ANTELOPE VALLEY COLLEGE

The Institutional Self Study for Reaffirmation of Accreditation

September 2004

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Antelope Valley College...Imagine the Possiblities

Antelope Valley College

Report of

The Institutional Self Study for Reaffirmation of Accreditation

Submitted by:
Antelope Valley College
3041 West Avenue K
Lancaster, California 93536

Submitted date:
August 2004

Submitted to
Accrediting Commission for
Community and Junior Colleges
Western Association of Schools and Colleges

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Antelope Valley College
Certification of the Institutional Self Study Report

August 2004

To: The Accrediting Commission for Community and Junior Colleges
        Western Association of Schools and Colleges

From: Antelope Valley College District
        3041 West Ave. K
        Lancaster, California, 93536-5426

The report of the Institutional Self Study is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad-based participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

signature on file
_____   Superintendent/President
Jackie L. Fisher

signature on file
_____   President, Board of Trustees
Michael R. Adams

signature on file
_____   President, Academic Senate
Ralph Brax

signature on file
_____   President, AVC Federation of Teachers
Glenn L. Williams

signature on file
_____   President, AVC Federation of Classified Employees
Margaret Chavez

signature on file
_____   Management/Confidential/Supervisory
Lynwood Burns

signature on file
_____   President, Association Student Organization
Patrick Tuminaro

INTRODUCTION

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ABSTRACT OF THE REPORT

Institutional commitments

Antelope Valley College's mission statement places its primary focus on students: student success and student centered learning. The statement reflects the desire to maintain high educational standards, a collegial and professional working environment, and the desire to continue to explore and develop new programs and services that will better serve our diverse community and student population. The mission statement is central to institutional planning and decision-making. The campus used the mission to guide the development of the Educational Master Plan, the Strategic Master Plan, the Facilities Plan, the Technology Plan, and the Enrollment Management Plan. Our mission is used in creating curriculum, making budgeting decisions, and in evaluating our programs through the Program Review process.

Evaluation, planning and improvement

A major task facing Antelope Valley College was to create an integrated process for strategic planning and budget allocations. The Strategic Planning and Budget Council (SPBC) has been struggling to refine the process of planning and its linkage to budget, as well as to change the campus culture to accept this new approach. Since the last accreditation visit, the campus completed one three-year cycle of its strategic plan and has revised the process to make it less complex. AVC faced the challenge of continuous improvement within the budgetary constraints of the current fiscal crisis within the state of California. Although some of the decisions made in response to the reduction in funding were unpopular, the campus attempted to maintain its level of service to its students without a reduction in force.

SPBC is responsible for an ongoing cycle of evaluation, goal setting, planning, resource allocation, implementation, and re-evaluation. The college achieves its goals within its four strategic areas of Programs, Communication, Infrastructure and Resources. SPBC identifies institutional goals and strategies within these areas, and operational plans are then developed at the department/division level to fulfill these goals.

All of the college's other planning processes were incorporated into strategic planning so that the college would not have a series of separate and unrelated plans, but rather a collection of inter-related plans.

The use of data (both qualitative and quantitative) and research in providing a stimulus for dialogue and continuous improvement is gaining ground at Antelope Valley College. While the campus is attempting to make decisions based upon data rather than by intuition or past practice, the collective understanding of the meaning of data and research is only just becoming more

prominent. This has been hampered by instability in the management of institutional research. After the last accreditation visit, the campus created an Office of Institutional Research and Planning, staffed by a director, a technician, and a secretary. However, the director position was folded into the job responsibilities of the Executive Director, Institutional Advancement, Resource Development and Research, leaving no one responsible for data analysis. The secretarial support for institutional research was also reassigned. However, in the past year, the institutional research technician developed a research request form, offered FLEX training sessions on how to request and interpret data, and has been more proactively involved in various committee structures to help reinforce the need for research and assessment of data to make decisions, rather than operating on instinct and assumptions.

Student Learning Outcomes

The college fosters a college-wide commitment to student learning through continuous evaluation, revision and development of our curriculum. All courses in the college are currently being revised so that they have clearly stated measurable student learning outcomes (SLO). The new Course Outline of Record (COR) requires faculty developing new courses to clearly explain the measurable learning outcomes expected of students. This also requires the method of instruction and evaluation to be based upon the measurable SLOs. Many Faculty Academy classes and Flex presentations also focus on student learning.

Antelope Valley College recognizes that learning takes place both in and out of the classroom. Student support services have also been evaluating how best to identify and measure student learning outcomes in areas like the Job Placement Center, the Library, the Learning Center, and Counseling.

The establishment of Student Learning Outcomes has become a part of our Program Review Process. However, the college is just beginning to discuss student learning outcome measures at the program level.

Organization

Antelope Valley College has struggled to maintain adequate staff, resources and organizational structure to support student learning. For example, because of a reduction in funding from the state of California, we have failed to meet the California Community College Chancellor's Office standard of 75% full time faculty to 25% part time faculty. As of Spring 2004, the ratio stood at 48% to 52%. However, during the summer of 2004, five new full time faculty were hired, and an additional five full time faculty are expected to be hired in the next academic year. AVC views it as an institutional commitment to improve the part-time/full-time faculty ratio.

Antelope Valley College still lacks a Human Resources Plan linked to our other planning documents. Such a plan might ease the concerns of many classified

employees who have the perception that their job duties expand as the relative number of classified employees has decreased. The number of classified staff has actually increased from 162 at the time of the last visit to 190 at the time of this writing. However, there is a critical need for new classified positions in some areas. On the other hand, no classified employees were laid off during our recent financial crisis, and the campus has committed to a classification study this academic year, followed by a cyclical process of that will provide continuous evaluation.

The campus underwent reorganization during the 2003-2004 academic year and several administrative positions were eliminated or frozen. This resulted in a financial savings for the campus. However, the campus was extremely unhappy with the process by which the reorganization occurred. The new superintendent/president has requested that the Strategic Planning and Budget Council oversee an evaluation of campus organization and make recommendations for change. This evaluation will include the opportunity for campus-wide dialogue and participation.

Antelope Valley College is seeking new sources of revenue. The campus has been successful in acquiring several grants that have allowed us to better serve our students. The use of redevelopment money has permitted us to improve our landscaping and signage. The AVC Foundation has solicited several significant donations and is working hard to broaden its donor base. Lastly, AVC will place the consideration of a bond before the voters on November 2, 2004.

Dialogue

Internal communication continues to be a concern at Antelope Valley College. While the campus provides many venues for communication (participatory governance committees, open forums, open houses, email conversations, newsletters, division meetings, Dialogue with the President), many in the campus community feel that they are neither included in nor informed about decisions concerning institutional quality and improvement. There seems to be difficulty in communicating more global institutional goals to the campus at large because there is a tendency to understand one's own area but not how it relates to the campus at large. The need for increased and consistent communications continues to be a priority. The campus is making a concerted effort to address this problem. One strategy is to provide more information on the campus web site so that it is available for all interested persons.

The college works closely with the community it serves through active advisory committees, which maintain a dialogue about community and industry needs.

Institutional Integrity

The integrity of AVC's policies, practices, and procedures continues to be a subject for self-reflection. Since the last accreditation visit, the campus has developed an Academic Freedom Policy, a Conflict of Interest Policy, and a Student Code of Conduct.

As an institution, Antelope Valley College has demonstrated concern with honesty, truthfulness, and integrity. On several occasions, the campus needed to choose between a safe action and an honorable one. For example, when concerns were raised internally over the inaccuracy of data reported in support of a grant proposal, the campus chose to correct the data, even at the risk of losing the grant monies. One example that made international news concerned the religious rights of an Islamic student that were challenged by her instructor. The campus responded by reaffirming the rights of the student. That instructor is no longer employed at Antelope Valley College. When the credentials of some faculty and administrators came under question, the campus welcomed a degree audit. There are numerous other examples of the integrity of this institution.

Antelope Valley College has worked hard to maintain fiscal stability in a time of statewide budget crises. The fact that we pay our bills and have a 10% reserve and have managed some growth shows that we deal with financial reality well. The creation of a Budget Task Force, which had participation from all campus constituencies, underscored our commitment of participatory governance.

Participatory governance did not always work as smoothly as it could have in the last six years. With the frequent and numerous changes of leadership at the highest levels came inconsistency in management styles. Some members of the campus community felt that the participatory nature of our decision making structure had been abused. Since this campus placed a high value on collegiality and consensus-building as it is reflected in our mission and values statements, the campus community rejects management styles that are inconsistent with its campus culture. With the appointment of the new president came a feeling of cautious optimism.

Despite the challenges that it has faced since the last Accreditation, Antelope Valley College has maintained its commitment to continuous quality improvement, student access, and student centered learning.

ORGANIZATION OF SELF-STUDY

In fall of 2003 the Academic Senate appointed a Faculty Accreditation Coordinator who began the process by putting out a call for co-chairs for the four standards of the self–study. The Standards co chairs were selected by March of 2003. An administrator served as one of the co-chairs and faculty and staff were invited to volunteer to be the second chair. Four faculty members volunteered to serve as co-chairs. Each pair of co-chairs invited the campus community to participate in the study. Certain members of the staff were particularly recruited because of their expertise in various areas. Several staff members agreed to serve as resource persons to the committees. Each standard committee was reviewed to reflect campus diversity. Every standard except for Standard III had a student member. Students were recruited from the student body at large, since the Associated Student Body did not participate in the process until a new Student Body president was elected in the spring of 2004. Community members were recruited to serve on each standard committee as well as the steering committee. A member of the Board of Trustees served on the Standard IV committee as well as the Steering Committee.

The Steering Committee consisted of the faculty coordinator, the Accreditation Liaison Officer (ALO), the co chairs of each standard, the presidents of the faculty and classified unions, a board member, and a community member. The president of the Academic Senate and the president of the Associated Student Body were invited to be members but did not attend any steering committee meetings.

The first steering committee was held in April of 2003 when each member received a notebook which gave an explanation of the change in standards from the previous self study, a copy of the new standards, an ACCJC glossary, and the *Guide to Evaluating Institutions Using the ACCJC Standards*. The committee discussed the importance of honest inquiry, the nature of evidence, and the difference between the self-study and the report of the self–study. Periodic meeting were held to discuss progress on the self-sstudy and resolve any problems or questions that arose. The steering committee decided to accept the philosophy statement developed by the previous accreditation steering committee which reads as follows:

We at Antelope Valley College view the accreditation process as an opportunity for reflection and self-examination, activities often neglected in the day-to-day pressures of meting the needs of our students and community. Through reflection and self-examination, we hope to refine our programs and services, identify areas that need strengthening and determine the future direction of the institution. If we are to fulfill these goals, we must conduct our self-examination honestly, openly, and objectively.

It has been our experience in the past that the self-study process has tended to provide a sense of common purpose and unity to the campus. Staff from every sector of the campus work harmoniously together to create a document that reflects our best appraisal of where we are, where we want to go, and how to get there. The process by which we create a self-study report is, therefore, as valuable as the document it produces.

