

ACCREDITATION FOLLOW-UP REPORT
Fall 2012

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

I. CERTIFICATION OF THE FOLLOW-UP REPORT

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

From: Antelope Valley College

This follow-up report provides a summary of institutional responses to recommendations cited in the WASC-ACCJC January 31, 2011, letter in response to the college's August 10, 2010, self-study report. We certify that preparation of this report included opportunities for participation by the campus community and that the follow-up report accurately reflects the nature of this institution in relation to the issues addressed.



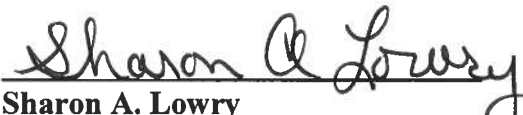
Dr. Jackie L. Fisher, Sr.
Superintendent/President Antelope Valley College

7-10-12
Date



Betty Wienke
President, Board of Trustees

7-9-12
Date



Sharon A. Lowry
Executive Vice President of Academic Affairs
and Student Services
Accreditation Liaison Officer

7/11/12
Date



Tina Leisner McDermott
Faculty Accreditation Coordinator

7/16/12
Date

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II.	STATEMENT ON REPORT PREPARATION
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Antelope Valley College (hereinafter referred to as AVC or the college) received the letter dated January 31, 2011 from the Accrediting Commission for Community and Junior Colleges stating that the college's August 10, 2010, self study report was accepted with the requirement that a follow-up report be completed. The Executive Vice President of Academic Affairs and Student Services/Accreditation Liaison Officer agreed to continue to serve as co-chair, and the replacement Faculty Accreditation Coordinator was recruited. In addition, a work-group committee was formed with the following members: Executive Vice President of Academic Affairs and Student Services/Accreditation Liaison Officer; Faculty Accreditation Coordinator; Director of Institutional Effectiveness, Research, and Planning; Research Analyst of Institutional Effectiveness, Research, and Planning; Faculty Co-Chair of the Student Learning Outcomes Committee, and Faculty Co-Chair of the Program Review Committee. The President of the Strategic Planning Budget Council, Dean of Health Sciences, Dean of Technical Education, Director of Information Technology Services, Faculty Co-Chair of Distance and Technology Education Committee, Reference/Electronic Resources Librarian, Director of Business Services, and the SPBC Co-Chair/Academic Senate President were also consulted and made contributions to the report.

It was also agreed that the Accreditation Steering Committee from the prior self study would continue to serve with a new tripartite structure for each standard: one dean/director tri-chair; one faculty tri-chair; one classified tri-chair, along with members representing faculty, staff, and the student body. The new and vacant positions were recruited and filled.

The work group met monthly to review the recommendations, strategize resolutions, and monitor the implementation process. The liaison and coordinator met weekly throughout the fall 2011 semester, and semi-weekly throughout spring 2012.

- A timeline was developed to complete the follow-up report.
- Communications were sent out and meetings took place with individuals on campus to gather information pertinent to each recommendation.
- The draft report was sent out frequently to the work group by the accreditation coordinator for review and comments.
- Meetings with the Accreditation Steering Committee were held on December 7, 2011, and March 1, 2012, to discuss recruiting members for the standards committees, and to give updates on the progress of the follow-up report.
- A presentation was given on the progress of the follow-up report to the Executive Committee of the Academic Senate on February 9, 2012.
- Presentations were given to the Academic Senate on the progress of the follow-up report on February 16, 2012, and May 3, 2012.
- A presentation was given at the March 12, 2012, Board of Trustees meeting to give a report on the progress of the recommendation responses.

- A presentation was given at “Dialogue with the President,” an open forum event, on April 26, 2012, to give the campus community an opportunity to discuss the draft report and ask questions about accreditation.
- The Superintendent/President and Executive Vice President of Academic Affairs and Student Services were given a draft copy for review on April 27, 2012.
- On May 2, 2012, a draft of the report was posted on the AVC website, and an e-mail was sent to notify the campus that the report was available for review and feedback.
- On May 2, 2012, the campus was given three weeks to review and provide feedback.
- Before submission to the Accrediting Commission for Community and Junior Colleges, the follow-up report was presented to the Board of Trustees on June 11, 2012, as an informational item and on July 9, 2012, for final approval.
- On July 26, 2012, the follow-up report was posted on the college’s public web site.
- At the fall 2012 Welcome Back meeting, the final report was presented to faculty, staff, and students where the progress the college made in responding to the recommendations will be discussed.

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

Date

III.	RESPONSES TO THE RECOMMENDATIONS OF THE COMMISSION
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RECOMMENDATION # 1 (a-d)

In order to comply with the standards, it is recommended that the college modify its processes in a manner that creates documentation and other forms of evidence that can be used to reveal the college's progress toward implementation of SLOs and assessment of those outcomes. More specifically, the team recommends that to show compliance with the standards, that the college:

RECOMMENDATION #1 a

Develop a method to monitor progress made when implementing activities identified in the program reviews to include listing steps in action plans, listing of individual student learning outcomes for each course and assessment activities matched against progress made to achieve assessment activities (I.B.3).

Antelope Valley College has made significant progress in managing its student learning outcomes process by entering all of its assessment information into a web-based program that is designed to manage the data for use in program reviews, budgeting, and planning. Faculty and staff have written SLOs, assessed them regularly, and created action plans that are designed to continue to improve student success. This progress is the result of a concerted training effort.

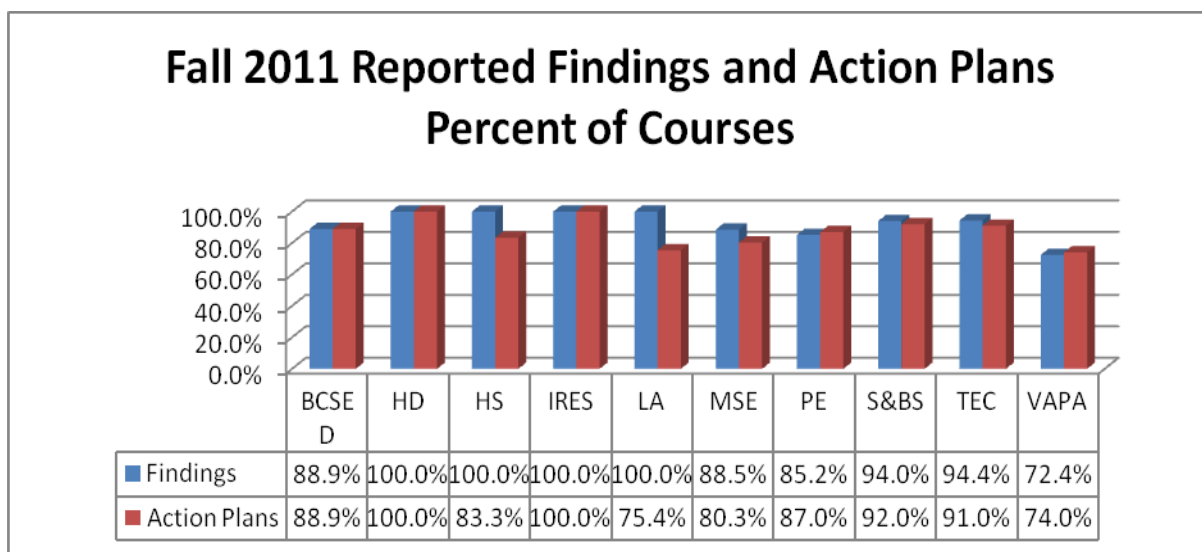
The SLO process at the college is facilitated through a program called WEAVEonline, a comprehensive software program that makes the SLO process efficient and transparent. WEAVEonline was purchased by the college in the spring of 2008. It is a web-based data warehouse that institutions of higher learning use to help manage information related to the assessment of student learning outcomes (SLOs), program learning outcomes (PLOs), and operational outcomes (OOs) (hereafter referred to in the aggregate as SLOs). It is the comprehensive documentation of these processes within WEAVEonline that helps the college link outcomes assessment through program review to resource allocation. (see <https://app.WEAVEonline.com/login.aspx?ReturnUrl=/avc/login.aspx>¹)

Since completing the writing of SLOs across the campus, faculty have been in the process of learning how to use WEAVE and entering assessment outcomes and action plans. Data entered is then printed out for faculty to reference and incorporate into program reviews. There have been some challenges for the campus in learning to use the program and enter the data consistently and correctly. Through training and the incorporation of SLOs into the campus culture, faculty and staff have risen to the occasion and are successful in meeting these academic and professional commitments. To that end, the SLO Committee has taken a number of actions to improve communication and ensure that faculty and staff has sufficient training and direction to fully participate in the SLO assessment process and integrate it into the campus culture and

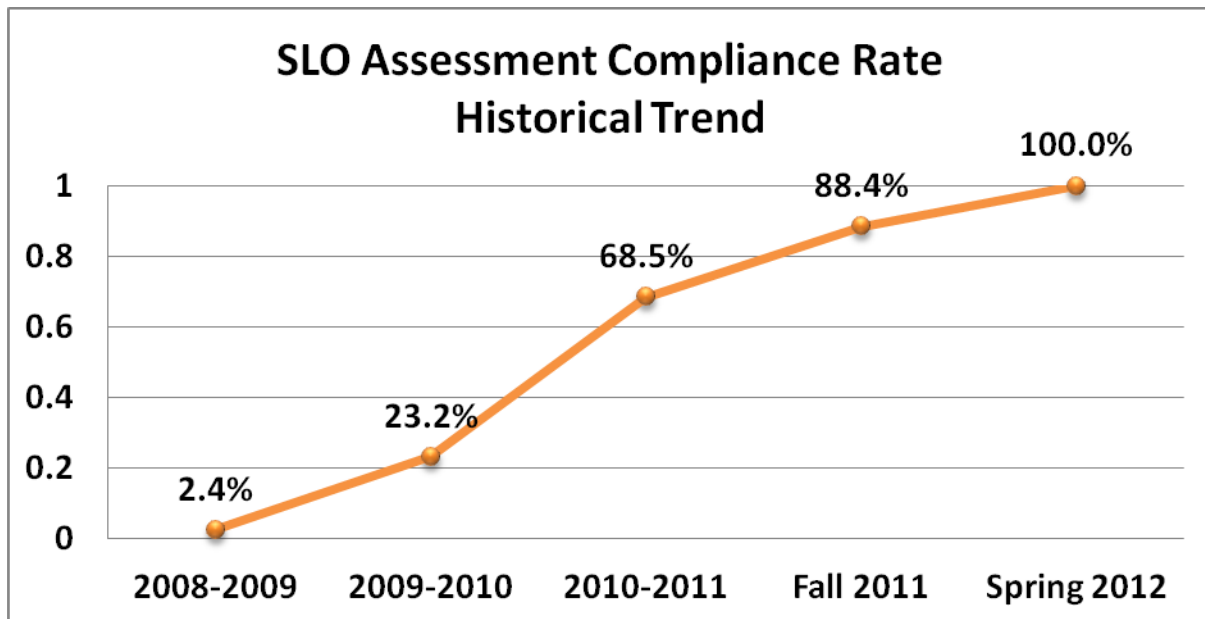
planning processes. These actions have resulted in an increase in participation and data entry, which will link consistently to program reviews in all disciplines. The SLO process and the regular use of WEAVEonline have become consistent aspects of the learning-centered culture at AVC.

