately needed. Throughout the years, the campus has been starved for research in the following areas: plans for implementing the new budgeting process; methods for developing and evaluating SLOs and ILOs; data for writing grant proposals and conducting Program Reviews; and the ability to conduct course validation studies so that AP&P can establish course prerequisites. While the college was trying to establish and stabilize this area, various research consultants were hired to fill in the gaps: Marc Beam, Research Technician from Mt. San Antonio College, stepped in to assist with curriculum needs; Dr. Darla Cooper, Director of Institutional Research from Ventura College, assisted in the development of a Title 3 (STAR) grant and the Student Equity Report; Melanie Tang, from Western Research, provided assistance for the Title V grant proposal (for the Hispanic Serving Institutions); and Dr. Ron Gordon, Research Consultant, worked with the Assessment Committee to determine new cut scores for the assessment tests and create a more effective use of the multiple measures for student placement in our developmental courses. While these research experts have offered valuable assistance, they cannot replace the everyday dialogue that needs to occur.

As of June 1, 2006, the college now employs a full-time Director of Institutional Research and Planning. This should alleviate the need for outside consultants and provide the campus with the necessary research for decision making in all areas.

**Additional Planning:** (1) Now that the new organizational structure for Academic Affairs and Student Services has been completed, it needs to be implemented during the next year so that new positions can be advertised and hired. With the final recommendation to the President on the new structure (both flat and tiered depending on the area), interim dean positions have become available. Since faculty chairs are recommended in some areas, the Academic Senate will need to develop job descriptions and identify a selection process; the faculty union will need to negotiate monetary compensation.

Classified employees need assurance that all administrators understand the correct use of the new evaluation form and that regular evaluations of employees are conducted. The revised

Faculty Tenure and Evaluation Policy and Procedures document must be completed and sent to the Academic Senate and the faculty union for review and approval. The administrative evaluation process needs to be revised and incorporated into the new Board Policy and Administrative Procedures.

The Vice President of Human Resources and Employee Relations will lead a process for developing a Human Resources Plan, which will identify personnel needs as the campus continues to grow. The Educational Master Plan, the Program Review Recommendations, and other documents will be utilized as resources in developing and implementing this new Human Resource Plan.

(2) Finally, with the Director of Institutional Research and Planning in place, the college has begun its search for a research technician (see recommendation #1, #2, and #3). As stated previously, the campus is in need of training when it comes to understanding and using data. There also needs to be an understanding about the role that qualitative and quantitative research data and analysis play in decision making.

**References: Recommendation #5**

5<sup>1</sup> *Human Resources and Employee Relations Organizational Chart*

5<sup>2</sup> *Staff Evaluation Schedule*

5<sup>3</sup> *Classified Employees New Evaluation Form*

5<sup>4</sup> *Administrative Procedure (AP) 3100: Organizational Structure*

5<sup>5</sup> *New Organization Structure for Academic Affairs and Student Services  
(Phase I and Phase II)*

**Recommendation #6:** The Board must review and develop (1) personnel policies and procedures, including but not limited to recruitment, hiring, labor relations, classification, compensation, benefits, and staff development and training; (2) participatory governance policies (Board Policy 2051) with an eye to incorporate a directive to include data, both qualitative and quantitative, in participatory governance planning and decision making; and (3) program review (Board Policy 5041) to incorporate data-driven analysis. Furthermore, program review reports must be prepared on a regular cycle, and the report findings and recommendations must be disseminated campus-wide. Report recommendations must be actively incorporated into campus planning and decision making to enhance student learning. (Standards III.A.3, I.B.3, II.A.1a, IV.B.1, IV.B.1b)

**Progress Response:** (1) On November 1, 2004, the Board of Trustees approved an agreement with the Community College League of California for a policy and procedures service that includes model policies and updates to assist the District in remaining current and staying in compliance with changing regulations. A faculty member with extensive shared governance and faculty leadership experience was provided with reassigned time (60% for spring 2005; 20% for summer 2005; 40% for fall 2005; and 40% for spring 2006) to coordinate a campus-wide effort to revise the district's Board Policy and Administrative Procedures.

During spring 2005, the faculty member met with various constituent groups on campus, including the Academic Senate, Administrative Council, College Coordinating Council, Strategic Planning and Budget Council, and Board of Trustees. He presented information regarding the process for revision and the means whereby the campus would have opportunities to review the sample policies and participate in the process. He communicated with all employees of the college via e-mail and provided periodic updates on the revisions. He also provided the campus with a proposed schedule for each of the sections under revision.