In October of 2003, the faculty coordinator, the ALO, and several co chairs as well as a member of the Board of Trustees attended a workshop hosted by Ventura College and conducted by Dr. Barbara Beno and Dr. Darlene Pacheco. The workshop reviewed the change in the accreditation standards, including an explanation of the accreditation themes and the nature of evidence. Also in October, the faculty coordinator and the ALO attended an evaluator's workshop at East Los Angeles College conducted by the Accrediting Commission for Community and Junior Colleges. Additionally, a team from the college attended Research and Planning workshops at Bakersfield College and Miramar concerning student learning outcomes.

The Steering Committee developed a timeline for the self-study and for the creation of the report. While the self-study was conducted in the planned time frame, the writing of the report was extended to allow for further campus comment.

The Faculty Accreditation Coordinator made presentations to the Academic Senate, the Associated Student Body, the Administrative Council, and the Board of Trustees concerning the change in the accreditation standards. She also made a presentation to the senate and the Academic Policies and Procedures committee on Student Outcomes and Student Learning Outcome measures. The Faculty coordinator, the ALO, and the institutional research technician made presentations to the Strategic Planning and Budget Council and the Administrative Council on student learning outcomes and the nature of evidence as regards the self study.

The Administrative Council received a document entitled *Talking Points*, which suggested several topics, including the accreditation themes, for campus wide dialogue. Many of the administrators used this document to stimulate dialogue at the department/division level. A newsletter, called *The Dialogue*, was distributed until an accreditation website was placed on the campus intranet, which provided a more effective means of communication. Several drafts of the report of the self-study were available on the intranet for campus comment. When a draft of the report of the self-study became available on the intranet, several campus forums were held to discuss the draft and the issues raised by the self-study.

In preparation for the self study, AVC conducted a staff survey and a student survey during the summer and early fall of 2003 based upon the accreditation standards and created by the standards committees. A Noel Levitz student satisfaction survey was also conducted in the spring of 2002 for purposes of comparison to the one completed for the last accreditation visit.

During the period of the self-study, the Accreditation Liaison Officer became the Interim Superintendent/President as well as the acting Vice President for Human Resources. He had limited time to give to the progress of the self-study. Eventually, he was appointed to the Presidency of the College. In June of 2004, a new ALO was appointed. Fortunately she had been an active participant in the self-study, and the transition was smooth.

ACCREDITATION COMMITTEES

Self-Study Facilitators

Kathryn Barbour Ph. D., Accreditation Liaison Officer
Dorothy Williams, Faculty Accreditation Coordinator

STEERING COMMITTEE

Jackie Fisher, Ed. D.	Superintendent/President
Dorothy Williams	Professor, English, Learning Specialist
Fred Thompson	Dean, Social Science/FACE
Rachel Mason	Adjunct Faculty, Business
Anne Rees, Ph.D.	Professor, Reading
Leslie S. Uhazy, Ph.D.	Dean of Mathematics and Science
Heidi Preschler	Assistant Professor, German, French, English
Karen Cowell, Ph.D.	Dean, Health Sciences, Physical Education
Kathryn Barbour, Ph.D.	Interim Vice President of Academic Affairs
Susan Lowry, Ph.D.	Professor, English, President AVCFT
Alis Clausen	Community Member, Associate Professor, (Adjunct) Music
Betty Wienke	Member, Board of Trustees
Patrick Tuminaro	ASO President
Janice Kingsley	ASO Assistant
Margie Chavez	Classified Union President
Bridget Razo	Executive Director,Institutional Advancement, Resource Development and Research
Marc Beam	Research Technician
John Currado	President of the AVC Foundation
Ralph Brax, Ph.D.	Academic Senate President, Professor, History

Standard Writing Teams

Standard I: Institution Mission and Effectiveness

Fred Thompson	Co-chair, Dean, Social Science/ FACE
Rachel Mason	Co-chair, Adjunct Faculty, Business
Bridget Razo	Executive Director, IARDR
Katarina Orlic-Babic, Ph.D.	Director, Child Development Center

Rosa Hall, Ph.D.	Dean of Student Services and Instructional Resources
Tiffany Roberts	Student

Standard II: Student Learning Programs and Services

Anne Rees, Ph.D.	Co-chair, Professor, Reading
Leslie Uhazy, Ph.D.	Co-chair, Dean of Mathematics and Science
Deborah Charlie	Associate Professor, English, Communication Arts
Elvie Ancheta	Instructor, Registered Nursing
Ty Mettler	Assistant Professor, Aeronautics
Jessica Harper, Ph.D.	Instructor, Chemistry
Kathy Bingham	Instructor, Health/Dance/Yoga
Michael Wilmes	Lab Technician, Learning Center
Glen Knowles	Instructor, Fine Arts
Alis Clausen	Community Member, Associate Professor (Adjunct) Music
Michael Rees	Student
Magdalena Caproiu, Ph.D.	Professor, Math Learning Specialist
Shirlene Thatch	Coordinator, Instructional Multimedia Center
Igor Marder Ph.D.	CalWORKs Learning Specialist
Diana Gonzales	Professor, Head Librarian
Scott Lee	Information Competency Librarian
Kether Foisel	Tutoring Specialist, Arts and Letters
Rosa Hall, Ph.D.	Dean of Student Services and Instructional Resources
Linda Geist	Job Placement Specialist
Debra Lose	Career Center Technician
Denise Barnes	Learning Disabilities Testing Technician
Wanda Gallerson	Dean, Student Services
Steve Contreras	Director, Corporate and Community Education
Kim Covell	Attendance Accounting Technician
Jill Zimmerman, Ph.D.	Dean, Student Services
Matthew Jaffe, Ph.D.	Associate Professor, History

Standard III: Resources

Karen Cowell, Ph.D.	Co-chair, Dean, Health Science, Physical Education
Heidi Preschler	Co-chair, Assistant Professor, German, French, English
Ann Steinberg	Director, Job Placement Center
Cindy Walters	Adjunct Faculty, Business,
Crystal Ellis	Sr. Administrative Assistant, Academic Affairs
John Berry	Professor, Management
Patricia Lennox	Equal Employment Opportunity Coordinator
Tom Miller	Dean of Business Computers, and Media Arts
Tom Brundage	Vice President, Business Services
Carolyn Burrell	Electronic Resources Librarian
Kether Foisel	Tutoring Specialist, Arts and Letters
Marthe Aponte	Instructor, French
Alis Clausen	Community Member, Associate Professor (Adjunct) Music
Chris Garcia	Accounting Assistant III
Dave Champagne	Associate Professor, Business
Ed Beyer	Assistant Professor, Computer Applications
Doug Jensen	Director, Facilities and Campus Development
Connie Moise	Director, Information Technology Services
Jill Kitley	Secretary, Disabled Student Services
Beverly Beyer	Instructor, Business Communications and Office Technology
Karl Smith	Assistant Professor, Fire Technology
Misti Harris	Administrative Assistant, Fine and Performing Arts
Rick Woodcock	Director, Information Systems, Lancaster Community
Laura Young	ASO Senator, Diversity Affairs

Standard IV: Leadership and Governance

Kathryn Barbour, Ph.D.	Co-chair, Interim Vice President of Academic Affairs
Susan Lowry, Ph.D.	Co-chair, Professor, English
Donna Redmayne, Ph.D.	Coordinator of Community And School Relations
Betty Weinke	Member, Board of Trustees
Daniel Castillo	Student
Debbie Ledoux	Clerical Assistant, Information Technology
Janet Rawlings	Instructor, Biology
Kether Foisel	Tutoring Specialist
Louis Lucero	Director of Disabled Student Services
Lynn McDonie	Associate Professor, English
Sherrie Padilla	Director of Financial Aid
Loren Shuck	Community Member

Editing Committee

Dorothy Williams
Kathryn Barbour, Ph.D.
Susan Lowry, Ph.D.
Bridget Razo

Supporting Staff

Cathy Goldsworthy	Accreditation Office Assistant
Tami Murakami	Graphics Artist

TIMELINE

Preparation

    Fall 2002

        *   Faculty Coordinator selected by the Academic Senate

    January   Identification of office space and clerical support
Recruitment for Faculty and Administrative Co-Chairs for
Standards committees

    Spring 2003

        *   ALO, Faculty Coordinator, and Institutional Researcher do
presentations to Senate, AP&P Committee, Strategic Planning
and Budget Council, Administrative Council on Accreditation,
Dialogue, and Student Learning Outcomes

    March   Standard Co-chairs selected and announced
Faculty/Administrators team attend RP Workshop at Bakersfield
College

    April   First Co-Chairs meeting

    May   Sub-Committees organized and begin meeting
Steering committee meetings begin

    Summer 2003

        *   Teams begin to draft Staff Survey and Student Survey
Instruments

    Fall 2003

        *   Sub-Committees continue meeting

    October   Team visit to ACCJC workshop in Ventura

    October   Faculty coordinator and ALO attend evaluators' workshop at
East Los Angeles College

    October   Campus-wide survey

* ongoing throughout the semester

Spring 2004

*	Sub-Committees begin drafting process
March	Sub-Committee drafts of Standard self-study due
April	Rough draft of self-study report distributed for campus review
April	Open forums begin for affirmation of the self-study process and report
May	Draft of self-study available for community review and comment

Summer 2004

June/July	Final edit and campus final review
August	Presented to the Board/Report of self-study mailed
Aug./Sept.	Preparation for the team visit

Fall 2004

October	Team visit

* ongoing throughout the semester

DESCRIPTIVE BACKGROUND

Antelope Valley College is a single college district located 70 miles northeast of Los Angeles. The district covers about 2,000 square miles of semi-arid terrain in Northern Los Angeles County and a small section of Southern Kern County. The campus sits on 125 acres of land in Lancaster.

Antelope Valley College is currently celebrating its seventy-fifth anniversary. The College was founded in 1929 and became a single college district in the 1950s.

Accreditation: AVC is accredited by the Western Association of Schools and Colleges (WASC). The college is also a member of the California Community and Junior College Association, and the Hispanic Association of Colleges and Universities (HACU).

Location: The campus has been likened to a park in Southern California's high desert, located between the Angeles National Forest and Tehachapi Mountains about a one-hour drive northeast of Los Angeles. Mature trees and lush lawns on the 125-acre campus provide inviting places for students to relax. Academic disciplines are situated in quads for art, business, language, math, and technology.

Campus Features: The entire campus consists of 34 permanent buildings, eight temporary buildings, three athletic fields, eight tennis courts, and six parking lots. Many classrooms have multimedia stations, and there are plans to add smart classrooms in the upcoming year. AVC has fifteen computer labs, new photography and multimedia equipment, and a digital film production lab. A new three-story, 40,217 square foot, state-of-the-art Business Education building opened for Spring 2002 classes. The new Technology Building opened the fall of 2003.