In an effort to more accurately track data, the SLO Committee recently changed the assessment cycle from annual to bi-annual. March 19, 2012, was set as a deadline for entry of fall 2011 findings and action plans. The efforts made to communicate this on campus and continue to deliver training was successful.

Following the March 19, 2012 deadline, the chart below shows a high percentage rate in data entry campuswide:



The upward trend for WEAVEonline data entry compliance rates at AVC are represented in the chart below (with a projection of 100 percent for spring 2012):



Many actions have contributed to this successful outcome. The SLO Committee sponsored multiple faculty professional development events throughout the year with the express purpose of providing updated information on SLO and assessment processes, communicating campus-wide compliance, and facilitating activity-based workshops on development, assessment, and entry of SLO data. The Dean of Institutional Effectiveness, Research and Planning (IERP)², the Research Analyst/WEAVEonline Administrator, and members of the SLO Committee planned and facilitated these events. The events are listed in the calendar of Flex activities for the academic year (AVC Faculty Professional Development [Events Calendar](#)³).

Specifically, WEAVE and SLO events include:

WEAVE Basic Training: Initial training and directed computer-based instruction in WEAVEonline data entry and management.

WEAVE Refresher Training: Refresher training aimed at updating skills and information related to WEAVEonline data entry and management.

SLO Basic Training: Informational small-group workshops for faculty without extensive SLO experience. Training focuses on defining the process, answering questions, and providing basic instruction in writing and assessing SLOs.

Learning Outcomes Evaluation and Analysis: Workshops where faculty uses actual SLO case scenarios to practice evaluation and analysis of data.

SLOs: From Data to Action Plans: Small group workshops that focus on analysis of actual SLO data and the development of action plans based upon that analysis.

Learning Outcomes Updates: Informational workshops that communicate campus participation and compliance with the SLO process as well as goals for the future.

WEAVE Week: Several opportunities for training and data entry in a computer lab under the guidance of the Research Analyst/WEAVE Administrator are provided during WEAVE Weeks held once each semester.

Data Days: Days are scheduled in a computer lab at the close of each semester where faculty and staff can receive guided assistance in WEAVEonline data entry.

Welcome Back Events: The college holds an all-day event called “Welcome Back” on the Friday before the first day of each semester. The Welcome Back includes activity-based workshops, which are primarily attended by full-time and adjunct faculty members. One of the workshops provides training in communicating and facilitating work on current SLO-related issues such as analysis of data and development of action plans. Each workshop for the fall Welcome Back started with a video of “Ted Revere” (the Dean of IERP) reviewing accreditation expectations, campus status on SLO assessment and action planning, and what the divisions were going to do in their workshops.



The hands-on workshops were very effective in some divisions, less effective in others. Feedback from the workshops was incorporated into plans for the fall 2012 Welcome Back workshop. The workshops were most successful when subject-area groups had more than one or two faculty, leading to substantive discussion of the assessments and full development of action plans and budget requests. (see [Welcome Back 2011 Division Workshop Power Point](#)⁴; [Welcome Back Spring 2012 Power Point](#)⁵)

Fall 2011 and Spring 2012 Assessment Weeks: Assessment Week is a week of presentations tailored to different campus groups, with an overview that is the same for each group: to tie efforts together for the campus and give everyone perspective on where they fit, but with

individualized content specific to the needs of each group. The training sessions were developed in short (15-30 minute) modules that could be assembled into longer workshops tailored to the needs of each constituent group. In this way, development time was reduced, continuity was maintained across groups, and the training was specific to the varied needs of faculty, deans and administrators, managers, and staff audiences. A variety of workshops are held throughout Assessment Week for faculty, staff, and administration. Workshops focus on current issues in assessment, campus progress, evaluation of current SLO processes, and goal-setting for the future. Workshops are facilitated by the office of Institutional Effectiveness, Research and Planning and the SLO Committee ([Assessment Week November 2011 poster](#)⁶; [Assessment Week fall 2011 training schedule](#)⁷).

An important module for the Faculty Assessment Week event was an SLO workshop organized by an English professor and a learning specialist, which detailed problems with SLOs and assessment at AVC. The workshop led to a robust discussion of how SLOs can be written to be more meaningful and productive. Faculty offered suggestions to improve SLOs and assessments for the benefit of student learning.

“Before You WEAVE” is an online training video that is currently under development by the Research Analyst/WEAVE Administrator, for the purposes of supporting and integrating the WEAVEonline processes. Pending production of the video, there is a [“Before You WEAVE”](#)⁸ document that describes what WEAVEonline is, what purpose it serves for our institution, how to determine the level of access one may need within WEAVEonline, and what information assessment facilitators should have on hand when uploading or editing information within WEAVEonline. This document answers many of the questions that are typically asked during the first ten minutes of a WEAVEonline training session. The last page of this document contains links to WEAVEonline Training Series videos currently in production, which cover the very topics presented during in-person WEAVEonline training sessions. Examples include: general navigation, inputting information, editing/updating information, document management, and generating reports. Once the training series videos are complete they will be made available on the [Student Learning Outcomes Committee webpage](#)⁹ and hyperlinked within the “Before You WEAVE” document.

Additional individualized training from SLO Committee members and the Office of IERP is offered to divisions, departments, and individual staff and faculty members on an “as needed” basis. In some cases training has been precipitated by needs identified through campus assessment processes, and in other cases at the request of campus groups or individuals. Training in WEAVEonline, as well as development and assessment of SLOs, PLOs, OOs and related action plans, have been offered in this format.

Individualized communication and training were particularly important in overcoming some recent obstacles that were identified by the Faculty Accreditation Coordinator through direct communication with divisions and faculty whose compliance rates were particularly low. In some cases, there were personnel changes that created a lag time in data entry. In others, there were technical misunderstandings and needs for further training. Appointments were set up

between the faculty members and the WEAVE Administrator for individual training to overcome those obstacles. For example, Language Arts' compliance rate for fall findings went from 42 percent to 100 percent in a matter of a few weeks, due, in part, to these efforts.

Flex (Professional Development) events related to SLOs are another effective tool for training and participation. A joint meeting of the SLO Committee and Faculty Professional Development Committee was held on March 14, 2012. The purpose of the meeting was to communicate and plan integrated approaches to future SLO-related training events. Additionally, the SLO Committee has proposed a new formula for awarding Flex credit to faculty assuming responsibility for WEAVEonline data entry and management. The formula proposed is: *Flex Credit = # course of sections x .5 hours (maximum credit = 10 hours per semester).*

Based upon suggestions made by participants during recent faculty professional development and Welcome Back events, an SLO Committee newsletter was created. The first newsletter will go out to the campus in spring 2012. The newsletter contains a question and answer section, a column that details SLO-related success stories, as well as updates from the Department of IERP. The first edition of the newsletter contains a column written by the faculty accreditation coordinator. The goal is to produce newsletters at least twice each semester and to distribute newsletters in both electronic and print format.

Another important improvement has been implemented in the SLO Committee structure. During the fall 2011 semester, the SLO Committee proposed a committee reorganization plan with hopes that wider representation on the committee would facilitate better communication and participation in the SLO process ([SLO Committee Revision 2011-2012](#)¹⁰). The reorganization plan was approved by the Academic Senate at its November 17, 2012 meeting ([Academic Senate meeting minutes November 17, 2011](#)¹¹), and will be implemented beginning fall 2012. The reorganized committee will be comprised of representatives from each division, an adjunct representative, plus representatives from administrative, student service and operational areas. As part of the reorganization, committee member roles and responsibilities are currently being redefined and at least two assessable outcomes will be developed for the committee ([Proposed SLO Committee Members Responsibilities](#)¹²). A handbook for SLO Committee members is currently being developed and will be distributed at the beginning of the fall 2012 semester.

The newly-appointed SLO Committee Faculty Co-Chair will assume leadership of the committee in fall 2012 and is gradually assuming more responsibility of the committee. The Academic Senate Plan of Succession allows future committee co-chairs to shadow current committee co-chairs in order to support an orderly transition of leadership. By the end of spring 2012, the newly appointed co-chair will have planned training events for the upcoming academic year, participated in a variety SLO-related events, and will plan and lead the last two committee meetings of the spring semester.

In order to determine entity (course, program, or operational area) compliance within WEAVEonline, the research analyst from the Department of IERP runs a "data-entry status report." This report indicates whether each of the required five steps of data entry have been

completed within WEAVEonline for each and every entity at Antelope Valley College. There are two local deadlines for compliance at the end of each assessment cycle. The first deadline is for outcomes assessment “findings” reporting within WEAVEonline; the second is for action plan reporting. Compliance rates are calculated for these two steps in the data-entry process. Data is compiled into a campuswide “Compliance Report” for each academic division and operational area, and is disseminated to corresponding administrators and faculty so that entities that have missing data can be corrected.

Conclusion:

The college has met the recommendation and will meet the rubric standard of “sustainable continuous quality improvement” established by the Commission before end of fall 2012.

With the campus successfully on track to full compliance of SLO assessment data and action plans entered in WEAVEonline, there is now consistent availability of data and a methodical system for faculty and committees involved in the integrated planning cycle to review and monitor progress made and actions taken. The data gathered and reports generated will be used on a consistent basis campuswide for program review, budget, and integrated planning process.

RECOMMENDATION #1 b.