At a special Board meeting held on April 13, 2005, the faculty member presented proposed changes to the Board of Trustees for the following sections of Board Policy and Administrative Procedures: Chapter 1 (The District) and Chapter 2 (Board of Trustees). The trustees offered their input and provided direction for the completion of these sections. The revision to Chapter 1 included a review of and recommended changes to the district's mission by the Strategic Planning and Budget Council, and the revision to Chapter 2 included participatory governance policies (Board Policy 2510, Participation in Local Decision Making). Chapters 1 and 2 were approved by the Board of Trustees on July 5, 2005.

Meetings continued throughout fall 2005 and spring 2006 between the faculty member, various constituent groups, and the Cabinet regarding revisions to Chapter 3 (General Institution), Chapter 4 (Academic Affairs), and Chapter 5 (Student Services). The meetings included discussions on policies relating to an Institutional Code of Ethics<sup>1</sup> and the Organizational Structure<sup>2</sup>. Chapter 3 was completed and approved by the Board of Trustees on November 7, 2005. Chapters 4 and 5 were reviewed by the Vice Presidents of Academic Affairs and Student Services and approved on February 6, 2006. Chapter 6 (Business and Fiscal Affairs) and Chapter 7 (Human Resources) were approved at the May 8, 2006, Board meeting. During the summer months, further revisions were addressed as needed.

In spring 2005, the Vice President of Human Resources and Employee Relations and the Antelope Valley College Federation of Classified Employees officers established the first AVC Classified Employee Relations Committee. The committee was made up of the classified union president, the classified union grievance officer, and the Vice President of Human Resources and Employee Relations. The purpose was to identify issues and concerns of the classified employees by being proactive in improving working conditions. At the first meeting, it was agreed that the agenda would address non-negotiable items and should enhance the employer-employee relationship. The committee felt that improved communication between the administrators and employees on the broader areas would provide a greater understanding of how things work at AVC. Building a bridge for better communication between employer and employees was considered essential to avoid grievances. As a result of this committee, the college now has two Classified Orientations: one in fall and one in spring. While the orientation meetings are open to all classified staff, they are most beneficial to new employees. Discussion topics generally focus on benefits and union business. An evaluation form<sup>3</sup> was also developed to identify areas for improvement and additional topics for future orientation meetings.

The district contracted with a consultant, Kuhn & Associates, to conduct a classification study of all classified positions. A draft of the study was completed in October 2005. The study was reviewed by the college administration, the Chair of the Classification Committee, and a representative of the Antelope Valley College Federation of Classified Employees. A final report was issued in March 2006. The Classification Committee reviewed the final version and provided recommendations in May 2006. Implementation will occur now that an agreement between the district and classified union has been reached. The classified staff appear pleased that the study has been completed since this was a two-year process.

(2) The Strategic Planning and Budget Council spearheaded the establishment of ILOs derived from the college's mission statement, vision, and values<sup>4</sup>. They also directed the integration of ILOs into the review and revision of the Educational Master Plan. With the establishment of the Student Learning Outcomes Committee in fall 2006, the implementation and integration of SLOs has become a campus-wide priority. The alignment of budget requests and allocation with both ILOs and SLOs will ensure that resources are used more effectively (see recommendations #1, #2, #3, #5).

The revision to the SPBC process was completed in spring 2006 after the Board of Trustees approved the board policy revisions relating to institutional planning and participatory governance. This new budget process incorporated ILOs, SLOs, and data-based assessment; it was incorporated into the Administrative Procedures at the April 10, 2006, Board meeting<sup>5</sup>.

(3) The regular six-year cycle of Program Review was reinstated in fall 2005. It will improve institutional effectiveness by providing in-depth evaluation of all college programs and services. Student learning outcomes at the program level will be addressed through this process. In addition, Program Review will promote integrated planning to ensure that resource allocation, implementation of programs based upon ILOs and SLOs, and continual evaluation of college effectiveness occur. During 2005-2006, the Academic Senate worked with the Vice Presidents of Academic Affairs and Student Services to determine which divisions/areas will begin their

systematic Program Review<sup>6</sup>. This new schedule ensures that all divisions/areas maintain a six-year cycle for self study.

At the same time, a Program Review timeline was developed<sup>7</sup> for each division/area under self study, the peer team review, and the Program Review Coordinator. This timeline should aid in keeping the campus informed as to which areas are under review and ensure that the various components are completed on time. In addition, the Matriculation Plan, the Student Equity Plan, and assessment data are available to divisions and areas for review as they conduct the Program Review process. This information is available on the public website, through the Office of the Vice President of Student Services, and at the Library.