MAJOR CHANGES SINCE THE LAST ACCREDITATION VISIT

Administrative Changes

The descriptive background section of our last self study (1998) states that the "numerous leadership changes have created some anxieties and uncertainties among faculty and staff" (p. 22). This continues to be true. In some positions, change was a result of turnover; in others, change was a result of reorganization (see Organizational Chart 1998 and organizational chart 2003). Since the last accreditation visit, the following major administrative changes have occurred:

- Superintendent/President - Resigned 2000
- Interim President - assignment ended 2001
- Superintendent/President - Retired 2003
- Interim president – Aug 2003 – Replaced October 2003
- Interim president - assignment ended 2004
- Superintendent/President - appointed March 2004

- VP Student Services – position filled 1999, retired 2004, currently vacant
- VP Academic Affairs – position filled 1998
- Interim VP Academic Affairs – began assignment December 2003

- Director, Human Resources - resigned 2001
- Interim Director Human Resources - assignment ended 2002
- Associate Vice President for Human Resources (changed from Director) – 2002
- VP for Human Resources – position upgraded 2003
- Interim VP Human Resources – began assignment 2003
- Vice President for Human Resources– on administrative leave 2004
- Interim VP Human Resources – current

- Director Financial Aid – replaced 2002
- Director Business Services –position filled 2003
- Director Information Technology – position filled 1999
- Director of Facilities and Campus Development – position filled 2000
- Director Auxiliary Services position filled 1999, currently vacant

New Administrative Positions

- Director CalWORKS – 2000 (since replaced)
- Project Director (Trio) – 2002
- Interim Director of Physical Education, Health Education, Dance, and Athletics – 2003
- Director of Counseling 2002 Position changed to Director of Counseling and Admissions and

Records –2004
- Director of Corporate and Community Education (formerly a classified management position) – 2000
- Director of Institutional Advancement, Resource Development and Research - 2002
- Assistant Director EOPS (temporary) – spring 2001
- Director of Campus Security – 2003
- Director of Job Placement - 1999

Dean Position Changes

- Dean of Counseling – resigned 1999
- Interim Dean of Counseling – assignment ended spring 2000
- Dean of Counseling – position filled 2000, title changed to Dean of Student Services

(Note new positions)
- Interim Dean of Student Development – assignment ended 2001
- Dean of Student Development- title changed to Dean of Student Services 2003
- Dean of Technical Education (formerly Applied Academics and Technology) – position filled 1998
- Dean of Instructional Resources –new position, 2000 Since expanded to Dean of Student Services and Instructional Resources - 2003
- Interim Allied Health – assignment ended 2000
- Allied Health – position filled 2001 Since expanded to Dean of Heath Sciences, Physical Education, and Athletics 2003
- Interim Dean of Language Arts – assignment ended 1999
- Dean of Language Arts – filled 1999 Since expanded to Dean of Arts and

Letters - 2003

- Dean of Admissions and Records
  – resigned 2003 (note new positions)
- Dean Fine, Performing and Media Arts
  – resigned 2003

  (Note expanded position, Arts and Letters)

- Dean Physical Education – resigned 2003
  (Note expanded position, Health Sciences, Physical Education, and Athletics)
- Dean of Business and Computers Studies position expanded to Business, Computer, and Media Arts

Deleted Positions

- Manager Aerospace Training - 2001
- Director Institutional Research and Planning - 2001
  (Folded into Director of Institutional Advancement)
- Dean of Fine Arts (see expanded positions)
- Dean of Allied Health (see expanded positions)
- Dean of Physical Education (see expanded positions)
- Director of Workforce Development (folded into Director of CalWORKS)

Demographic Changes

Growth in the Antelope Valley has continued since the last team visit reaching a current population of 447,910. In 1998, the combined population of the cities of Palmdale and Lancaster was 239,827. Currently, the joint population of the two cities is 260, 485. The city of Palmdale surpassed the city of Lancaster in terms of population in 2003.

Fiscal Changes

At the time of the last team visit, AVC's budget was 28 million; in 2004, the budget reached 42 million. Planning is beginning to drive the budget. We have become more efficient and effective in our use of redevelopment money, expending about five million on our grounds and infrastructure. Due to improved enrollment management, our efficiency (WISHE/FTEF) has increased.

We have identified several major fiscal trends:
1. Planning and budget are becoming increasingly linked. The Strategic Planning and Budget committees were merged in 1999 when major efforts began to allocate resources to strategic goals with measurable targets.
2. Grants: Faculty and administrators are making more of a concerted effort to apply for grants. The Math Science Division is currently monitoring three grants, for example. However, these efforts are neither centralized nor unified.
3. The AVC Foundation has made major changes in how it functions. It now has an executive director and the board has grown from ten to 40 members meeting quarterly as a whole with sub committees meeting monthly. However, the Foundation has yet to make any significant financial impact but shows considerable promise.
4. Efficiency or weekly student contact hours to full time faculty equivalent (WSCH/FTEF) has increased due to improved enrollment management.
5. Faculty Hiring: Because of the current state budget crisis, AVC has not gotten its full growth money in several years. This has affected our ability to hire full time

faculty. In 1998, our part time to full time faculty ratio was 66.72%. In 2003, our fulltime/part-time ratio was 48.4%.

6. New Building: Previously, California community colleges did not need to provide matching monies in order to add new buildings to accommodate growth. However, regulations were changed requiring community colleges to match state building funds with local funds in order to build additional facilities. Therefore, despite the increasing demand for space to accommodate potential enrollment, AVC has no new buildings in the queue.

Enrollment Changes

In 1998, our credit full time equivalent student count (FTES) was 6,946. In 2004, it was 8,538 with an additional 104 non-credit FTES reported. Our high school recruitment has doubled since the last visit. The registration process has also changed with the addition of online and voice recognition (telephone) registration.

Facilities Changes

Two new buildings, the Business Education Building and the Technology Building, have been opened since the last visit. In addition, approximately one acre of land has been leased to California State University, Bakersfield where five buildings have been erected. Unfortunately, the Field Act does not permit the joint use of two of those buildings.

For one semester, AVC opened the South Valley site (site nine) leased from SR Techniques, which provided additional

classroom space and full time equivalent students (FTES) with a head count of over 1,000 students.. Although the site was very successful, the closing of SR Techniques and the inability to negotiate with the owners ended that venture. AVC has negotiated for classroom space in an office building in Palmdale beginning Fall 2004.

Since the last visit, our athletic fields have been renovated and we have undergone a major landscaping and signage project. We have also completed a remodel of our Student Services building.

Program Changes

In fall of 1998, we offered 1533 sections of classes. In fall of 2004, we will be offering 1655 sections. However, we have improved our space utilization, matching class size to room size. We have also improved our fill rates. We offer more non-credit courses than previously, primarily our expanded General Education Development (GED) program. In 1998, we offered 63 programs; in 2004 we offer 71 programs. The greatest change came with the creation of our multimedia program and the expansion of our computer graphic program. We have added several open computer labs, expanded our financial aid program, and added health services.

Futher information can be found in the 2003-2004 Fact Book under a separate cover.

RESPONSES to TEAM RECOMMENDATIONS

Mid Term Report – July 9, 2001

Recommendation 1 – Standard 2: Academic Freedom

The institution is asked to report on the development and implementation of a clear policy on academic freedom, and to resolve conflicts between policy and practices reported in the institutional self-study and in the team report.

Response:

Bringing an end to the sudden uncertainty about academic freedom was of major concern to both faculty and administration. Other than the one incident of administration arbitrarily pulling a course from the schedule due to community pressure, there had been no reason for faculty to doubt the district's support of academic freedom regarding curriculum matters.

Progress:

The following steps were taken to create an Academic Freedom Policy and resolve the conflicts between administration and faculty:

1) The faculty's Collective Bargaining Contract now includes the following statement (previously Board Policy 4061.8): "Instructors bear the responsibility for implementing the learning process. In this endeavor they are endowed with freedom in the selection of materials and application of

methods and procedures in the classroom."

2) The Senate established an ad hoc committee of faculty and administration that reviewed other colleges' academic freedom policies and drafted a version for review. The Senate approved an Academic Freedom Policy in October 1999.

3) After the Cabinet reviewed the policy, they sought legal counsel who raised some concerns. The college's President communicated those concerns to the Senate Executive Committee and asked that they clarify certain sections that counsel questioned. They reviewed the materials from which the policy was created and sent back a response to the President citing other policies from which the language had come.

4) The Senate Executive Committee also sent a copy to the AVCFT President and asked for a second legal opinion; the response from the union's legal council was that the policy was fine as written.

5) In addition, the Senate President met with the Vice President of Academic Affairs and explained the previous situation in which administration had pulled a course from the class schedule and refused to offer it as a result of community concerns. The Vice

President stated that he had no objections
to the course in question (or any other course) being offered, providing it had been developed by faculty in the discipline, approved by the division, met all standards for course approval through the curriculum process, and was taught according to the outline of record.

6) The Vice President then informed the dean of that division to once again include the course in the schedule of classes upon request of faculty. This information was also communicated to the Academic Senate.

Plan:

The faculty (through its senate and union) will continue to work with administration to resolve concerns identified by the district's legal counsel and have an approved policy in place by the end of Fall 2001.

Update:

Antelope Valley College has an Academic Freedom Policy in place.

Recommendation 2 – Standard 3: Planning

The institution is asked to report on the implementation of its planning efforts.

Response:

A major task facing the college was to create an integrated process for strategic planning and budget allocations. It was also imperative that all of the college's other planning processes be brought into strategic planning so that the college would not have a series of separate and unrelated plans, but rather a collection of plans all heading in the same direction.

Progress:

Since the self-study was completed, the Strategic Planning and Budget Council (SPBC) has accomplished the following:

- Since the "planning to plan" responsibilities were completed, the council's permanent co-chairs will be a member of the cabinet (one of three Vice Presidents) and the Senate President. Council membership underwent minor revisions, eliminating the following permanent positions: the AP&P co-chair and a representative from the Foundation. They will be brought into the council as needed.

The council reviewed and confirmed its commitment to the mission statement in the original plan; however, it made revisions to the planning process.

AVC incorporated the college's educational, technology, and facilities master plans, plus the college's program review reports, and clarified the steps and the components within the process leading to a college plan. In addition, a process and timeline for budget allocations directly tied to the college plan has been drawn up.

The council also created six work groups made up of members from the council and other college faculty and staff to

complete the tasks assigned to that group. The six work groups are: 1) Educational Planning (instruction and student support service areas); 2) Technology Planning (information technology and instructional technology); 3) Human Resources Planning; 4) Facilities Planning; 5) Institutional Planning; and 6) Fiscal Planning. The work groups meet on a regular basis throughout the year and periodically report back to the full council.