Provide evidence in the form of documents or other deliverables to result from the operation of the integrated planning cycle (I.B.3)

Integrated procedures for planning are being strengthened at the college. Amendments are currently underway in the structure and operation of the AVC Strategic Planning and Budget Council (SPBC). Additionally, an integration of SLO data and program review in WEAVEonline is being developed, implemented, and assessed. These changes will result in a more fully-integrated planning cycle.

The SPBC is responsible for integrating planning and budgeting in order to respond to the needs of the college in its efforts to serve its students. The budgeting process is described in the [SPBC Handbook of Operations](#)¹³ and follows a linear approach: First, unit managers (deans, department heads, and directors) prepare budget requests using the established budget forms, and submit them to the appropriate vice president; second, the vice presidents prioritize all requests and submit them for review to the SPBC Budget and Finance sub-group. The sub-group prepares a list for funding approvals that is recommended for final approval to the main SPBC body. The Superintendent/President, who will accept or deny the recommendation(s), submits budget recommendations to the Board of Trustees for final approval. Since 2007-08, SPBC has applied the same decision-making process, in which expenditures were recommended to be reduced from the college’s unrestricted budget account.

The existing process has served the college well for many years. Unit supervisors are best positioned to identify the needs for their units. In the past, however, they have relied primarily on

dialogue rather than documentation to connect program review findings and SLO assessment results to budget requests. The previous budget request forms required only a checkmark to show the relationship of the request to the institutional learning outcome (ILO) served. An additional obstacle was the lack of a clarified communication cycle.

During the spring 2011 term, the SPBC embarked on discussions about how to better integrate planning and budgeting processes, and how to institute a data-driven continuous improvement process that would integrate program review and SLO assessment. At the February 1, 2012, meeting, the SPBC created a small ad-hoc group to review the existing operational procedures for the council, and charged it with the responsibility of submitting recommendations for possible changes that would help align the planning and budgeting process with program review, as well as incorporate SLO assessment in the decision-making process ([SPBC meeting minutes Feb. 1, 2012](#)¹⁴).

On March 2, 2012, SPBC held a retreat to discuss these issues ([SPBC Retreat memo re chair change](#)¹⁵). The Classified Union President, Matriculation Office, Dean of IERP, and SPBC Faculty Co-Chair/Senate President participated in the meeting. The following summarizes the decisions made that relate specifically to Recommendation #1b:

1. Make a permanent change for the Dean of IERP to be the administrative co-chair of SPBC. This reflects the college's commitment to improving the decision-making process by incorporating program review results and SLO assessment in the planning and budgeting process. This also satisfies the standards recommended by the accreditation body. The Senate President will remain the faculty co-chair.

2. Staffing and other budgetary requests will be justified as evidence by SLO/PLO/OO assessment/action plans and identified program review needs. This change will also assure adherence to state and federal regulations as well as preserve the district's fiscal health. To implement this requirement, the [Budget Request form](#)¹⁶ is to be submitted with a new Budget Narrative ([budget narrative form 2012-2013](#)¹⁷). The Budget Narrative will include requirements to describe relationships to SLO/PLO/ILO assessment and action plans, along with needs identified in program review. The two forms are required to be submitted together in order for the request to be reviewed and moved forward.

3. Increased dialogue between involved committees to improve communication. The SLO Committee co-chair and various members of the SLO Committee currently sit on the Program Review Committee and Accreditation Steering Committee, while also participating in the Accreditation Work Group and a subcommittee of the SPBC. The SLO and Program Review co-chairs will report to SPBC regularly to coordinate and communicate more effectively.

4. Updates on accreditation issues on a more-frequent basis. The Dean of IERP is to consult with the Program Review Coordinator, the SLO Coordinator, the Accreditation

Coordinator, and Accreditation Liaison Officer (ALO), and present the planning integration strategy to the main SPBC body at the second meeting in April 2012.

These structural changes in SPBC will improve communication among committees and across the campus, strengthen the relationships between the assessment, planning, and budgeting processes, and enhance transparency for budget decisions that are supported by assessments, action plans, program reviews, and educational master plans. [The Integrated Assessment, Planning & Budget Information Flow Diagram](#)¹⁸ demonstrates the flow of information for budgeting purposes.

Another important step taken is to modify the annual program review process to an online process through WEAVEonline. Placing the annual updates to program review on WEAVEonline will enable division deans to consistently integrate assessments and action plans with department requests to the SPBC as part of the budget process.

The shift of the annual program review to an online format integrated into WEAVEonline is a key element to this recommendation. The action plan forms in WEAVEonline allow for budget-related items to be tracked, and at the end of a cycle summarized into spreadsheet form. Action plans will be coordinated and documented into annual program review updates via the same online database as SLOs. The integrated information will be included in the Annual Budget Request Forms.

Conclusion:

The college will meet this recommendation by fall 2012.

The use of WEAVEonline for both SLOs and program review will integrate these two processes on every level. The addition of the administrative co-chair / Dean of IERP position on the SPBC will ensure that the use of data is consistent in all budget and planning decisions. Improvements to create a more fully-interrelated strategy of communication amongst SPBC and its subcommittees—the SLO Committee, the Program Review Committee, the Accreditation Steering Committee—along with the Faculty Accreditation Coordinator, will result in improved transparency and dialogue in the integrated planning cycle. New budget forms that require SLO assessment data and action plans will further serve to concretize planning that is evidence based.

RECOMMENDATION #1 c.

Provide evidence that outcomes demonstrate the integrated planning cycle, from SLOs to making budget decisions (I.B.5).

The Department of IERP, in conjunction with the SLO Committee, continues to train college faculty and staff in the utilization of WEAVEonline for SLO/PLO/OO assessment reporting and action planning. An associated action plan is entered when assessment data for the academic cycle are analyzed. Action plans allow faculty and staff to plan and prioritize needs, list physical

resources and associated costs that are needed to improve student learning, record analysis and discussion that has occurred as a result of assessment, and specify a time frame for completion of the plan. Action plans, along with other institutional data, are included in annual and major program review and are an integral part of the planning and budget process.

To ensure transparency of the assessment process, SLO and PLO data are readily accessible on WEAVEonline to any member of the campus or community. The SLO Committee page on the AVC website contains a link to WEAVEonline and instructions for login for anyone to sign on with read-only access: <http://www.avc.edu/administration/organizations/slo/index.html>. This access allows readers to view the actual outcomes and assessment strategies for each course, program or operational outcome, examine assessment results posted in the assessment cycle, find the action plans written to address assessment results, and view related documentation posted in the Document Repository. Documentation may include notes and minutes from meetings, rubrics or other assessment tools used when evaluating courses, programs, or services. Program review reports showing integration of assessment results will also soon be accessible through WEAVEonline. In addition to providing access for the community to all plans and assessments through read-only access to WEAVEonline, summaries of assessment data are provided by the Department of IERP at Welcome Back events, deans meetings, and division meetings.

AVC uses outcomes evidence to improve student services and academic success in various ways. One example of the evidence of outcomes is in the graduation office (in the division of Admissions and Records). Starting with the 2008-2009 assessment cycle, the graduation office reported in WEAVEonline that the achievement target for SLO #1, which states that students will learn about the graduation process and apply for graduation, was not being met. An action plan was developed that called for a “new brochure about graduation” and a “new database”. In the 2009-2010 assessment cycle, the graduation office still found that there was “no noticeable increase in graduation applications” and reported that the target was still not being met (*see*, [Graduation Office Assessment Report 2008-2011](#)¹⁹). Data was collected in 2010 by survey ([Graduation Office survey responses 2010](#)²⁰) and reported in the findings section of WEAVEonline. This data was used to establish a baseline for future comparison. The resulting action plan called for the creation of a new graduation brochure in 2010. In the 2010-2011 assessment cycle the target was still not being met, though an increase in graduation applications was noted in the [Graduation Office Assessment Report 2008-2011](#) and a subsequent survey ([Graduation Office survey responses 2011](#)²¹). In April 2010, brochures were ordered ([Purchase Requisition 71875](#)²²) as well as posters ([Purchase Requisition 71965](#)²³) from VTEA funds as identified in the SLO action plan. Survey results were discussed among department staff and reviewed along with action plans and SLOs ([Enrollment Services Graduation SLO minutes July 26, 2011](#)²⁴). Assessment methods, findings, and action plans were again discussed on November 11, 2011, and plans were made to update WEAVEonline with new information ([Enrollment Services Graduation SLO Minutes November 1, 2011](#)²⁵). SLOs, assessments, and action plans were included as evidence in the [Graduation Office Program Review 2011](#)²⁶. Professional development activities and staffing needs for improvement of the SLOs were discussed in the program review and reported to the SPBC and the campus community. The SLO will be reassessed for improvements in the 2012-2013 cycle.

Another notable example is found in AVC's physics program and its SLO-based pedagogical shift to a student-centered, interactive computer model. For a long time the physics program followed the traditional format of lecture-lab-recitation, in which the instructor stood at the center of the learning process and was expected to transmit information to students largely through lectures. When the physics SLOs were established in 2007, the improvement of students' conceptual understanding was identified as one of the most important SLOs. A national standardized instrument was used to measure pre/post conceptual gain, and it was found that students registered an average gain of only 22 percent between pre and post results. In making conceptual understanding a priority based on the SLO, it was decided to change the pedagogical method for teaching physics by incorporating research-based interactive learning methods. After a thorough review of the relevant research, the department chose to adopt the successful curriculum called *RealTime Physics* in all of its labs. The problem, however, was that the new curriculum was heavily dependent on computers and computer-driven sensors for students to collect and analyze data.

Using the SLO assessment results as justification, faculty made the request to procure the new equipment in order to transform the physics labs and assist students in improving their conceptual understanding outcomes. Through a combination of district and grant funds (U.S. Department of Education Title 5 and STEM program), the request was approved, and in 2011, three years later, the average student gain in physics has reached 58 percent, well above the national average of 48 percent. Reports on the transformation of the curriculum were made to the division during divisional meetings and throughout the campus through flex activities. The success of the physics transformation has inspired chemistry faculty to explore the possibility of introducing similar interactive methods into their curriculum. NSF grants are currently being pursued to fund the necessary changes. A proposal will be submitted in May 2012. In addition, AVC's Physics Department success story was reported in statewide conferences such as Tech Ed (2009), and the WASC ARC conference (2011), as well as at national workshops (2011 Title 5 grant annual directors meeting in Washington DC).