Six areas/divisions completed their self studies by the end fall 2005: the Instructional Multimedia Center (IMC), STAR, EOPS, the Technical Education division, the Social and Behavioral Sciences/FACE division, and Work Experience. Three peer team reviews were completed by the end of spring 2006: IMC, STAR, and EOPS. The remaining three peer team reviews will be completed by the end of fall 2006. The Visual and Performing Arts division, the Mathematics and Science division, and the Business and Computer Studies division have conducted their self studies, with peer team reviews to be completed by the end of spring 2007. In spring 2006, the Physical Education and Athletics division and the Health Sciences division each held an orientation meeting for their self studies and will complete those reports during fall 2006. Lastly, self study orientation meetings will be conducted during spring 2007 for the following divisions and areas: Language Arts, Health Sciences, Counseling, Matriculation, Financial Aid, Job Placement, Enrollment Services, Instructional Resource/Extended Services, and Outreach.

With the hiring of the Director of Institutional Research and Planning in June 2006 and the anticipated hiring of a research technician, the college will soon have a fully functioning research office. This will ensure that analysis of both quantitative and qualitative data occurs for a thorough Program Review report. Now that Program Review has resumed, it will provide information regarding programs, faculty and classified needs that are necessary for the revision and update of the Educational Master Plan.

During the years that the college lacked a permanent and functioning research office, several documents were still generated through research and used for decision making: the Student Equity Plan; the accreditation surveys; the Assessment Committee data reports; transfer rates; and vocational program needs from advisory taskforces. These reports provided data, both quantitative and qualitative, for the assessment and development of courses and program, as well as the hiring of faculty. They also helped to provide continual input into the overall planning, assessment, and evaluation of the Program Review process and will aid in the revisions to the Educational Master Plan.

**Additional Planning: (1)** One board policy and several administrative procedures remain incomplete. The President has directed the vice presidents to complete the remaining policy and procedures by the end of the 2006-2007 academic year. The college must complete three procedures that are most important to the college's functioning: the Procedures and Practices for Hiring of Full- and Part-Time Faculty; the Tenure and Evaluation Policy and Process; and the

Faculty Service Areas: Competency Philosophy and Policy. The Classified Employee Relations Committee needs to resume meeting, to continue to build trust between the district and classified union, and to develop a mission statement, goals, and objectives.

**(2 and 3)** In the past, Program Review reports and recommendations were housed in the Academic Senate Office, with copies forwarded to the SPBC and the division under review. With the start of this new cycle, the college will develop a method by which future reports will be disseminated campus-wide and recommendations will be posted on myAVC. The Program Review reports and recommendations will continue to be forwarded to the SPBC for future planning. In addition, the SPBC, in making its future decisions and recommendations, will take into account all of the campus-wide plans: the Educational Master Plan, the Facilities Plan, the Finance Plan, the Human Resources Plan, the Computer and Information Technology Plan, and the Enrollment Management Plan.

Commitment to a continuous cycle of Program Review and the establishment of a fully functioning Office of Institutional Research and Planning are high priorities for the college. In addition, ongoing research must be integrated into the Program Review cycle and utilized as curriculum is created, revised, and updated.

**References: Recommendation #6**

6<sup>1</sup> *Administrative Procedure (AP) 3050: Institutional Code of Ethics*

6<sup>2</sup> *AP 3100: Organizational Structure*

6<sup>3</sup> *Classified Employee Orientation Evaluation Form*

6<sup>4</sup> *Strategic Planning & Budget Council (SPBC) Process*

6<sup>5</sup> *Board of Trustees: April 10, 2006 Meeting Minutes*

6<sup>6</sup> *Program Review Schedule for Divisions/Areas*

6<sup>7</sup> *Program Review Schedule: Peer Teams and Program Review Coordinator*

IV.	THEMES
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In reflecting on the progress that has been made since the 2004 Accreditation Self Study, several of the Accrediting Commission for Community and Junior Colleges' themes came forward. These themes influenced much of the work the college has accomplished in two years, as well as the additional plans on which the college will continue to work.

### **1. Institutional Commitments**

The 2005-2006 academic year was a busy one for the college. The SPBC, the major shared governance body that makes decisions on budget allocations, began reviewing and revising the college's planning and budgeting process. Many hours were spent brainstorming, thinking, designing, and coming up with a process that everyone felt would lead to effective decisions. Center stage in this new process was consideration of the college's mission and the students that we serve; thus, the development of the institutional learning outcomes became a top priority. The Educational Master Plan and the college's mission are annually reviewed for revision and modification based on the final assessments of ILOs. Major revision to the Educational Master Plan will occur on a three-year cycle.