The work groups' first tasks were to determine their membership, define their charge and scope based upon the "strategic plan," and identify at least two to three major issues or tasks that needed to be addressed. Their final task was to develop a list of 3-5 long-term institutional goals covering a three-year period, then for each of the three years, develop a list of 3-5 annual objectives. From this work, the council developed a College Plan that identified 6-8 institutional goals for the college over the next three years. This plan was given to the faculty and staff on Orientation Day, Fall 2000.

Other planning has also taken place; all will tie into the college's strategic plan:
- Work on the Educational Master Plan began in summer 2000; initial drafts were disseminated to the faculty and staff in October. Two editors then began revising and editing the document in January and gave it to faculty and staff to review in May 2001. The final product was published in Fall 2001.

- Two other committees were formed: one to work on the Technology Master Plan (which includes instructional technology, information technology, and vocational education technology) and the other to work on the Facilities Master Plan. Each of these committees use the Educational Master Plan as a basis for their work.

- The college completed its second cycle of program review for the nine instructional divisions. A new division, Instructional Resources (which includes the Library and the Learning Center,) completed its first program review in Spring 2001. In addition, the Program Review Coordinator and the Vice President of Student Services worked to create a program review policy and process for that area which closely models the policy for the instructional divisions. The Senate approved this new policy/procedure for Student Services in May 2001.

- A college-wide Calendar Committee was formed to review and discuss the possibility of using a block schedule to help eliminate the conflict of overlapping classes and address the problem of poor room utilization. The committee also researched the concept of moving to a condensed calendar in order to create a more effective time frame for offering winter session courses. They spent the entire 2000-01 academic year holding meetings, visiting each division, and answering questions and concerns about the impact a change in the academic

calendar might have on faculty, staff, and students. The concept was approved by the Senate in April 2001 and presented to the collective bargaining agent for inclusion in the contract once all working condition issues had been satisfactorily addressed.

Plan:

- SPBC began work in Fall 2001 using the college plan, supporting documents, and budget process/timeline.
- SPBC will review and evaluate the college plan each year for necessary revisions.
- The Technology and Facilities Master Plan will be completed during 2001-02.
- Student Services will begin their first program review in Fall 2001.
- Starting in Fall 2002, all instructional divisions will begin a new cycle of program review self-studies and peer reviews.
- The Instructional Media Center will be added to the program review process as part of Instructional Resources in the next cycle.
- The college will move to a block schedule for classes beginning in Fall 2001, and begin to utilize long-term planning when developing its schedule of classes.
- The college adopted a condensed calendar beginning Fall 2002. This will allow a year for more effective planning of course offerings.
- A task force of administration, faculty, and staff presented a proposal to the College Coordinating Council to form

a college-wide Enrollment Management Steering Committee beginning in Fall 2001.

Update:

SPBC has completed a cycle of planning. The Educational Master Plan, the Facilities Master Plan, and the Technology Master Plan have also been completed.

The first full cycle of Program Review has been completed, including Student Services and Instructional Resources.

Block scheduling and a condensed calendar have been in place and have been evaluated.

The Enrollment Management Steering Committee is in operation. However the Enrollment Management Plan has not been finalized.

Recommendation 3 – Standards 3 and 4

The institution is asked to report evidence of the development of institutional effectiveness measures, in particular student learning outcome information.

Response:

The College recognizes the need to link research, evaluation, and planning in order to be an effective institution in the areas of student support and instruction.

Progress:

The Office of Institutional Research and Planning was established in January of 1999. The office has three staff members: a director, a research technician, and an administrative assistant.

The first Fact Book was published in August of 1999 and continues to be an annual publication. The Fact Book contains baseline data on demographics and student success outcomes; it also highlights a student outcomes section containing success by course and grade, retention/transfer information, and degrees/certificates by program. The Fact Book is distributed to all administrators, faculty, staff and planning groups, and is utilized for institutional planning. Office files with ten years of MIS and institutional data have been developed and are currently being maintained. The office staff completes routine surveys and research studies to support the decision-making process at the college.

The college's Strategic Plan identifies goals and objectives for research and planning. The strategies related to the area of research and planning include: gathering and effectively using appropriate data for an integrated planning and budgeting process, and publishing and distributing an institutional strategic plan that provides overall direction for unit planning. The college also identified the need for a strategic plan based on community and college data that has been successfully accomplished.

An evaluation survey was distributed and summarized as part of the director's annual evaluation.

A sub-committee of Matriculation has chosen a new assessment instrument (ACT/COMPASS) that will allow us to validate cut scores and reestablish needed proficiencies and prerequisites for our communication and computation basic skills courses. Other transfer/degree level courses have been chosen for validation studies as well.

Plan:

- The college will continue to expand its use of institutional research in all aspects of planning.
- The assessment sub-committee will continue to meet and review the data being gathered regarding assessment tests and final course grades.

Update:

Please see the Progress Report

Recommendation 4 – Standard 10:

The institution is asked to report on the development definitions for participation in and implementation of effective governance practices.

Response:

For almost 10 years, the College Coordinating Council had been operating under a shared governance concept that was based more on practice than policy. However, with changes in administration and additional faculty and staff, it became apparent that our practices needed to be more formally defined, and each constituency's role and responsibility more clearly delineated.

Progress:

1) The College Coordinating Council (CCC) participated in two technical support visits from the Community College League of California; two consultants, David Viar and Bill Scroggins, led discussions in order to facilitate

everyone's understanding of AB1725 and Title 5 and help us identify areas of ambiguity in our existing policy. The CCC and others (faculty executive members of the senate and the union; deans and middle managers; classified staff; and students) reviewed the existing document. Discussed existing practices, and sorted through recent conflicts and misunderstandings of one another's roles.

The CCC then formed a task force to work on the following:

- Revise the existing policy, setting forth the purpose and function of the CCC;
- Clearly define the role of each constituency as stated in Ed Code and/or Title 5;
- Outline the procedures by which the CCC would operate;
- Identify each committee and require from each a statement of purpose and the membership.
- Provide a glossary of terms.

Each constituency then voted to approve the final versions of the policy and procedures during Spring 2001. The Board approved the policy in April 2001; the procedures portion was taken as an information item in May 2001. The college was pleased to have accomplished this before the newly appointed Superintendent/President began in July 2001.

The Senate Executive Committee developed a formal agreement with the Board of Trustees as to the eleven Academic and Professional Matters

cited in Title 5 during the Fall 2000. This document separates the eleven matters (which had previously all been "mutually agree") into two categories: "rely primarily" now includes curriculum, student preparation and success, degree and certificate requirements, grading policies, and faculty development); and "mutually agree" now includes program development, district and college governance structures, faculty roles in accreditation, process for program review, and processes for institutional planning and budget.

Plan:

- At the end of Spring 2002, the CCC will review the policy and procedures to make sure they are working; they will also make any necessary revisions.
- The operating procedures for campus-wide standing committees calls for yearly reports and periodic review of each committee's role, function, and membership.

Update:

The College Coordinating Council has not required yearly reports and periodic review of the operating procedures for campus-wide standing committees (shared governance committees).

RESPONSES to the PROGRESS REPORT RECOMMENDATIONS

November 2001

Recommendation by Accreditation Commission:

The institution is asked to report evidence of the development of Institutional effectiveness measures, in particular student learning outcome information.

Response:

As stated in the Focused Midterm Report, the Director of Institutional Research and Planning resigned in September of 2001. The duties and responsibilities of this position were assessed to determine if they met the needs of the college. After the assessment was completed, a new position of Executive Director of Institutional Advancement, Resource Development and Research was formed to assume all duties previously assigned to the Director of Institutional Research and Planning along with other relevant tasks involving institutional advancement.

On July 1, 2002, a successful candidate was hired to fill the position of Executive Director of Institutional Advancement, Resources Development and Research. The new Executive Director of Institutional Advancement, Resources Development and Research and staff are responsible for working collaboratively with faculty members and administrators to conduct various research projects that focus on student outcome measures. The various categories of student outcome measures in which data are collected and recorded include rates on retention

and persistence, grade distribution by course and division, degree and certificate completion rate and transfer rate. All data collected regarding student outcome measures are published annually in the college Fact Book. This quantitative data is also included in the College's Educational Master Plan, division's Program Review Self-Study, and on the College's Web page.

Faculty members and administrators utilize these categories of quantitative data to plan, develop and implement strategies to improve teaching and student learning outcomes. In addition, data collected are used to determine the effectiveness of division or student services programs with regard to improving student success. As an example, data collected and recorded are used to help the college meet objectives established in the Title V Grant to enhance rates of completion, retention, grades and persistence of Hispanic students in the areas of Mathematics and English as a Second Language (ESL).

Various research activities conducted by this office to collect appropriate data defining the College's accomplishments in improving student-learning outcomes.

RESPONSES to the PROGRESS REPORT RECOMMENDATIONS

March 2003

Recommendation by Accreditation Commission:

The institution is asked to report evidence of the development of institutional effectiveness measures, in particular student learning outcomes information.

Response:

Student Learning Outcomes

Institutional Level:

During the 2002 academic year, the faculty began campus wide discussions about adding Information Competency as an institutional student-learning outcome. A task force was created as a sub-committee of the Academic Policies and Procedures (AP&P) Committee (curriculum committee) to survey the faculty and the curriculum and make a recommendation to the campus during the spring 2003 academic year. The Co-chairs of AP&P will discuss institutional student learning outcomes that are already in place (for example, critical thinking, sensitivity toward diversity, and writing competency), as well as appropriate ways of assessment, with AP&P and the Academic Senate during the spring 2003 academic year.

Program Level:

During the Fall semester of 2002, the Academic Senate revised the Program Review Policy to include a review of

student learning outcomes by program and course. Antelope Valley College has begun a review of program level student learning outcomes already in place, such as the rubric-based portfolio assessment system for the developmental writing program that was implemented ten years ago. Students in the developmental writing program (one/two levels below Freshman Composition) create a portfolio of their writing that is evaluated by the English department as a whole (two readers with a third reader if there is not agreement). Evaluation is based upon a rubric developed by the department, using a four point scale (revised from a six point scale). Faculty attend regular norming sessions throughout the semester to assure the uniform use of the rubric. Portfolio readers fill out a portfolio evaluation for non-passing portfolios specifying the skills the students need to continue to develop can them work with on their skill deficiencies.

The Math department has been discussing the use of a department-wide final for the developmental Math program.

Course Level:

Since 1995, all new courses outlines of record must have measurable objectives using Bloom's taxonomy. (Attachments: Standards and Practices, Guidelines for Creating A Syllabus, Outline of Record Guidelines) The Guidelines indicate that course objectives "should clearly explain the measurable learning outcomes expected of students. These should be

phrased as a series of collective statements, rather than an itemized list of each individual objective for each topic covered. (Example: identify, compare, and contrast the genres of a specific historical period for the purposes of evaluating their stylistic techniques; rather than, identify the genres; compare and contrast the genres; describe stylistic techniques of genres) A copy of Bloom's taxonomy provides for a full range of learning objectives that reflect critical thinking skills and is helpful when creating objectives. For degree applicable and/or transfer courses, "it must be clear that students are expected to think critically, are instructed in how to do so, and are held accountable for their performance'." The AP&P Committee reviews each course to make sure that the course objectives are measurable, for example, a course "objective" that read "develop an appreciation for" would not be acceptable. (See model: Integrated Course Outline of Record)

In addition, the Academic Policies and Procedures Committee (curriculum committee) has spearheaded a movement to have pre-existing courses revised to include measurable objectives using Bloom. Currently, approximately 50% of our courses meet the new criteria. Our program review process encourages the revision of courses using our new criteria.