Discussion of documented assessment results related to budget and planning is also apparent within program reviews. The revision of the campus program review template (*see Response to Recommendation 2b for more details*) incorporates more specific use of SLO and PLO data to put forth budget requests and allocation of resources. Faculty and staff use the current form and system to include discussion of SLO trends and results as support for financial requests and planning. For example, in language arts, communication studies supported their request for more funds for the forensics program, argumentation and debate competitions, speech tutors, and norming sessions by showing a trend of SLO data that supported funding for these items (*see* Sec. 6.4, pages 33-35 of the [Language Arts Program Review 2011-2012](#)²⁷). Similarly, in health sciences, assessment results of SLOs and PLOs for various programs are discussed throughout the document. Not all assessment outcomes lead to the need for financial requests, but changes to programs are being driven by the assessment and dialogue framed by the SLO process in the Health Sciences Division ([Health Sciences Program Review 2011](#)²⁸). Additionally, math, science, and engineering's program review focus on the SLO results in all their disciplines to

support requests for added classes, laboratory equipment, and computer programs ([Math, Science, and Engineering Program Review 2010](#)²⁹).

The action plan section of WEAVEonline requires faculty and staff to directly connect budget requests to particular SLO outcomes. These can range from stipends for retreats and professional development to equipment requests, DVDs, fees for guest speakers, and other pedagogical enhancements. Some examples are [Psychology Action Plans](#)³⁰, [Chemistry Action Plans](#)³¹, and [Electric Technology Action Plans](#)³². Funding requests are frequently in the form of grant applications. For example, the grant form for the [Perkins IV Application for Career / Technical Students](#)³³ specifies in question number 2 that applicants relate their requests to SLO or PLO outcomes. (See also [Electric Technology's Perkins Grant application](#)³⁴, which specifically ties into SLO results.)

Results of assessments and action plans are often evaluated in division and department meetings. For example, at the April 9, 2012, Health Sciences Division meeting, the dean distributed copies of the fall 2011 Achievement Status Details report from WEAVEonline. Discussion ensued regarding course SLOs that did not meet achievement targets. Faculty discussed possible discrepancies between face-to-face and online course results, setting appropriate achievement targets, assessment difficulties caused by technology failures, and setting assessment points at different times during the semester ([Health Sciences Meeting notes April 9, 2012](#)³⁵). Communication studies staff regularly hold discussions of SLOs at their monthly meetings (see e.g., Communication Studies meeting minutes [March 15, 2011](#)³⁶ and [February 3, 2012](#)³⁷).

The Learning Outcomes Update events, held in November, 2011 and for the week of May 7, 2012, provided an overview of progress made in both SLO reporting and action planning based upon data recorded in WEAVEonline. Participants had the opportunity to dialogue and receive feedback on their specific questions and comments. Assessment Week events were tailored for three specific audiences and purposes: faculty, general information, and administration. Faculty walked through an overview of effective SLO data integration into program review, budget, and planning processes. Actual course, program, and operational case studies were utilized in these presentations. General information sessions reviewed the role of SLO data in campuswide decision making and incorporated actual [case studies](#)³⁸ from both instructional and noninstructional areas. The administrative session focused on hands-on experiences in data-driven decision making, based upon a hypothetical case study. Participants left with an understanding of how outcomes assessment and action plans are integrated into budget and planning processes.

Conclusion:

The college has met this recommendation.

Now that the campus has fully implemented assessments of all SLOs and is on track with PLOs, the data and action plans are being incorporated and directly tied to budget and planning. Program reviews and action plans require the referencing of SLO data. Integrated planning

processes have been developed and are being communicated to the campus through training, committee meetings, and division meetings.

RECOMMENDATION #1 d.

Assess program learning outcomes (PLOs) and provide evidence of program, student service and administrative changes and improvements as a result of changes made (II.A.1.a.; II.A.1.c).

As with the SLO process, the writing, assessment, and analysis of PLOs are a faculty-driven process at AVC. When staff and faculty write their PLOs, they are submitted for approval to the SLO Committee, which reviews and comments back to both parties.

Before fall 2010, PLOs had been developed for most areas of the health sciences and technical education divisions. However, because these PLOs were written before a uniform PLO process had been developed, they were written in different formats and did not include cycles of assessment or consistent curriculum maps. To solve this issue, the SLO Committee developed a uniform document ([PLO Excel Workbook](#)³⁹) which was distributed and available for use campuswide in Spring 2011. The format includes three separate sections: the text of the actual PLOs and assessment measures and targets; a curriculum map including all courses in the program, and a proposed cycle of assessment indicating which PLOs will be assessed over the course of the next several semesters. A [PLO Review Rubric](#)⁴⁰ was also developed for evaluating submitted PLOs. Both the workbook and rubric are posted in the Documents tab of the SLO Committee web page (<http://www.avc.edu/administration/organizations/slo/documents.html>).

Assessment of PLOs is comprehensive in those areas that were frontrunners in the development of PLOs. As indicated in the planning agenda for Standard II.A.1.c of the 2010 Accreditation Self Study, our goal was that health sciences and technical education complete and document within WEAVEonline a full assessment cycle by spring 2011. This goal was met.

As of March 12, 2012, just over 72 percent of PLOs for academic areas have been approved. Another 11 percent are in process but yet to be formally submitted. Seven percent have been submitted and are currently in the approval process. Almost 10 percent have not been submitted in any form. This 10 percent includes drafting/computer-aided design, engineering and engineering technology, and commercial photography. The need for further development of PLOs and assessment strategies for the CSU and IGETC Gen Ed Certificates and all three options of the LAS degrees are also reflected in this number.

Some examples of approved PLOs are: [Child and Family Education](#); [Communication Studies](#); [Electrical](#); [Interior Design](#); [Nursing](#); [Clothing and Textiles](#); [Child and Family Education/School Age Child Care](#); [Aerospace](#); and [Automotive \(DEE\)](#) (collectively, Approved PLOs⁴¹).

Because programs vary so widely in scope and intent, faculty has chosen to assess PLOs using a variety of strategies. Some programs assess each PLO every semester, while others began by

piloting one PLO at a time. PLO assessment occurs in capstone courses by tracking results of licensing exams, conducting exit interviews and surveys, or through specific measurement strategies in required courses. Through the process of curriculum mapping, discipline faculty both identify and evaluate the course content of their programs. When mapping their programs, faculty determine which of the PLOs are addressed in each course and at what level. Levels are determined as follows:

- I (Introduced) indicates knowledge, skills, and ability introduced at a beginning level.
- D (Developed) indicates knowledge, skills and ability as currently practiced.
- M (Mastered) indicates knowledge, skills, and ability applied and demonstrated at an appropriate level for lower-division work and that students are ready to transfer to upper-division programs or use the knowledge, skills, and ability in the workplace upon completion of the program.

In most, but not all cases, PLOs are assessed where mastery is expected. However, this depends largely upon the nature and scope of a program.

The Aeronautical and Aviation Technology Program has written and assessed a full-year cycle of PLOs and developed action plans accordingly. They have either met their goals or are waiting to collect data for two more cycles before they put forth any requests in order to see if consistent patterns or trends develop over time ([Program Action Plan profiles 2011](#)⁴²).

Throughout the PLO development process, faculty has questioned why specific courses are part of a program and may have discussed the possibility of program revision or changes as a result of this discussion. In the area of child and family education, for example, faculty determined to remove a required course in childhood nutrition and to replace it with a course in Guiding Children's Behavior, which had formerly been an elective. This change was made while developing PLOs, taking into account student feedback and examining similar programs on other campuses. This is an instance where the act of curriculum mapping served as an important evaluative tool. PE faculty also had a similar discussion but the outcome was different. Instead, faculty chose to keep its program intact, develop the PLOs, and after further assessment return to the discussion of revision.

Much discussion within divisions and at faculty development trainings has focused upon the following question: When does assessment indicate change, and how should that change be documented in Action Plans? Common points of agreement have emerged:

1. When possible health and safety issues are revealed through discussion of SLO/PLO assessment, these issues should be documented through setting a high priority in related action plans. For instance, faculty in science and technology areas gave examples during faculty professional development training of areas where faulty equipment or incorrect use of equipment could present hazardous conditions for students and faculty. SLOs in science and technology areas often reflect lab safety standards and safety-related knowledge students should possess. In cases where safety-related SLOs are not being met, action plans should reflect these issues as the

highest priority. (Dialogue from question/answer portions of faculty professional events in 2011 and fall 2012.)

2. Assessment has often revealed that SLOs, PLOs, and assessments were written in less than optimal ways and needed revision as part of the action plan process. As a result of initial assessment, for instance, faculty in the clothing and textiles program realized that course SLOs were difficult or impossible to accurately assess and needed to be rewritten. Likewise, science and nursing faculty discovered that in some cases course SLOs were written as objectives rather than outcomes and therefore needed revision to capture the outcomes. (Discussion from WEAVE Data Days June and December 2011 and faculty professional development events, SLO basic training March 15, 2012 and WEAVEonline training March 21, 2012.)

3. Many faculty and staff have recognized the need to observe trends over time, and therefore have chosen to accumulate multiple semesters of data before identifying specific actions that must occur. For example, members of the technology education division consistently use this approach and their action plans often reflect the continual need to collect data over time (Tech Ed Division Meeting Minutes [September 13, 2011](#)⁴³ and [February 14, 2012](#)⁴⁴).

Conclusion:

The college has met this recommendation.

The PLO Workbook provides evidence to confirm that the college has instituted a PLO process to improve programs. Existing programs on campus are on track with approved PLOs and assessments taking place. Dialogue is occurring to make improvements in programs due to both the writing and assessments of PLOs, whether at the course or program design level. Many are waiting for trends over time to reveal themselves in the data before making significant funding requests, but the processes and documentation to make them are in place.

RECOMMENDATION #2 (a-d)

To meet the standards and to raise the quality of instructional programs and to instill a culture of evidence across the college the team recommends the following practices be institutionalized:

RECOMMENDATION #2 a.

To meet the standards, it is recommended that the college establish clear connection with and document the involvement of members of professions, association and professional organizations when curriculum is being modified and at other appropriate points in time to demonstrate input from vocational/occupational advisory boards and experts in the field so that the College can verify the quality of educational programs is based on experts in the profession (II.A.2.b).

From 2009 through 2011, the 24 vocational/occupational programs conducted advisory committee meetings, with the exception of general engineering and teacher education.