### **2. Evaluation, Planning, and Improvement**

So much that has been considered since the 2004 Accreditation Self Study has been based on evaluation, planning, and improvement. For the campus, the major concern was not having an Institutional Research Office established until June 2006. In addition, the campus recognizes that with the director now in place, we all need to gain a better understanding of the role research plays in making decisions. Clearly, campus training on research methods and its uses needs to occur. The college was fortunate enough to identify and retain highly-qualified research consultants who contributed to much of the work for the Student Equity Plan, the Assessment Committee, and the Matriculation Committee.

A major college accomplishment for 2005-2006 was the complete revision of the Strategic Budget and Planning process. Designing a model and developing a narrative, which includes a glossary of terms, was completed in true collegial fashion, not only at the SPBC but also across campus. Soon after the model was approved, subgroups met to begin their work on respective plans. Program Review is now back on track, and faculty and staff are working on effective, research-based planning as part of the review process.

### **3. Student Learning Outcomes**

What a difference a year makes! The campus is buzzing with SLO workshops, distance education training, various taskforces, and now a permanent Senate standing committee for SLOs. Some academic divisions and most areas in Student Services have established and identified ways to assess their SLOs for student improvement. The SLO committee has established a relationship with Bakersfield College for sharing ideas and has learned much from this connection. The college has made significant improvement in this area, but we recognize that much more needs to be done. We are getting there!

#### **4. Organization**

Academic Affairs and Student Services have reorganized with the goal of becoming more efficient and intentional in support of student learning. These areas have been encouraged to think about what makes sense as the college continues to grow and expand. Various taskforces are considering the effect on our college of having a greater presence in Palmdale, along with the organizational needs it will demand. The taskforces have given reports to the Academic Senate, the Administrative Council, the College Coordinating Council, and the Mutual Agreement Council. Once the new campus structure is institutionalized, an evaluation of how well learning occurs will be conducted.

#### **5. Dialogue**

Under the leadership of the college President, the campus has become more informed and involved in discussing important issues facing the college. Constituents have been reminded that they need to carry information and ideas back to their groups/areas and obtain feedback on issues, such as board policy revisions and reorganization structures. Division meetings have been ongoing and have become an even greater source of feedback for campus issues. The organizational taskforces have asked for feedback from their constituent groups in ad hoc meetings, in division and department meetings, via myAVC, and e-mail. Training on SLOs has involved the entire campus: students, hourly employees, faculty, classified staff, and administrators; all were invited to participate in the training. For those unable to attend the training, videotapes and handouts have been made available.

#### **6. Institutional Integrity**

The college continues to ensure that accurate information is provided to our students and the community on the integrity of its policies, practices, and procedures. The college is proactive in learning to accept and understand differences and to create a campus of mutual regard and respect. The college is taking a very reflective stance in considering how we can improve and grow in every aspect of college life.

V.	ACKNOWLEDGMENTS
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It is fair to say that this Accreditation Progress Report was a team effort. Many individuals across campus put in extra time so that the information could be gathered and analyzed. Throughout this process, active dialogue and thought went into the decisions for new plans and efforts that so quickly transformed our campus. The campus now uses new language, such as effectiveness criteria, institutional learning outcomes, and student learning outcomes. The college is energized and is in the process of major change.

While so many employees contributed and gave of their time and effort to the development of this report, these individuals deserve special recognition:

**Patricia Harris**

Mrs. Harris kept the Accreditation Steering Committee files organized, confirmed meeting times, and kept records of the meetings' minutes. She also made sure that all the memos and documents generated from the Accreditation Steering Committee were posted on myAVC.

**Dr. Karen Cowell**

Dr. Cowell not only served as cochair for Standard III, but also contributed as a member of the Accreditation Steering Committee. In addition, she spent numerous hours revising the Accreditation Progress Report Survey, making sure that valuable data would be useful in understanding our campus climate.

**Dorothy Williams**

Mrs. Williams obtained the survey data and created charts and a narrative that helped the Accreditation Steering Committee include the much-needed research for the report; in the absence of a research department, her help was greatly appreciated.

**Paula Norsell**

Mrs. Norsell always stopped whatever she was doing to provide extra documents or step in when the Accreditation Steering Committee's secretary was not able to attend meetings. She was always there as a helping hand.

**Deborah Charlie**

Professor Charlie not only served on Standard II, but was also the final editor for the report, thus making it readable.