Class Level:

The Academic Senate, through AP&P, has created guidelines, using the State Academic Senate's recommended integrated course outline of record, to assist faculty in creating syllabi that reflect the measurable objectives of the course outline of record. The Faculty Academy

has offered several courses and workshops based on the Angelo/Cross assessment models. Our faculty evaluation process is under review to insure that evaluation teams determine that class syllabi and class assessment reflect the measurable objectives of the course outline of record.

Planning Agenda:

During the month of March 2003, Dr. Jackie Fisher, Vice-President of Academic Affairs, Dorothy Williams, Academic Senate President, and Marc Beam, Research Technician, will be presenting training to the Administrative Council, the Academic Policies and Procedures Committee, and the Strategic Planning and Budget Council on the new Accreditation Standards with emphasis on student outcomes and student learning outcomes. On March 21, 2003, staff will be attending a workshop on how to develop student-learning outcomes for Antelope Valley College. Beginning April, this team will be visiting each division with the same training program. The team will be conducting in-house training sessions to all constituent groups throughout the Accreditation self-study process.

Update:

The campus has been involved in a dialogue about the best ways to measure student learning outcomes on program and institutional levels. The campus is also discussing how the achievement of student learning outcomes should be communicated to its stakeholders.

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Antelope Valley College/Institutional Self Study 2004

Certification of Continued Compliance
With Eligibility Requirements

Antelope Valley College Accreditation Steering Committee was given copies of the 20 eligibility requirements for accreditation at its April 11, 2003 meeting. The committee reviewed each requirement and determined that the College was in compliance with all categories. After the self-study had been completed, and a draft of the report of the study had been reviewed, the campus as a whole again determined that the College was in compliance with all categories. The Steering Committee confirms that the College complies with all eligibility requirements.

Statement of Assurance

We at Antelope Valley College certify that eligibility requirements for accreditation have been met.

signature page on file

Jackie L. Fisher, Sr	Michael R. Adams
Superintendent/President	President, Board of Trustees

Date	Date

Authority: Antelope Valley College is authorized by the state of California to award degrees and certificates within its district.

Mission: Antelope Valley College's mission is appropriate, clearly defined, adopted, and published

Governing Board: The Board of Trustees of Antelope Valley College is responsible for ensuring that the mission is carried out with quality and integrity. Its membership is sufficient in size and its composition is diverse. The Board is elected by the community it serves and is an independent, policy making body. A majority of the board members have no personal connections (family, employment, or financial interest) in the College.

Chief Executive Officer: The superintendent/president of the college is appointed by the governing board. His primary responsibility is Antelope Valley College.

Administrative Capacity: Antelope Valley College has a well qualified and experienced staff that supports its mission and purpose.

Operational Status: Antelope Valley College is currently operational, with students actively pursuing degrees, certificates and other personal goals.

Degrees: Most of the students of Antelope Valley College are enrolled in programs that lead to degrees or certificates. Providing courses that lead to a degree or certificate is our primary mission.

Educational Programs: All degree programs and courses must pass though a rigorous evaluation to assure that they are congruent with the mission of the college, that they are conducted with sufficient rigor and quality, and that they are sufficient in content and length.

Academic Credit: Academic credits are awarded within generally accepted practices in higher education and are in compliance with the Education Code of the state of California.

Educational Objectives: Educational objectives for each course and program of study are clearly delineated in the college catalog.

General Education: General educational requirements are a major part of the degree programs offered by Antelope Valley College. These include demonstrated competency in writing, computation, and introductory instruction in the humanities, sciences, and diversity studies.

Faculty: The faculty of Antelope Valley College is highly qualified, professional, and experienced. The size of the faculty is sufficient to support the college's educational programs. Faculty responsibilities are clearly defined in their job descriptions and in the faculty contract.

Student Services: All students at Antelope Valley College are provided with services that are appropriate to their needs and congruent with the mission of the institution.

Admissions: Enrollment at Antelope Valley College is open to all students over eighteen that have the ability to benefit from its programs and services. Students under eighteen are able to enroll providing they meet the requirements of their high school districts.

Information and Learning Resources: The institution provides its students with access to learning resources and services sufficient to support its educational program and mission.

Financial Resources: Antelope Valley College has the funding base and financial resources to assure financial stability. It has connected financial planning to educational planning through the strategic plan.

Financial Accountability: The College is audited regularly and the results of the audit are made public. The audits are conducted by an outside certified public accounting firm in accordance with the standards contained in Government Auditing Standards issued by the Comptroller General of the United States.

Institutional Planning and Evaluation:
Antelope Valley College has an integrated cycle of evaluation, goal setting, planning, and re evaluation which leads to continuous improvement, guided by its Strategic Planning and Budget Council (SPBC). The campus has completed a cycle of Program Review and has begun its next cycle. The institution makes public the degree to which it is reaching its goals though its Fact Book and though the SPBC Annual Report.

Public Information: The Campus provides accurate and current information about its programs and services through its catalog and website. This information includes requirements, policies and procedures, academic credentials of faculty and administrators, and all other items relative to attending or withdrawing from the institution.

The Board of Trustees for Antelope Valley College assures the Commission that the institution adheres to the eligibility requirements, accreditation standards and policies of the Commission. The college agrees to publicly disclose any changes in its accreditation status.

ORGANIZATION of the INSTITUTION

August 1998

(Note: This chart reflects reporting relationships only)

ANTELOPE VALLEY COMMUNITY COLLEGE DISTRICT
Lancaster, California

Organizational Chart
August 1998

BOARD OF TRUSTEES

PRESIDENT-SUPERINTENDENT

EXECUTIVE DIRECTOR AVC FOUNDATION

DIRECTOR INFORMATION TECH. SERVICES
DIRECTOR INSTL RESEARCH & PLANNING
DIRECTOR PUBLIC RELATIONS

VICE PRESIDENT STUDENT SERVICES
- DEAN ADMISSION/RECORDS
  - ADMISSION/RECORDS
  - VETERANS AFFAIRS
- DEAN COUNSELING SERVICES & ENROLLMENT MGMT.
- DEAN STUDENT DEVELOPMENT
- DIRECTOR DISABLED STUDENT SERVICES
- DIRECTOR FINANCIAL AID
- PROGRAM MGR. EOPS
- COORDINATOR/COUNSELOR TRANSFER CENTER

VICE PRESIDENT BUSINESS SERVICES
- DIRECTOR AUXILIARY SERVICES
  - BOOKSTORE
  - CAFETERIA
- DIRECTOR BUSINESS SERVICES
  - ACCT PAYABLE/RECEIVABLE
  - BUDGETING & ACCOUNTING
  - PAYROLL
  - PURCHASING
  - WAREHOUSE
- DIRECTOR FACILITIES & CAMPUS DEVELOPMENT
  - CUSTODIAL
  - GROUNDS
  - MAINTENANCE
  - SECURITY (Contracted Service)
- DIRECTOR HUMAN RESOURCES/EMPLOYEE RELATIONS

VICE PRESIDENT ACADEMIC AFFAIRS
- LEARNING CENTER
- LIBRARY
- DEAN ALLIED HEALTH & MATH/SCIENCE
- DEAN APPLIED ACADEMICS & TECHNOLOGIES
- DEAN BUSINESS
- DEAN FINE & PERFORMING ARTS/IMC
- DEAN LANGUAGE ARTS
- DEAN P.E. & INTERCOLLEGIATE ATHLETICS
- DEAN SOCIAL SCIENCES/FAMILY & CONSUMER EDUCATION
- CORPORATE & COMMUNITY EDUCATION
- INSTRUCTIONAL MULTIMEDIA CENTER
- CHILD DEVELOPMENT CENTER

ORGANIZATION of the INSTITUTION

July 2003

ANTELOPE VALLEY COMMUNITY COLLEGE DISTRICT
Lancaster, California

Organizational Chart
July 2003

BOARD OF TRUSTEES → **PRESIDENT-SUPERINTENDENT**

Reporting to President-Superintendent:
- DIRECTOR INFORMATION TECH. SERVICES
- EXECUTIVE DIRECTOR INSTITUTIONAL ADVANCEMENT, RESOURCE DEV. & RESEARCH
  - DIRECTOR PUBLIC & GOVT RELATIONS

VICE PRESIDENT STUDENT SERVICES
- DEAN STUDENT SERVICES
  - CalWORKs
  - DIRECTOR DISABLED STUDENT SERVICES
  - EOPS/CARE
  - JOB PLACEMENT
  - S.T.A.R.
  - VETERANS AFFAIRS
- DEAN STUDENT SERVICES
  - COMMUNITY & SCHOOL RELATIONS
  - FINANCIAL AID
  - HEALTH SERVICES
  - STUDENT DEVELOPMENT & COLLEGE ACTIVITIES
  - WELCOME CENTER
- DEAN STUDENT SERVICES & INSTRUCTIONAL RESOURCES
  - DIRECTOR COUNSELING, ADMISSIONS & RECORDS
  - GED/JOURNEY
  - INSTRUCTIONAL MULTIMEDIA CENTER
  - LEARNING CENTER
  - LIBRARY

VICE PRESIDENT HUMAN RESOURCES
- HUMAN RESOURCES
- PAYROLL

VICE PRESIDENT BUSINESS SERVICES
- DIRECTOR AUXILIARY SERVICES
  - BOOKSTORE
  - FOOD SERVICE
- DIRECTOR BUSINESS SERVICES
  - BUDGETING & ACCOUNTING
  - MAIL/DUPLICATION
  - PURCHASING
  - WAREHOUSE
- DIRECTOR CAMPUS SECURITY
- DIRECTOR FACILITIES & CAMPUS DEVELOPMENT
  - CUSTODIAL
  - GROUNDS
  - MAINTENANCE

VICE PRESIDENT ACADEMIC AFFAIRS
- DEAN ALLIED HEALTH, PHYSICAL & HEALTH ED. & ATHLETICS (DIRECTOR OF NURSING)
  - DIRECTOR P.E. & HEALTH ED. & ATHLETICS
- DEAN BUSINESS & COMPUTER STUDIES (WORK EXPERIENCE)
  - DIRECTOR CORPORATE & COMMUNITY ED.
- DEAN ARTS & LETTERS
- DEAN MATH/SCIENCE
- DEAN SOCIAL & BEHAVIORAL SCIENCES/FAMILY & CONSUMER EDUCATION
  - DIRECTOR CHILD DEVELOPMENT CENTER
- DEAN TECHNICAL EDUCATION (VTEA)

(Note: This chart reflects reporting relationships only)

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STANDARD I
Institutional Mission
and Effectiveness

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STANDARD 1
Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analyses in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

IA. MISSION

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Antelope Valley College Mission:

Vision
To provide quality education that enriches lives and builds futures.