The membership of advisory committees consists of industry representatives, community leaders, adjunct faculty, the dean supervising the program faculty, and, in some programs, students and graduates.

Committees met and minutes were taken. Examples are as follows:

- Administration of Justice Advisory Committee [meeting minutes](#)⁴⁵ - April 22, 2010, and November 9, 2010
- Aerospace Department Advisory Committee [meeting minutes](#)⁴⁶ - December 1, 2009, March 23, 2010, and November 30, 2010
- Air Conditioning and Refrigeration Advisory Committee [meeting minutes](#)⁴⁷ - February 10, 2010, March 2, 2010, and June 7, 2010
- Aircraft Fabrication Advisory [meeting minutes](#)⁴⁸ - November 12, 2009, and October 13, 2010
- Auto Body Advisory Committee [meeting minutes](#)⁴⁹ - November 19, 2010, and January 19, 2011
- Automotive Advisory [meeting minutes](#)⁵⁰ - January 19, 2011
- Business Education Division Computer Networking Group [meeting minutes](#)⁵¹ - May 14, 2011
- Business Education Division Insurance Group [meeting minutes](#)⁵² - May 14, 2011
- Business/Management/Marketing Advisory Committee [meeting minutes](#)⁵³ - May 14, 2010
- Child and Family Education Department Advisory Committee [meeting minutes](#)⁵⁴ - April 28, 2011
- Clothing and Textiles Advisory Committee [meeting minutes](#)⁵⁵ - March 11, 2011
- Computer Networking Advisory Committee [meeting minutes](#)⁵⁶ - May 14, 2010
- Digital Media Advisory Committee [meeting minutes](#)⁵⁷ - February 16, 2011

- Electrical Department Advisory Council [meeting minutes](#)⁵⁸ - February 3, 2011
- Electronic Technology Advisory Committee [meeting minutes](#)⁵⁹ - November 2, 2010
- Fire Technology Advisory Committee [Meeting Notes](#)⁶⁰ - December 10, 2009, May 27, 2010, and December 2, 2010
- Insurance Advisory Committee [meeting minutes](#)⁶¹ - May 14, 2010
- Interior Design Advisory Committee [meeting minutes](#)⁶² - December 1, 2009, December 2, 2010, and May 3, 2011
- Interpreter Group for Deaf Studies [meeting minutes](#)⁶³ - March 4, 2011
- Nursing Advisory [meeting minutes](#)⁶⁴ - June 7, 2010, and June 11, 2011
- Radiologic Technology Advisory Committee [meeting minutes](#)⁶⁵ - June 24, 2010, and February 24, 2011
- Real Estate Advisory Committee [meeting minutes](#)⁶⁶ - May 14, 2010.
- Respiratory Care Program Advisory Committee [meeting minutes](#)⁶⁷ - May 12, 2010, December 2, 2010, and September 22, 2011
- Welding Advisory Committee [meeting minutes](#)⁶⁸ - January 29, 2010, and January 27, 2011

At all advisory meetings, curriculum and curriculum modification were reviewed and revised when required at some level. Connections between industry leaders and partners were clearly identified in the minutes, and there is ongoing discussion. Documentation of membership of committees was listed in all advisory meeting minutes. The division deans' offices serve as the repository for advisory meeting minutes.

Recognizing that not all programs followed a consistent format to incorporate the need for industry input, a [template](#)⁶⁹ for meeting minutes was developed with input from faculty and administration. The template can be used to develop the agenda for the meeting and for recording meeting minutes. A PowerPoint presentation entitled "[How to Form an Effective Advisory Committee](#)⁷⁰," was recommended to division deans for distribution to faculty chairs of advisory groups. The presentation is located in an unusual spot on the college's intranet under the heading of Human Resources. Executive Vice President of Academic Affairs and Student Services will recommend to the College Coordinating Council to have the presentation relocated on the college's intranet under Academic Affairs. Listing the presentation under Academic Affairs would be the logical intranet site for faculty access.

Conclusion:

The college has met this recommendation.

Advisory committees continue to meet in the current academic year. The new consistent form for the minutes will serve to create better consistency across the campus to maintain quality programs based upon the input of experts from the field. AVC's advisory committees make a vital contribution toward the quality of its programs.

RECOMMENDATION #2 b.

To ensure each department is being consistently evaluated under the program review process it is recommended that the college develop a list of minimum areas considered to ensure a rigorous self examination is conducted consistently across the college (II.C.1).

The process of writing comprehensive program review is by use of a [Comprehensive Self-study Template](#)⁷¹. All programs are required to use the template for their self studies. Comprehensive program reviews are conducted on a four-year cycle.

The college requires the analysis of qualitative and quantitative data in its program reviews. Previously, the Department of IERP provided quantitative data on many aspects of each program and each program decided which data was examined. To improve consistency in the use of data, the Dean of IERP and other campus leaders created a list of [Proposed Program Review Data Elements](#)⁷². This list was presented to the Program Review Committee at its March 19, 2012, meeting ([Program Review Committee meeting minutes March, 19, 2012](#)⁷³) and integrated into the revised comprehensive and annual update program review templates approved by the Academic Senate on May 17, 2012 ([Academic Senate meeting minutes, May 17, 2012](#)⁷⁴). The program review data elements will be provided on a weblink accessible to all faculty by fall 2012.

Having a common set of data examined by all instructional programs for self-studies will make program reviews and campus planning more unified and consistent. The use of templates will be continued for comprehensive program review. Beginning fall 2012, annual updates will be conducted on WEAVEonline with a series of 11 online questions ([Annual Update Program Review Report](#)⁷⁵). The use of WEAVEonline for annual updates will serve to create consistency and integration of data in connection with SLOs. Faculty will be required to address the consistent data elements as part of both comprehensive and annual update program review, otherwise the report will be considered incomplete.

Another element introduced to ensure a rigorous self examination is that the peer review process was modified in fall 2011 to utilize a [Program Review Peer Review rubric](#)⁷⁶. Peer review team comments are intended to reinforce the continued improvement of data analysis and outcome

analysis in program examination and planning. Team members are asked to focus on a clear connection between the narratives and analysis of the data, as well as ILOs and the college mission. The rubric helps team members focus on these important aspects when evaluating the effectiveness of the program review document.

Conclusion:

The college will meet this recommendation by fall 2012.

With the implementation of required data elements for comprehensive and annual update program reviews, the use of WEAVEonline for annual updates, and the modified peer review rubric, the college has instituted a program review process that is instrumental in rigorous and consistent self-examination of programs across the campus.

RECOMMENDATION #2 c.

To meet the standards requirement that adequate resources be allocated to support the Library function of the college, it is recommended that the college conduct a comparative analysis against other similarly-sized colleges to assess whether the amount of resources to meet the needs of students who rely on the Library to complete their educational goals (I.B.7).

During these difficult financial times, the AVC library has mobilized resources to adequately support the students' needs for library services. In response to the recommendation, the library conducted a comparative analysis with similarly-sized colleges. The most recent comparison statistics for California community colleges similar to AVC in enrollment are from the National Center for Education Statistics for FY 2009-2010. The FTES for AVC was 10,089 at that time. The comparison group average was 9,849, the median 9,115. FTES for AVC were two percent higher than the average, and 10 percent higher than the median for colleges of similar size. ([NCES 2010 Academic Libraries Survey⁷⁷](#))

AVC library expenditures for FY 2009-2010 totaled \$751,628. The comparison group average was \$859,838, and the median was \$887,254. Library expenditures were 13 percent lower than the comparison group average and 15 percent lower than the median. ([NCES 2010 Academic Libraries Survey](#))

The comparative study conducted in response to the recommendation reviewed the following resources: library staffing, library software, electronic library resources, electronic databases, print books, and electronic books. In addition, there have been new stabilized sources of funding.

Library Staffing: As of 2009-2010 the Library had 5.94 FTE librarians. This figure includes the three full-time librarians and all adjunct librarians. This figure does not include one frozen full-time faculty librarian position. Title 5 (sec. 58724) of the California Code of Regulations provides minimum standards for staffing in community college libraries based on FTES.

According to the [Standards of Practice for Community College Library Faculty and Programs](#) (2010)⁷⁸, the library should have 6.5 FTES faculty librarians (p. 9). The comparison group average is 4.48 FTES, the median is 4.35 FTES. The number of AVC librarians is 25 percent higher than the average, and 26 percent higher than the median. As of fall 2011 the total FTES for librarians is 4.97 due to a reduction in adjunct librarians.

In 2009-2010 the library had 5.45 FTES support staff. Title 5 (sec. 58724) of the California Education Code provides minimum standards for support staff in community college libraries based on FTES. According to the standard, the library should have 12 FTES support staff (Standards of Practice, page 9). The comparison group average was 5.33, while the median was 5.1. The number of Library support staff was two percent higher than the average and six percent higher than the median ([NCES 2010 Academic Libraries Survey](#)). As of fall 2011 the library had 5.0 FTES support staff. This does not include one full-time frozen classified position.

The number of faculty librarians and support staff is close to or exceeds the average and median for institutions of similar size.

Library Software: The library pays a yearly maintenance fee for SirsiDynix Horizon Integrated Library System (ILS) software. This includes the web-based catalog and circulation software which allows students to find and check out books. It also enables cataloging and acquisition of books, as well as the generation of reports and inventories. In FY 2009-2010 the fee was \$16,015.09 ([Purchase Order – Sirsi Software](#)⁷⁹). The comparison group average is \$8,654.88; the median \$12,805.50. AVC was 46 percent above the average, and 20 percent above the median.

Electronic Periodicals: Funds expended for electronic serials (periodicals) in 2009-2010 equaled \$34,770. The comparison group average was \$62,998, the median \$56,614. This number reflects **only** the EBSCOhost database of magazine and journal articles. AVC was 45 percent below the average and 39 percent below the median for comparable institutions ([NCES 2010 Academic Libraries Survey](#)).

In addition to electronic periodical databases, the library subscribes to a variety of databases offering subscription-based access to reference books, encyclopedias, online videos, and topic-specific information. For 2009-2010 the library paid \$9,542.48 for all of these resources. Comparative statistics for these materials are not available from NCES at this time.