Mission Statement
We place student success and student-centered learning as our number one priority through higher educational standards, innovative programs and services in a professional, team-driven environment.

Mission
The mission of Antelope Valley College is to serve the community by providing comprehensive programs in the following areas:

- Transfer programs for students desiring a Baccalaureate degree. The courses in the transfer programs are equivalent in content, credit, and quality to courses offered in lower division programs of four-year colleges and universities.

- Associate degree programs for students who combine the completion of the College General Education requirements with the fulfillment of a major and/or the requirements of a certificate program.

- A vocational and technical educational curriculum providing business and industry with qualified individuals.

- A general education program which provides the essential base for degree, vocational, and transfer programs. General education develops students' knowledge, skills, and attitudes and enhances students' analytical ability and critical thinking essential for participation in a complex society.

- A developmental education program designed to serve a diverse student population with a variety of educational needs. This program provides the opportunity for the individual to profit from the college's educational offerings.

- Student services which promote the development of each individual's talents according to aptitudes, abilities, interests, and motivations, as well as assist students in fulfilling their

educational objectives.
- Learning assistance services and learning resources consistent with the requirements of the educational programs.
- A noncredit education program to assist adults in maintaining competencies and developing themselves as individuals.
- A community service program which addresses the developmental, recreational, cultural and specific educational needs of the community, consistent with the resources of the college and the requirements of the educational program.

Transfer, associate degree, and vocational programs are the first priority of the college. In addition, the curriculum for these programs must be supported by general education and developmental education. Adult education courses that address the social, cultural, and economic well-being of the community are a second priority. Community service classes and programs are a third priority.

The college must provide student services, learning resources, and learning assistance to support the needs of students in achieving their goals. In addition, the college shall recognize the diversity of its students and shall include educational programs, student activities, and community services that address that diversity.   (Ref: I.A.1).

Description

Antelope Valley College's mission statement places its primary focus on students: student success and student centered learning. The statement reflects the college's commitment to high educational standards, to a collegial and professional working environment; to the exploration and development of new programs and services that will better serve our diverse community and student population.

The college's commitment to student learning is demonstrated through continuous evaluation, revision, and development of curriculum. In the 2003 – 2004 academic year, the Academic Policies & Procedures Committee revised and approved 46 credit courses and 5 non credit courses, and reviewed and approved 14 new credit courses and 26 community education courses. (Ref: I.A1). The committee formally began to ask for Student Learning Outcomes (SLO) in course proposals. (Ref: I.A.2). The new Course Outline of Record (COR) requires faculty developing new and revised courses to clearly explain in the COR the measurable learning outcomes expected of students. The COR also requires the method of instruction and evaluation to be based upon the measurable SLOs. Many Faculty Academy classes and Flex presentations have also focused on student learning. (Ref: I.A.3). The Learning Center, Counseling, Library, Job Placement and other areas have had numerous discussions concerning student learning and are beginning to establish SLOs.   (Ref: I.A.5).

I.A1 The institution establishes student learning programs and services aligned with its purposes, it character, and its student population.

Description

Antelope Valley College's mission defines our support of our varied student populations and the commitment to providing excellence in education to all of our students. In addition, the mission describes the types of programs offered and the level of services provided to ensure excellence. This mission statement incorporates the interests of the community, which it gathers through periodic external scans. (Ref: I.A.5).

When developing new courses, the college uses the policies established through the Academic Policies and Procedures (AP&P) committee. These documents are found in the Standards and Practices Handbook: 2004. (Ref: I.A.6). The handbook describes the process for new course approval, course revision and updates, guidelines for community education, certificate and degree program development, and other curriculum regulations and procedures.

Student needs and suggestions for appropriate services come to the attention of student services areas from the three deans of student services, who receive input directly from students, through the Associated Students Organization, and from a variety of advisory committees. These advisory committees include but are not limited to: EOP&S Advisory Committee, Disabled Students Advisory Committee, CalWORKS Advisory

Committee, S.T.A.R. (Trio) Program Advisory Committee, Transfer Center Advisory Committee, Writing Center Advisory Committee and others.

The institution investigates the needs of its student population by conducting studies of student satisfaction. (Ref: I.A.7). The research office assists with many ad hoc requests from both faculty and staff to assess needs and assist in making data-driven decisions. The institutional research agenda supports the annual cycle of assessments such as systematic program review, self-studies, peer team reviews, enrollment management data production, grant support, and other research projects. (Ref: I.A.8)

Evaluation

The college continues to work to be more responsive to the needs of current students, prospective students, and the community. While we have made great strides in connecting student learning outcomes to course-level assessment, we have yet to connect student learning outcomes to the strategic planning process.

Plan

- Train the campus community at both the administrative and work-unit level to develop a clearer understanding of how the planning processes tie into the mission of the college and to student learning outcomes.
- Assess work-unit progress towards achieving institutional goals on a regular basis.

I.A.2 The Mission Statement is approved by the governing board and published.

Description

The institutional mission is approved by the governing board and published as Board policy Section 5012 approved 1/11/99. The latest version of the mission statement will be integrated in the new Board Policy revision that is currently in progress. The statement is also published in the college catalog (Ref: I.A.9) the Web site (Ref: I.A.10), is part of the Strategic Plan (Ref: I.A.11), and is listed in other publications of general circulation to students and community.

Evaluation

The majority of the employees at AVC are aware of the mission statement.

In the fall 2003 Accreditation Self-Study Survey (Ref: I.A.2) 74% respondents who looked for the mission statement stated they could find it in the catalog or online. When asked about the aspects of the college's mission, 78% knew that transfer education was part of the mission and 78% knew it included technical and vocational education. Workforce preparation was identified by 70% of those responding as part of the college's mission.

The areas that staff and faculty seemed to be less aware of included economic development (41%), a professional and team-driven environment (34%), innovative programs (49%), and higher standards (50%). One challenge is

that the mission statement and college's mission is not published consistently throughout the print and media communications. Constituents seem to be most aware of the components of the mission statement with which they are most closely aligned.

Plan

- Clearly delineate the supporting elements or guiding principles from the mission statement itself when including it in publications (tying back to the mission).
- Expand employee exposure to the mission statement by including it in an Employee Handbook or a Faculty Handbook, develop new employee trainings and orientations, and formally include the mission statement in full- and part-time faculty training and orientations.

I.A.3 Using the institution's governance and decision-making processes, the institution reviews its Mission Statement on a regular basis and revises it when necessary.

Description

The Chancellor's Office and Education Code 66010.4 define the college's mission. The AVC Strategic Planning Process requires that the mission statement be reviewed annually through the Strategic Planning and Budget Council (SPBC), a shared-governance committee. The Academic Policies and Procedures (AP&P) Committee and the Strategic Planning and Budget Council constantly monitor and review the Mission Statement to

ensure the validity of our mission and focus. In addition, the Academic Policies & Procedures committee also reviews each aspect of curriculum development, review and approval to ensure that they address the mission of the college. The mission statement is used in the creation of the AVC Strategic Plan through the strategic planning process. (Ref: I.A.11). AVC's Educational Master Plan, Facilities Master Plan, and Technology Plan are based on the mission statement and the Strategic Plan. Committees also use the mission statement in setting goals.

In fall of 2003, the Academic Senate brought a revision of the mission statement to the SPBC. A new mission statement is currently under review by the Program sub-committee of SPBC. (Ref: I.A.13). Recently, SPBC decided that the mission would be reviewed every third year. (Ref: A.14).

Evaluation

Antelope Valley College has demonstrated diligence in reviewing the college's mission on a regular basis.

Plan

- Continue to review the mission on a regular basis, but increase communication among college stakeholders to ensure that they are aware of the comprehensive nature of the community college mission.

I.A.4 The institution's mission is central to institutional planning and decision-making.

Description

The mission statement is central to institutional planning and decision-making. The importance of the mission in planning and decision-making is evidenced through a number of examples:

- The development of the Educational Master Plan (Ref: I.A.5)
- The development of the Facilities Master Plan (Ref: I.A.16)
- The development of the Information Technology Plan (Ref: I.A.17)
- The development of the Institutional Strategic Plan (Ref: I.A.18)
- The development of Operational Plans at the work-unit level (Ref:I.A.19).

Evaluation

The college's mission is tightly interwoven into the curriculum development process and the work-unit operational plans.

Plan

No plan.

I.B IMPROVING INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a conscious effort to produce and support student learning, measures that learning assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing

1. **evidence of the achievement of student learning outcomes and**
2. **evidence of institution and program performance.**

The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1 The institution maintains an ongoing, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Description

Antelope Valley College continuously discusses its institutional commitments to its students and to the community it serves. Various committees, councils, and advisory groups provide opportunities for dialogue across all levels of responsibility, including divisions, departments and programs. The Strategic Plan and the subsequent development of operational plans have helped to stimulate the dialogue from college-wide shared governance committees to the work-unit levels.

In 2002-2003, the then Superintendent/President initiated monthly department/division "Open Houses" to provide opportunities for the entire campus to learn how each area supports student learning and the college's mission. (Ref: I.B.1). In addition, programmatic/departmental/divisional presentations were made at the Administrative Council meetings to better educate and inform all administrators of the role each area plays in promoting student success at Antelope Valley College. Currently, the Superintendent/President holds regular "Dialogue with the President" meetings, which are open to all. (Ref: I.B.2). Topics include facilities planning, participatory governance, and student learning outcomes.

Occasionally, open forums are held to discuss current issues, for example, the vision and goals, the recent reorganization, the identification of student learning outcomes, and the Accreditation Self-Study. (Ref: I.B.3).

Planning retreats are often productive methods of stimulating dialogue, for example, the Strategic Planning and Budget Council vision and goals retreat and the Enrollment Management retreat were very productive at the institutional level. (Ref: I.B.4)

The composition faculty and the learning center faculty hold annual retreats to discuss student needs. (Ref: I.B.5). Moreover, the FLEX committee and the Faculty Academy provide programs on a wide variety of topics that address student learning and student learning outcomes. (Ref: I.B.6.)

Antelope Valley College faculty at the division and program level engage in a process of improving student learning in a variety of ways: discussion of course development, selection of the best and most effective instructional materials, discussion of effective modes of presentation and designing examinations that measure what students have learned.

The Developmental Math programs have a common final exam and the results of the finals are discussed. Most recently, AP&P has had a dialogue with division representatives to urge faculty to revise course outlines and syllabi and restate course objectives in terms of measurable student outcomes. The dialogue has led to discussion about student retention, student success and the importance of a solid tutoring program. (Ref: I.B.7).

With respect to student learning, very productive dialogue has occurred in discussions of Learning Communities and other curricular innovations, and in committees where student success is the charge of the group, such as the Equal Opportunities and Services (EOP&S), CalWorks, the Academic Policies & Procedures Committee (AP&P), the Matriculation Committee, the Student Success Committee, and the Learning Center Division meetings.

The use of data and research in providing a stimulus for dialogue and continuous improvement is gaining ground at Antelope Valley College. The systematic program review cycle (Ref: I.B.8) is meant to support this approach of self-study, assessment and change. The Facilities Master Plan (Ref: I.A.16) and

the Educational Master Plan (Ref: I.A.15) both include data, and the Enrollment Management Steering Committee examines trends in productivity and efficiency.

Although individual committees and groups make some decisions that do impact learning outcomes, the college is far from the collegial and honest collaboration that would result from open and fruitful dialogue derived from well-researched and well-documented information.

Evaluation

Regular, meaningful participation in college-wide reflective dialogue that is inclusive of all segments of the college community remains a problem at Antelope Valley College. For instance, there is evidence that the representatives of the constituent groups that compose SPBC do not communicate effectively with their constituents.

More and more decisions are being driven by data than by intuition or past practice, but a collective understanding of the meaning of data and research is only just becoming common. In the past year, the institutional research office has developed a research request form, offered FLEX training sessions on how to request and interpret data, and has been more proactively involved in various committee structures to help reinforce the need for research and assessment of data to make decisions, rather than operating on instinct and assumptions. As with any cultural change, the transition is gradual but gaining momentum.

Plan

- Hold college forums where individuals can bring forward issues and ideas in support of the college's mission to increase communication and promote dialogue.

- Create web pages for campus wide organizations and ensuring that meeting agendas, minutes and reports are posted in a timely fashion.

- Encourage shared governance representatives to more fully and regularly communicate with their constituent groups; not only to disseminate information but also to solicit feedback.

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I.B.2 The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievements.

Description

Antelope Valley College has made great strides in creating dialogue concerning continuous evaluation, planning, and improvement. At the time of the last Accreditation visit, Antelope Valley College had just begun to link its strategic

planning and budgeting process. By 1999, the Strategic Planning task force, under the guidance of a consultant, had created a draft of the strategic planning process (Ref. I.B.9) and created the first formal Strategic Plan with the assistance of the newly hired Director of Institutional Research. (Ref: I.B.10) . Unfortunately, the director resigned to take a new position in September of 2001 at which time her job responsibilities were folded in to a new position, the Executive Director of Institutional Advancement, Resource Development, and Research. (Ref: I.B.11). The SPBC has been struggling to both refine the process of planning and its linkage to budget and also to change the campus culture to accept this new approach. This year, the SPBC revised the planning process to make it less complex (Ref: I.B.12) and produced its first achievement report. (Ref: I.B.13) The college uses its strategic plan and the superintendent/president's annual goals (Ref: I.B.14) to form the basis of its divisional or programmatic operational plans (Ref: I.B.15). In addition, other activities such as program review (Ref: I.B.16), program evaluations, nursing accreditation reports (Ref: I.B17), Title V annual reports (Ref: I.B.18), and the Noel-Levitz student surveys (Ref: I.B.19) help to identify areas that need improvement and support.

The college is in the process of fully implementing its broad-based understanding of both goals and processes. As part of the strategic planning process, operational plans were developed that supported the mission and key strategic areas of the college (Programs, Communications, Infrastructure and Resources). The timeframes for

submitting mid-year reports and the annual achievement reports were delayed in part due to a transition in leadership at the Superintendent/Presidential level. In addition, a reorganization that was implemented in July of 2003 resulted in the delay of the production of new organizational plans as managers took over new duties.

The operational goals are articulated with both qualitative and quantitative measures of success. They tie goals back to the institutional mission and objectives.

The college sets its goals within its four strategic areas of Programs, Communication, Infrastructure and Resources with a priority of continuous improvement within budgetary constraints (Ref: I.B.13). Institutional goals and strategies (Ref: I.B.20) were identified, and at the divisional or program level, operational plans (Ref: I.B.21) were created in support of the mission and goals. These plans included identifying (the term department is used generically):

1. Departmental vision
2. Departmental mission statement
3. Departmental goals
4. Departmental strategies
5. Departmental tactics
6. Measures of Success (quantitative and qualitative)
7. Timeframe
8. Budget.

Departments determined their own measures of success, which could be quantitative or qualitative. Departments were encouraged to work with the Research Technician to help identify measurable goals and to measure outcomes. Departments were to periodically review their tactics and submit

a mid-year progress report and an annual achievement report.

Evaluation

The college continues to refine its process of setting measurable goals and measuring outcomes both quantitatively and qualitatively. Measures of success are still too often determined after initiating the project. The institutional research technician made progress in educating employees in the importance of data-driven planning, but he has recently taken a position at another college, and at the time of this writing, the position is vacant.

In addition, there is difficulty in communicating global institutional goals to the campus at large, in part because there is a tendency to understand one's own area but not how it relates to the campus at large. The need for increased and consistent communications continues to be a priority.

Plan

- Ensure that the institutional research office/function is involved in the creation of measurable goals and measures of success.
- Utilize the research office to procure the required data – both quantitative and qualitative – to make better decisions with regard to program/project initiation and success.
- Ensure that there is training to enable staff and faculty to gain proficiency in writing measurable objective, in particular student-learning outcomes.

I.B.3 The institution assesses progress towards achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Description

After the last accreditation, a major task facing the college was to create an integrated process for strategic planning and budget allocations. It was also imperative that all of the college's planning processes be integrated into the strategic planning process so that the college would not have a series of separate and unrelated plans, but rather a collection of interrelated plans. After reviewing and confirming AVC's mission and vision, the Educational Master Plan, the Facilities Master Plan, the Technology Master Plan, and a draft of the Enrollment Management plan have been completed. The college's annual institutional goals and resources allocations are linked, at least in theory, to all of our planning documents. The college has completed its second cycle of program review and has included additional program reviews of the library and learning center in the Instructional Resources Division and a program review of Student Services. The program review policy has been revised to include student learning outcomes measures.

The college understands the importance of ongoing planning. The planning process at the college is cyclical in that the college performs program reviews every six years in its instructional divisions. Six-year program reviews provide for improvement planning across programs leading to recommendations for improvement. The program review process is intended to inform the Strategic Planning Process. This process provides opportunities for improvement in student learning by review in the areas of delivery, quality, processes, procedures, and resource allocation, all impacting learning and teaching.

The college recognizes the need to link research, evaluation, and planning in order to be an effective institution in the areas of student support and instruction. The Office of Institutional Research and Planning was established in January of 1999. It had three staff members – a director, a research technician, and an administrative assistant. When the director resigned, her duties and responsibilities were reassigned to a new position, the Executive Director of Institutional Advancement, Resource Development and Research (IARDR) along with other relevant tasks involving institution advancement. The Executive Director and her staff have worked collaboratively with faculty members and administrators to conduct research projects that focus on student outcome measures such as retention and persistence, grade distributions by course and division, degree and certificate completion rates and transfer rates. This data is published annually in the college Fact Book. The college first produced a Fact Book in 1991. The department analyzes data and interprets it in a format that easily understood by the college community. The data is then placed on

the college web page for access by the campus community to be used in the planning process and decision-making. The Institution Research Office has in place an Institutional Research Agenda (Ref: I.B22) through 2007.

Evaluation

While the college leadership has made a commitment to an integrated planning process, it is clear that neither the reasons behind nor the mechanics of the process are well understood by the campus as a whole. This is demonstrated in the Results of the Self-Study Survey for AVC Faculty & Staff 2003, Table 7, and p.15. (Ref: I.A,12).

Plan

- Integrate discussions about the planning process into regularly scheduled campus events, such as the opening day activities.
- Reaffirm the connection among various college planning documents.
- Emphasize the connection between planning and resource allocation.

I.B.4   The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Description

The Strategic Planning and Budget Council, which is responsible for the

planning process, is a shared governance committee. All SPBC meetings are open to the public. Representatives from each constituent group have the responsibility to share with their colleagues the initiatives, plans and changes that are being recommended by the SPBC. The recommendations of the SPBC are communicated by the president to the Board of Trustees. As appropriate, the public at large may give further input on initiatives at the monthly Board of Trustee meetings.

The four sub groups of SPBC – Programs, Communications, Infrastructure, and Resources – meet regularly and often invite persons not on the committee but with particular interest or expertise in the topics under discussion, to join in the dialogue.

Antelope Valley College also has evidence that the planning process is applied to decisions regarding resource allocation and institutional effectiveness. The tentative college budget is presented to the SPBC, and the Budget Task Force, a subcommittee of the SPBC, uses the planning documents to make resource allocation recommendations. (Ref: I.B.24).

Evaluation

In fiscal year 2002-2003, budgetary cutbacks created constraints that did not allow for input for new programmatic expenditures. A separate Budget Task Force was created to determine how best to make additional budgetary cuts as required. In fiscal year 2003-2004, the Strategic Planning and Budget Committee has had a key role in making

recommendations for programmatic resource allocation and personnel requirements.

Plan

- Continue to strengthen the role of the SPBC Budget Task Force in assessing resource priorities.
- Implement an SPBC website current with agendas, minutes, and other documents readily available.
- Improve communication flow between SPBC and the campus community.

I.B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Description

The Office of Institutional Advancement, Resource Development and Research, in conjunction with Information Technology Services, produces reports for the Chancellor's Office and the Unites States Department of Education as required. These reports include, but are not limited to:

- Reports on outcomes resulting from use of Partnership for Excellence funds;
- Demographic information;
- IPEDS data;
- Enrollment figures;
- Outcomes data regarding Title V activities.

In addition, the college's assessment office has conducted a multi-year study to re-

establish the validity of placement scores and, thereby, the ability to place students in appropriate English and Mathematics courses.

The college also supports a variety of institutional databases, including a financial aid database. In addition, the AVC Foundation manages donor and alumni information through DonorPerfect software. The Learning Center uses an Access database to document student contacts, and the Library uses Horizon Database to monitor library circulation and manage acquisitions. The accuracy of these databases varies, but all are monitored constantly for error management and data correction updates.

Evaluation

The institution puts forth great efforts in effectively communicating matters of quality assurance to outside and campus-wide constituencies. According to the 2003 Accreditation Self-Study Survey, 50% of staff and faculty surveyed agree that we maintain an ongoing dialogue about continuous improvement, and another 26% were neutral on the subject. Of the students surveyed, 50% agreed that there is an ongoing collegial dialogue about continuous improvement on campus, and another 34% were neutral.

Communicating results to the public is ensured through the work of the Director of Public and Government Relations. AVC Updates are e-mailed to AVC staff and faculty on a regular basis, and are also forwarded to lists of alumni, former and retired employees, and Foundation Board members. Press releases are also forwarded to newspapers, radio stations,

television stations and government officials as needed, and in 2003 more than 9,200 column inches were published in the press.