Total Electronic Reference Databases and Aggregation Services: The number of electronic reference sources (e.g., Oxford Reference Online, CQ Researcher, American History in Video) and aggregation services (such as EBSCOhost or ProQuest) held by the AVC Library in FY 2009-2010 was 34. The comparison group average was 88, the median 17. AVC was 61 percent below average and 50 percent above median. ([NCES 2010 Academic Libraries Survey](#))

Print Books: According to the NCES comparison report, the AVC library spent \$45,869 for books in 2009-2010. This figure includes institutional funding as well as additional funding for

grants, Proposition 20 funds, etc. The comparison group average was \$47,145 and the median was \$50,677. AVC was three percent below average and nine percent below median. (NCES)

The number of print format books held in 2009-2011 was 53,270. The comparison group average for print books was 83,509, the median 76,642. AVC was 36 percent below average and 30 percent below median. (NCES) Based on FTES of 10,089 in 2009-2010 the AVC library is 48 percent below the minimum standard set for book collections of 102,500 in the California Title 5 (sec. 58724). (Standards of Practice, page 15).

In spring of 2009 and fall of 2010, 59 percent of the print collection was 20 years or older. While there has been an increase in overall collection currency due to the incorporation of ebooks, it is important to maintain a variety of information formats to support an assortment of student learning abilities and levels of technological sophistication (2010 Accreditation Self Study page 263).

Money expended for print books was within the range of other college libraries of the same size. However, the age of the print collection presents significant challenges for students in need of current materials.

Electronic Books: Funds expended in 2009-2010 for electronic books equaled \$9,900. The comparison group average was \$5,339, the median \$4,550. AVC was 46 percent above average and 54 percent above median. ([NCES 2010 Academic Libraries Survey](#))

The number of electronic books held in FY 2009-2010 was 9,366. The comparison group average was 16,764, the median 20,558. AVC was 44 percent below average and 54 percent below median. ([NCES 2010 Academic Libraries Survey](#))

The majority of current materials in the collection are ebooks. There are 1,705 print books with publishing dates between 2005 and 2010, as opposed to 8,034 ebooks for the same period. Ebooks are an important source of information and the AVC library faculty would like to maintain a balance of both print and electronic resources.

Funding for electronic books was above the average and median for other colleges in the comparison group. However, the number of electronic books in the collection was significantly lower than the comparison group.

SOURCES OF FUNDING

Until the 2009 fall semester, electronic resources were partially funded by state Telecommunications and Technology Infrastructure Program (TTIP) funds of \$36,000 per year. This was augmented by grants, Proposition 20 money, and \$10,000 of instructional block grant funding. TTIP funding for libraries was cut from the state budget in the fall 2009 semester. Therefore a new source of funding needed to be found in order to maintain the library's periodical collection, 99 percent of which is electronic.

Funding sources for 2009-2010 Electronic Library Resources and Serials came from rolled over TTIP money, Title 5 grant money, Proposition 20 funds, and the Basic Skills grant ([Library Electronic Resources 2009-2010](#)⁸⁰).

In December 2010, librarians met with the Budget and Finance Committee of the Strategic Planning and Budget Committee and requested \$70,000 from district funds to cover all electronic library resources and to avoid reliance on “soft” grant funding, which may or may not continue from year to year. The SPBC responded by recommending to the superintendent/president to allocate district general funds to purchase electronic library resources ([handwritten notes by Dr. Scott Lee, May 26, 2011](#)⁸¹). This amount included \$20,000 to support Sirsi/Dynix Horizon, the Library’s integrated library system. Institutional funding ensures that appropriate electronic resources will be available to students on a reliable, ongoing basis. The \$70,000 recommended by SPBC, which was approved by the Board of Trustees, will enable the library to maintain its electronic databases, and thus serve students. As a temporary measure for fiscal year 2012-2013, the library will receive the full \$70,000, but \$20,000 of this amount will be Proposition 20 funding (conference call between Diana Keelen, Carolyn Burrell, and Dr. Charlotte Forte-Parnell, March 21, 2012).

On December 2, 2011, AVC was notified that the State of California would provide all California community colleges with a package of basic EBSCOhost databases. This package would ensure a minimum standard of access to electronic databases for all colleges in the system ([e-mail from State](#)⁸²). The Community College Library Consortium (CCLC) administers the package. The CCLC provides EBSCOhost with IP addresses for all colleges, and EBSCOhost in turn provides access to the databases. Some of the databases included in the package duplicate databases the library now pays for. Because the library no longer has to pay for these duplicate databases from the \$70,000 general fund allotment, funds are released which can be used to purchase additional databases. This increases the library’s database holdings and supports student success.

The library has purchased products through the CCLC from six different vendors, which will allow students access to over 40 general and subject-specific databases, nearly doubling the number of databases previously available. In addition, the library was able to acquire the EBSCO Discovery Service, a product which will allow students to search all library databases and the catalog through one search interface. This will significantly improve student access to all library resources.

Conclusion:

The college has met the recommendation.

Library staffing is close to or exceeds the average and median levels of the comparison groups. Library software spending exceeded the average and the median. AVC was significantly below the average and median for electronic periodical databases, and below average but above the

median for all electronic databases. Library print and electronic book holdings are significantly lower than holdings in the comparison group. The majority of the print collection is not current, and students may have difficulty doing research in subjects requiring up-to-date print format materials.

The decision by the college to use institutional funding for electronic resources created a more stable library environment for students. Electronic databases and resources are now paid from district general fund monies, not soft monies such as grants, Proposition 20, or similar sources. Institutional funding for electronic resources was stabilized by directing \$70,000 to purchase databases and services equal to what the library received prior to the loss of TTIP funding. The recent decision by the state to fund some EBSCOhost databases provides an opportunity for the library to increase the total number and variety of databases available to students, thus better serving their needs.

RECOMMENDATION #2 d.

To meet the standards and to enhance the effectiveness of its technology, it is recommended that the college adjust its technology advisory committee structure to ensure that the needs of administrative and instructional computing are equally well addressed, and that this dialogue then results in equitable priorities, implementation, and budget allocations for all technology needs (III.C.1 and III.C.1.d).

Changes made in the college's technology advisory committee structure, as well as improvements in Informational Technology Services' (ITS) help desk responses and prioritization of computer upgrades, have been implemented to ensure more equitable allocation of campus technology needs in instructional and administrative areas.

Restructuring of the Distance Education and Technology Committee

The Distance Education Committee (DEC) formerly dealt with distance learning only. In order to broaden the DEC's scope to include all technology used in distance as well as face-to-face instruction, the name was changed to Distance Education and Technology Committee (DETC). The mission statement was revised at its March 22, 2011, meeting (*see [meeting minutes](#)*⁸³) to read:

The Distance Education and Technology Committee's mission is twofold: first, to assist in the planning and implementation of Technology Mediated Instruction (TMI) used by instructors and staff in the preparation and delivery of educational materials; and second, to provide guidance and recommendations in the pedagogical development and technology in both traditional and distance education.

Thus, the committee's concern under the new name and mission is over all technology that is involved with any type of instruction whether online or in the physical classroom.

The faculty had felt that the college was not allowing them the freedom they needed to download and install instruction-related software. DETC wrote an administration rights statement for committee approval, which will go to the Academic Senate, drafted as follows:

The Distance Education and Technology Committee supports the needs of AVC faculty and academic support staff to have limited administrative rights over software used by the faculty and support staff. Included in these rights, but not limited to, are: the ability to download to the college network any software provided by a publisher of a textbook used by a faculty member in the teaching of their classes; the ability to download and install software necessary to play audio and video—including streaming videos; and that which allows making the publisher's software accessible on the college network. These rights must allow access to this material from any AVC facility wherever it is needed, both in their offices and in the classrooms.

Also, a draft of recommendations concerning mobile devices in the classroom will be evaluated for implementation by the DETC in fall 2012. The new name of DETC and its new mission allows the committee to address both distance education needs and in-classroom needs of faculty.

Procedural Changes to Informational Technology Services

Under the management of its new ITS Director, AVC has undertaken two significant fundamental structural and procedural changes to improve communication and response services across the campus:

1. Technical Assistance Prioritization: New documented priority standards for all computer service technicians, along with help desk personnel, have been implemented to follow the daily dispatch of technology resources in response to academic and administrative computing problems. The [ITS Technical Assistance Information \(TAI\) form](#)⁸⁴ guides the computer, telephone, and help desk technicians in a priority triage response to AVC college computing needs. The top three priorities are for instruction, as follows:

- a. Repair any “classroom down” situation.
- b. Address open call to ITS technical assistance that supports instruction.
- c. Prepare and address any lab/classroom requirements in support of the current semester.

The help desk technician facilitates the triage process; however, their primary responsibility is answering ITS help desk calls, along with utilizing the TAI form in a triage scheme where the help desk technician acts as tier-0 support, applying general computer fixes such as resetting passwords, solving general computer issues, etc. The remaining calls are dispatched as follows:

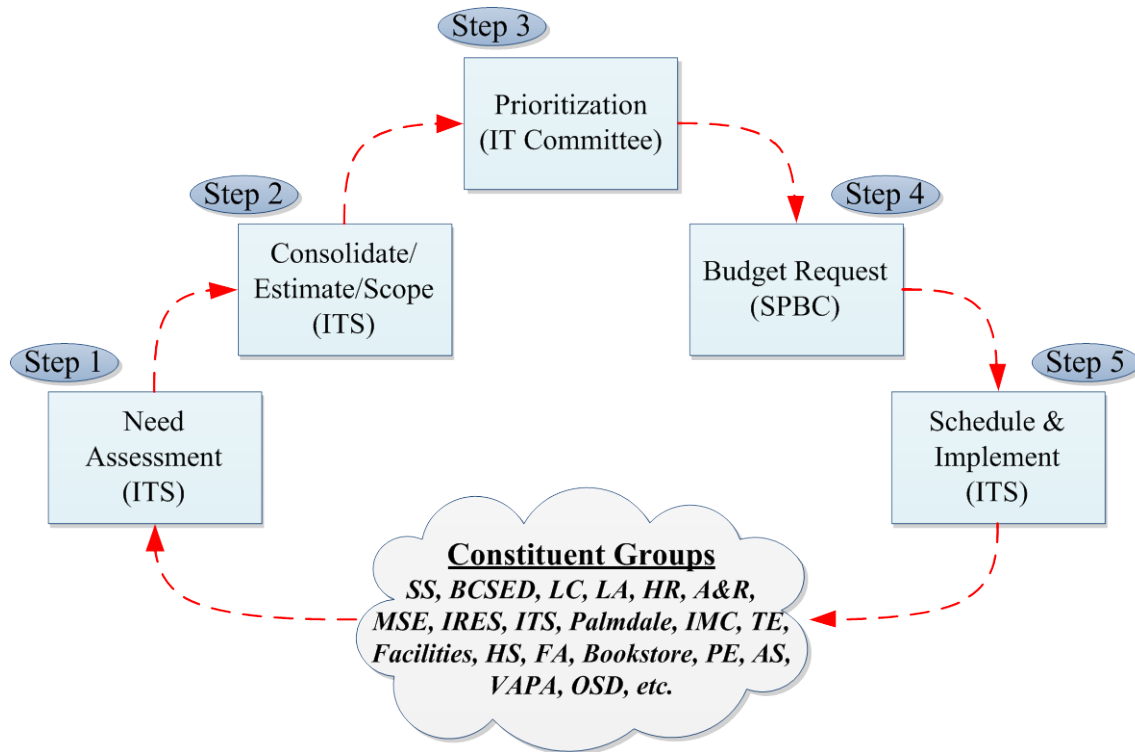
- a. Tier-1 calls routed/assigned to lab technicians

- b. Tier-2 calls routed/assigned to computer services technicians
- c. Tier-3 calls routed/assigned to systems administrators, programmers, analysts, vendors, etc.

2. The Campus Computing Lifecycle Methodology: ITS has implemented the Campus Computing Lifecycle Methodology (CCLM) quarterly process, which was initiated in fall 2011 by the new director. ITS operational outcome 4 supports the CCLM quarterly process by stating “Proactively collaborate with others to implement emerging IT solutions to meet the district’s instructional and operational needs.” Numerous constituent groups were identified, such as: Administrative Services (AS), Human Resources (HR), Student Services (SS), Business Computer Studies & Economic Development (BCSED), Health & Sciences (HS), Office of Students with Disabilities (OSD), IRES, Language Arts (LA), Math, Science & Engineering (MSE), Physical Education (PE), Social Sciences (SS), Technical Education (TE), Visual and Performing Arts (VAPA), etc. The CCLM process equitably responds to all AVC campus constituent group requirements by following these steps:

- 1. Assessing their needs
- 2. Consolidating/estimating their scope of work
- 3. Prioritizing requests
- 4. Submitting requests to SPBC; and
- 5. Scheduling/implementing the requests.

The CCLM chart below demonstrates the architectural flow of the process:



The CCLM emphasizes coordinated efforts at communication in every step of the process. The Needs Assessment (Step 1) is initiated by ITS, but requires collaboration, input, and communication from each of the constituent groups on a quarterly basis. This process is in coordination with each group’s dean, director, or department head. The ITS director met directly with those groups as part of the first needs assessment step and recorded their stated concerns, which were shared with the ITS Advisory Committee at their regular meeting on January 12, 2012 ([ITS Advisory Committee Meeting minutes](#)⁸⁵).

These needs are compiled into an [ITS Recommendation Log](#)⁸⁶. Requirements will consistently be collected from each group, consolidated, and carried forward to the IT Committee for review, prioritization, and later implementation.

ITS will implement Step 2 (consolidate/estimate/scope) using the work collected from technology requirements from each constituent group. Thereafter, the task list is carried forward to the IT Committee and prioritized based on the Alignment section of the Computer and IT Master Plan. Goal 3 of the ITS 2010 Program Review will be the guiding principle when prioritizing, as follows: “Computer and IT Master Plan Goal 3: Practice good stewardship over our information technology resources to maintain the cost effectiveness of district investments in these resources. Computer and IT Master Plan Strategies:

3.1. Plan for and maintain the telecommunications and network infrastructure to

facilitate and support growth and changing requirements.

3.2. Prioritize information technology spending in accordance with institutional goals, establishing priorities that are practical and sustainable.

3.3. Develop a multi-year computer and information technology expenditure plan [Information Technology Services area budget], including planned and budgeted equipment and software upgrades.

3.4. Redeploy usable equipment when feasible and salvage parts from below-standard computers prior to disposal in order to provide the broadest possible access to technology in a cost effective manner.

3.5. Continue collaborative approach to addressing technology needs and issues through the district's Information Technology Committee.”

Once the IT Committee has properly prioritized each task (Step 3), the ITS director will present the request to SPBC for as a Budget Request (Step 4). Once the funding has been approved, ITS will schedule & implement the best resolution (Step 5). After Step 5 the cycle will start over again at Step 1, repeating itself in the CCLM.

Conclusion:

The college will meet this recommendation by the end of fall 2012.

By including on-campus instructional computing needs in the mission statement of the DETSC, faculty needs both online and in the classroom will be better addressed. Additionally, the prioritization of immediate faculty classroom needs and a specific protocol for assessing those needs and assigning a response at the help desk has improved response time. Finally, the CCLM process is a significant improvement in overall communication and coordination of needs assessment and allocation of resources between ITS and the campus constituents.

RECOMMENDATION #3

To enhance the effectiveness of its technology, a variety of different levels of network security should be implemented to permit more flexible responses to instructional computing requests, while maintaining appropriate security for administrative data (III.C.1 and III.C.1.d).

ITS has embarked on a stronger commitment of meeting the technological challenges at AVC, with the expansion of its Open Digital Campus Program (ODCP). ODCP is a series of emerging IT projects initiated throughout the campus that deals with the rapid transport and retrieval of digital information stored on digital media. These projects include, but are not limited to, wireless infrastructure positioning, security policies, windows 7/Office 2010 upgrade, network

access control, e-mail /calendar, Banner upgrades, printer/copier/fax consolidation, paperless computing, security education for employees and students, role-based security and routing IP traffic, along with the development of security awareness initiatives.

ITS must provide resources necessary to support the operational and instructional needs of the district and to sustain the Educational Master Plan and Guiding Principles; however, it must also balance the appropriate level of security requirements in doing so. The system security administrator must coordinate with IT applications, systems, network, internet, and intranet activities that span the entire campus (including Palmdale & Fox Field) in protecting students, staff, and faculty as follows:

1. Security of the data
2. Access to the data
3. Privacy of the data
4. Location of the data
5. End-user responsibilities of data
6. Inappropriate or unauthorized use of the data
7. Suspension of end-user accounts
8. Suspension and termination of user services (as a result of violations, etc.)
9. Service level agreements (SLA)
10. Ownership of data

The ODCP model will allow the necessary flexibility for instructional resources to meet their academic requirements, as well as meet the administration needs of the college in protecting the data, privacy, and integrity of information in order for the college to function more effectively and securely.

As technology grows over the internet, network, and cloud, the protection of data and information will prompt continued federal legislation to secure the privacy of intellectual property. Computer crime has increased dramatically with the emergence of the internet. The results of cybercrimes have placed more legal pressures on education, business and technology. As IT professionals, there are several key laws that should be noted:

1. Sarbanes Oxley (SOX)
2. USA Patriot Act
3. Family Education Rights and Privacy Act (FERPA); and
4. Health Insurance Portability and Accountability Act (HIPPA).

The current active digital projects below are the leading priority projects (*see [Open Digital Campus Program List](#)*⁸⁷ for complete list), which will specifically give the appropriate level of security for daily operations and provide sufficient security needs for instructional computing, while enhancing the efficiency of the innovative technology provided:

1. Perkins Program 2011

- a. Digital media project (completed)
- b. BCSED project (completed)
- c. Automotive technology project (completed)
- d. Clothing & textiles project (75 percent completed)
- e. Fashion design project (75 percent completed)
- f. Aeronautics (Fox Field) project (50 percent completed)

The successful implementation of the Perkins Program 2011 has eliminated many of the network security issues that several academic instructors were experiencing, due primarily to older technology (desktops/software/networks) in the classrooms. The computers and software were outdated and not able to adapt to the security requirements necessary to support our network infrastructure. With the advent of the Carl D. Perkins funding, ITS was able to implement over 180 computer replacements and software upgrades throughout the Lancaster and Fox Field locations during the 2011-2012 intersession (see [Perkins-Funded Computer Projects Status Report 2011-2012](#)⁸⁸).

In addition, during the 2011-2012 intersession, ITS successfully upgraded the Palmdale Center with Microsoft Windows 7 and Microsoft Office 2010. This upgrade was announced on February 2, 2012, at the Welcome Back festivities at the Palmdale Center. The upgrade of Microsoft Windows 7 and Microsoft Office 2010 at the Lancaster campus is approximately 40 percent completed. The hardware was too old to support the latest versions of the software; however, the 2012 Perkins Program mediates this problem. In addition, ITS has initiated an Infrastructure Upgrade Program, which will identify all desktops, servers, and network equipment throughout the campus that need replacing. This information will be documented as an assets replacement plan or schedule and will be submitted to SPBC for budget consideration. Once this is approved, ITS will schedule a phased approach to upgrade its aging infrastructure, improving network security requirements as it does so.

2. Segregate IP Traffic Project

The Segregate IP Traffic Project is currently in progress. This project consists of reconfiguring the current Internet Protocol (IP) schematic, thus allowing the creation of individual virtual local area networks (VLANs) at the access (building) layer. ITS is now able to separate network data/traffic by role/purpose creating networks dedicated to transmit traffic appropriate for its role. As a result, a more secure and efficient form of transmitting data across the campus network is now in effect. This project is about 30 percent complete and ITS has already completed the Business Education (BE) and Social Sciences (SS) buildings. Completion of the BE building is significant because it allows instructors teaching computer science which require virus testing to be able to teach those classes while not interfering with administration data from another building or classroom.

The Network Access Policy Project will complement the above VLAN project, which will provide a higher level of security and access to the user/device connecting to our network. Based

on the role the user is associated with, the user will gain access to specific resources available to that role. A written policy will dictate what role a user will be associated with, and applied accordingly. This project will follow the VLAN project and pave the way for the Bring Your Own Device (BYOD) model with the advent of the Network Access Control Project.

3. Wireless Infrastructure Deployment Project

Finally, the Wireless Infrastructure Development Project will provide a variety of options for AVC campus users. This will provide many benefits for the faculty and staff, as well as students. For instance, administration will have increased connectivity in meetings, which can be scheduled in any available room on campus, since we will no longer be relying on a data jack or Ethernet cable. Students will be able to access Banner anywhere on campus, and send and receive e-mails wirelessly, which will help reduce student services lines. Faculty will be able to collaborate with students in the classrooms, accessing myAVC and Blackboard anywhere on campus. Faculty will be able to connect to the network or internet where no data ports are available. Students can connect with other students for purposes of studying, campus clubs, and the like. The [Wireless Infrastructure Project Plan](#)⁸⁹ is being utilized to implement the project in three phases as follows:

Phase One – Health & Science Building - fall 2012 ([Vantage Report: AVC Wired vs. Wireless Report](#)⁹⁰)

Phase Two – SSV, library quad area, Bookstore, Palmdale Center (limited) - spring 2013 (depending on funding)

Phase Three – Administration and remaining campus locations.

4. Infrastructure Upgrade Program

- a. Desktop upgrade project
- b. Server upgrade project
- c. Network equipment upgrade project

The Wireless Infrastructure Development project is an upgrade or replacement of the campus infrastructure in which site improvements are required to bring the campus up to date and provide sufficient capacities for future campus development. The upgrade will start with the new Health and Science building by establishing a robust scalable telecommunication campus standard, and will eventually be expanded as a campuswide telecommunication project.

Conclusion:

The college has met this recommendation.

With the ODCP, ITS is able to upgrade equipment and software while enhancing security measures without compromising performance and reliability. The Segregate IP Project allows for smoother flow of data traffic across the campus. Finally, the Wireless Infrastructure Deployment Project will fully modernize the campus use of computer devices for faculty, staff, and students to access information easily through Banner from any location on campus.

RECOMMENDATION #4

To comply with the standards it is recommended that the college, when making its short-range financial plan, e.g. the annual budget of the college, consider its long-range financial obligation to pay the cost of the GASB 45 – Other Post-Employment Benefits (OPEB) as the costs are incurred instead of delaying payment to some future date. Specifically, the college is encouraged to prepare a comprehensive plan to prevent disruption of services offered to students by paying the Annual Required Contribution (ARC) determined using generally accepted accounting principles into an irrevocable trust fund at the amount equal to the actuarially determined Annual required Contribution (III.D.1.c).

Antelope Valley Community College uses a pay-as-you-go type method for funding the OPEB. Due to the recent multi-year budget reductions to community colleges, it has been a difficult time to set aside funds with so many critical-needs areas.

Governmental Accounting Standards Board (GASB) 43 & 45 states that the unfunded liability for Other Post Employment Benefits (OPEB) or retiree health benefits should be noted in a District's financial statements.

A challenge with not funding the OPEB is that it is a growing liability. This means that over time the amount for the Actual Required Contribution (ARC) for the District will increase. While the pay-as-you-go method is permissible, financial statements will weaken if there is not a corresponding fund balance to adequately match the liability. As a result, credit agencies may reduce the District's credit rating, which could lead to additional interest expense and borrowing costs when there is a need to pursue loans for deferrals or capital projects. Over time, the fund balance might be reduced, and eventually, when this growing liability is addressed, funding could be needed in this area in order to pay down the retiree health benefits liability. This could impact future course offerings to students and other services that are needed because funds would be allocated to the ARC as opposed to these areas.

Currently, GASB 45 also requires that the liability be amortized over a 30-year period and that the actuarial valuation process be disclosed to include which plans the district participates in, along with any assumptions that affect the actuarial computation. There are also changes at the legislative level that could reduce this time period and increase this liability, since it might be amortized over a shorter period of time. The draft actuarial report for 2011 is still being finalized and will show the normal cost, meaning the current actuarial cost of the retiree benefits, as well as the amortized value.

Once the unfunded liability is calculated, the ARC will address the current-year obligation amount needed. Contributions would be made through premiums that are collected generally in an irrevocable trust. The trust is held for future premium payments and is distributed equitably to all programs, including categorical programs. Unfortunately, with the pay-as-you-go method, the unrestricted fund carries the entire burden for the retiree health benefits. It also understates what is actually required to fund the liability.

Antelope Valley College is a member of the Community College League of California's (CCLC) Joint Powers Association (JPA) Governmental GASB 45 Retiree Health Benefit Program ([Retiree Health Benefits JPA](#)⁹¹). The college is presently doing an actuarial study that will determine our current liability and will show what our annual obligation would be to fund the ARC. The estimated completion date on this study is June 30, 2012. We have also prepared a three-year budget projection ([3 Year Budget Projection](#)⁹²), with funds to be potentially set aside in a trust to begin the process of funding the ARC.

Conclusion:

This recommendation will be met after the college's adopted budget has been approved by the Board of Trustees in fall 2012.

The three-year budget projection shows that the early retirement incentive (SERP) of \$387,113 is intended to start paying towards the JPA trust in 2012-2013. This projection has been reviewed by the Strategic Planning and Budget Council. Once the funds are available, Antelope Valley College will contact the League's JPA financial advisor to start funding the Annual Required Contribution.

Due to the impact to the District financial statements, it is prudent to address the increasing liability rather than defer the issue to a later time when the ARC is much larger. The budget reductions at the State have made it difficult to set aside funds in order to reduce the liability. When the budget stabilizes, AVC plans to set aside funds into a trust with the CCLC's JPA.

IV.	ENDNOTES
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- ¹ WEAVEonline website – login page
- ² The Director of Institutional Research and Planning, an academic administrator position, was given the overall responsibility for institutional effectiveness in the fall of 2011 and the new title of Dean of Institutional Effectiveness, Research, and Planning (Dean of IERP).
- ³ AVC Faculty Professional Development Events Calendar
- ⁴ Welcome Back 2011 Division Workshop Power Point
- ⁵ Welcome Back Spring 2012 Power Point
- ⁶ Assessment Week November 2011 poster
- ⁷ Assessment Week fall 2011 Training Schedule
- ⁸ Before You WEAVE – training materials
- ⁹ Student Learning Outcomes Committee webpage
- ¹⁰ SLO Committee Revision 2011-2012
- ¹¹ Academic Senate meeting minutes November 17, 2011
- ¹² Proposed SLO Committee Members Responsibilities
- ¹³ SPBC Handbook of Operations
- ¹⁴ SPBC Meeting minutes February 1, 2012
- ¹⁵ SPBC Retreat memo re. chair change March 5, 2012
- ¹⁶ Budget Request form
- ¹⁷ Budget Narrative Request form 2012-2013
- ¹⁸ The Integrated Assessment, Planning & Budget Information Flow Diagram
- ¹⁹ Graduation Office Assessment Report 2008-2011
- ²⁰ Graduation Office Survey responses 2010
- ²¹ Graduation Office Survey responses 2011
- ²² Purchase Requisition 71875
- ²³ Purchase Requisition 71965
- ²⁴ Enrollment Services Graduation SLO minutes July 26, 2011
- ²⁵ Enrollment Services Graduation SLO minutes November 1, 2011
- ²⁶ Graduation Office Program Review 2011
- ²⁷ Language Arts Program Review 2011-2012
- ²⁸ Health Sciences Program Review 2011
- ²⁹ Math, Science, and Engineering Program Review 2010
- ³⁰ Psychology Action Plans
- ³¹ Chemistry Action Plans
- ³² Electric Technology Action Plans
- ³³ Perkins IV Application for Career/Technical Students
- ³⁴ Electric Technology's Perkins Grant application
- ³⁵ Health Sciences meeting notes April 9, 2012
- ³⁶ Communication Studies meeting minutes March 15, 2011
- ³⁷ Communication Studies meeting minutes February 3, 2012
- ³⁸ Case studies

39 PLO Workbook
40 PLO Review Rubric
41 Approved PLOs
42 Program Action Plan Profiles 2011
43 Technical Education Division meeting minutes September 13, 2011
44 Technical Education Division meeting minutes February 14, 2012
45 Administration of Justice Advisory minutes November 9, 2010
46 Aerospace Advisory minutes, December 1, 2009
47 ACRV Advisory minutes February 10, 2010
48 AFAB Advisory minutes November 12, 2009
49 Auto Body Advisory minutes November 19, 2010
50 Auto Teach Advisory minutes January 19, 2010
51 BCESD Computer Networking Group minutes May 14, 2010
52 BCESD Insurance Group minutes May 14, 2010
53 BCESD Marketing Advisory minutes May 14, 2010
54 Child and Family Ed Advisory minutes December 1, 2010
55 Clothing Textiles Advisory minutes March 11, 2011
56 BCESD Computer Networking Group minutes May 14, 2010
57 Digital Media Advisory Group minutes February 16, 2011
58 Electronics Advisory minutes February 3, 2011
59 Elec Tech November 2, 2010
60 Fire Tech December 10, 2009
61 BCESD Insurance Group meeting minutes May 14, 2010
62 Interior Design Advisory minutes December 1, 2009
63 Deaf Studies Advisory Group meeting minutes, March 4, 2011
64 Nursing Advisory meeting minutes June 11 2009
65 Rad Tech Advisory meeting minutes June 24, 2010
66 BCESD Real Estate Advisory minutes May 14, 2010
67 Respiratory Care Advisory minutes May 12, 2010
68 Welding Advisory minutes January 29, 2010
69 Template for Advisory minutes
70 How to Form an Effective Advisory Committee (Power Point)
71 Comprehensive Self-study Template
72 Proposed Program Review Data Elements
73 Program Review Committee meeting minutes March 19, 2012
74 Academic Senate meeting minutes, May 17, 2012
75 Annual Update Program Review Report
76 Program Review Peer Review Rubric
77 National Center for Education Statistics (NCES) 2010 Academic Libraries Survey
78 Standards of Practice for Community College Library Faculty and Programs
79 Purchase Order – Sirsi Software
80 Library Electronic Resources 2009-2010
81 SPBC Meeting Notes, Scott Lee, May 26, 2011

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- ⁸² E-mail from State of California re. funding
 - ⁸³ DETC meeting minutes March 22, 2011
 - ⁸⁴ ITS Technical Assistance information form
 - ⁸⁵ ITS Advisory Committee meeting minutes January 12, 2012
 - ⁸⁶ ITS Recommendation Log
 - ⁸⁷ Open Digital Campus Program list
 - ⁸⁸ Perkins Funded Computer Projects Status Report 2011-2012
 - ⁸⁹ Wireless Infrastructure Project plan
 - ⁹⁰ Vantage Report: AVC Wired vs. Wireless Report
 - ⁹¹ Retiree Health Benefits JPA
 - ⁹² 3 Year Budget Projection