I.B.6 The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

The institution has widespread campus involvement in planning and resource allocation processes. Institutional planning and resource allocation take place at two levels: institutional level and program level.

SPBC is responsible for prioritization and integration of plans at the institutional level. It reviews and monitors the process on an annual basis. Program level includes division and department operational plans and program reviews. Each division/department is responsible for developing division/department and operational plans that are based on the Educational Master Plan, which in turns drives all other campus plans. At the departmental level, each department is responsible for determining its own measures of success, which may be tracked within the department or supported by the Institutional Research.

Divisions and departments assess the institutional effectiveness of existing programs through program reviews. Divisions identify and create plans for future program development thus providing a foundation for resource allocation.

Evaluation

The district's efforts to present evidence that assures the effectiveness of its ongoing planning and resource allocation processes demonstrates its commitment to clarifying its purposes, documenting its accomplishments, and bringing attention to areas that need improvement.

Plan

- Encourage further use of data-driven decision-making through the utilization of institutional research resources to better determine measurable outcomes and assessment techniques.

I.B.7 The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Description

The institution's first attempt at institutional planning and evaluation of divisional/area plans used operational plans linked to institutional goals and annual achievement reports to report on progress made on completion of annual goals. This process proved cumbersome and time-consuming, and was streamlined in 2003-2004. The result is the 2003-2004 achievement report.

All courses in the college are currently being revised so that they have clearly stated measurable student learning outcomes. The form for submitting new or revised courses clearly indicates

that each course brought forward for consideration by the Academic Policies and Procedures Committee must state course objectives as "performance-based, measurable, expected student outcomes" and directs faculty to "write objectives that are clearly related to course content, assignments, and methods of evaluation." (See attached directions for course proposal form.) This important step plus strong adherence to this mandate on the part of the curriculum committee has helped to improve instruction and bring courses in line with new standards that require a sharper focus on outcome-based learning.

While institutional planning and more stringent course proposal/revision requirements have played a role in improving the evaluation of our assessment processes, systematic program review is still the institution's strongest mechanism for assessing the effectiveness of programs and services. The program review process began in the 1988-89 academic year, was significantly revised before the last accreditation self study in 1998, and has completed one full cycle of the revised program review since the last accreditation. (Ref: I.B.23). The academic divisions and all student support and learning support services have participated in the process of first conducting a self evaluation and then having this self evaluation validated by a Peer Team outside the program or area

under review.

During the self study phase of program review, each area meets and reflects on its programmatic goals as they relate to the college mission, identifies how the area's services and educational programs support the college mission statement, and verifies that each course taught within the area falls within the parameters described in the course outline of record approved through the curriculum development process and approved by the Chancellor's Office. The review process requires that each area identify its expectations for student outcomes and to identify how these outcomes are used to assess courses and overall program effectiveness. Moreover, all programs and services must indicate how they are consistent with the programs, courses, and facilities articulated in the college's Educational Master Plan and Facilities Master Plan.

In the program review process, each area is also required to identify the number of faculty, staff, and support services it has and to assess if this number is sufficient to provide quality instruction and services. Facilities, equipment, and fiscal resources to meet the needs of the program are evaluated, as are the outreach efforts and linkages the area makes with the college's service area. The final part of the report asks the program under review to make recommendations for the future that are consistent with the college mission, the Educational Master Plan and Facilities Master Plan and that remedy problems if necessary.

In the final step of the process, the Peer Team carefully reviews the self study of

the area under review, interviews members of the area to insure that the report reflects an accurate picture of the area, reviews all data collected to support the effectiveness of the area, and writes a final report indicating what actions should be taken by the college. Both the self-study and recommendations of the Peer Review team are forwarded to the Vice President of the area, the President, and the Board of Trustees for information.

The Library and other learning support services within Instructional Resources and all areas of student support services undergo the same kind of rigorous program review, as do the instructional areas. The questions are somewhat modified with the approval of the Program Review coordinator to more accurately assess these support services; however, the same high standards and methodology are observed.

Evaluation

The college has been successful in developing mechanisms for institutional and program-level assessment. As yet, however, there is no systematic integration of the program review process and the institutional planning and budget process.

Plan

- Integrate the Program Review recommendations into the Strategic Planning and Budget Council process.

References for Standard I

|	
I.B.1	AP&P Year End report
I.B.2	Course Proposal Form
I.B.3	Flex Book and Faculty Academy Schedule
I.B.4	Division Minutes
I.B.5	1999 Planning Retreat & External SCANs
I.B.6	AP&P Standards and Practices Handbook 2004
I.B.7	Noel Levitz Student Satisfaction Survey
I.B.8	Institutional Research Agenda
I.B.9	Antelope Valley College Catalog
I.B.10	Web page – Mission
I.B.11	AVC Strategic Plan 2002-2003
I.B.12	Accreditation Self-Study Survey
I.B.13	SPBC minutes, Nov. 5, 2003, Dec. 3, 2003, Feb. 25, 2004
I.B.14	SPBC minutes, March 17, 2004
I.B.15	Educational Master Plan
I.B.16	Facilities Master Plan
I.B.17	Informational Technology Plan
I.B.18	Institutional Strategic Plan
I.B.19	Operational Plans at the work unit level
I.B.1	Division Open House flyers
I.B.2	Dialogue with the President emails
I.B.3	Forum flyers
I.B.4	SPBC Planning Retreat Agenda, Enrollment Management Retreat Agenda
I.B.5	Composition Retreat & LC Retreat Agendas
I.B.6	Flex and Faculty Academy Books
I.B.7	AP&P minutes
I.B.8	Program Review – Process, Example (Learning Center), Third Cycle for Program Review Calendar – 2001 -2007
I.B.9	Historical Documents
I.B.10	Strategic Plan, June 14, 1999.
I.B.11	Focused Mid-term report.; IARDR mission and description
I.B.12	SPBC minutes, March 17, 2004; SPBC Planning Book, 2004-2005
I.B.13	AVC SPBC Annual Report
I.B.14	President's Goals
I.B.15	Operational Plans
I.B.16	Sample Program Review Documents
I.B.17	Nursing Accreditation Reports
I.B.18	Title V Annual Reports
I.B.19	Noel-Levitz Student Satisfaction Surveys
I.B.20	SPBC Institutional Goals Document
I.B.21	SPBC Operational Goals 2003-2004
I.B.22	Institutional Research Agenda
I.B.23	Cycle of program review
I.B.24	Budget Task Force (SPBC) Book

Interview Notes

Interview Notes

STANDARD II
Student Learning Programs and Services
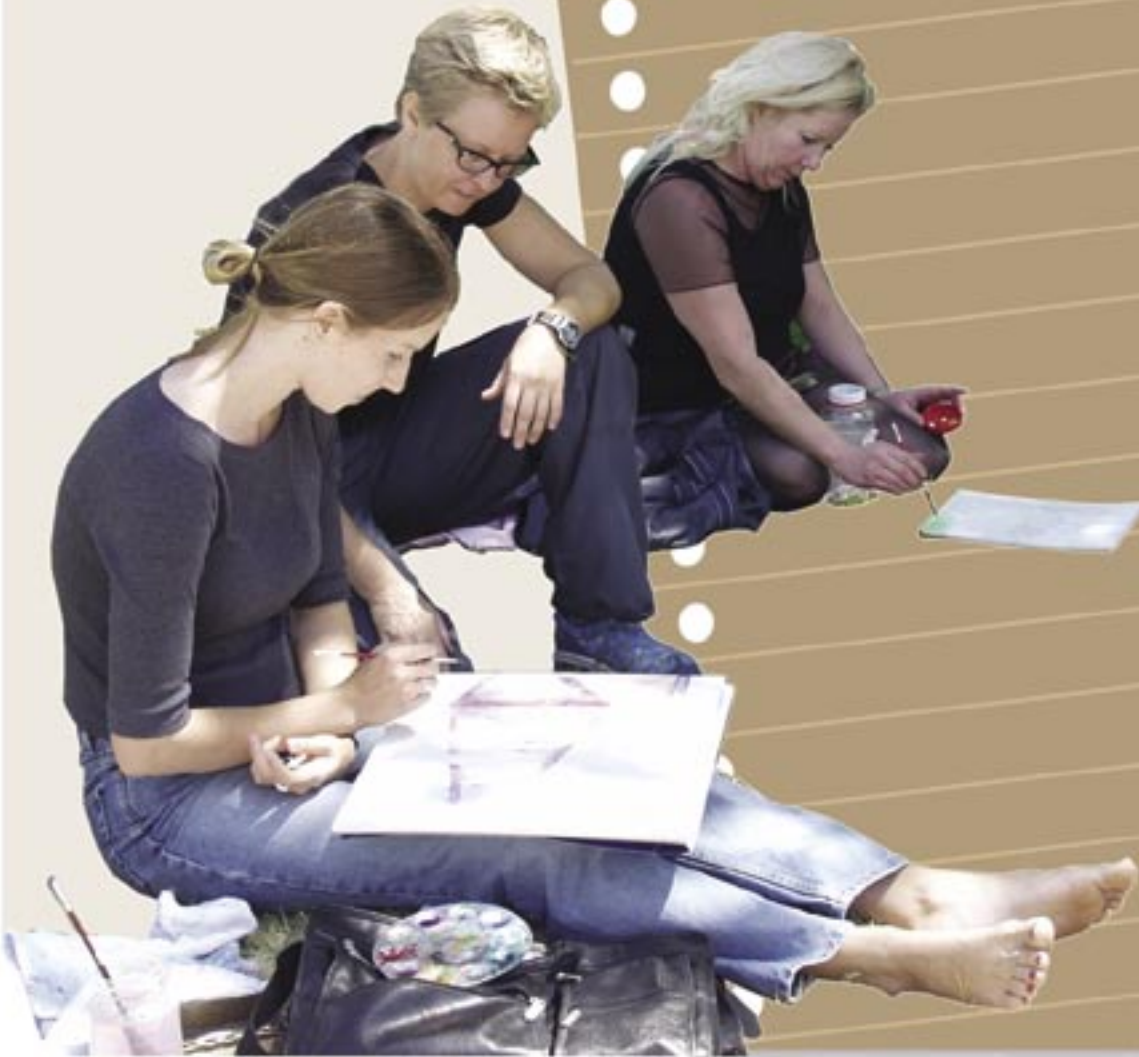
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STANDARD II Student Learning Programs and Services

A. Instructional Programs

II.A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Description:

The course proposal form (Ref: II.A.1) requires that instructors describe how each course meets one of the stated missions (Ref: II.A.2) of the college. These include transfer education, vocational and technical education, workforce preparation and economic development, transitional education, personal enrichment and professional development, and student support services. Once each course is written, it is submitted to the Academic Policies and Procedures (AP&P) committee to ensure that the course does in fact fall under the mission of the college. All credit courses are developed and approved using Title 5 standards.

For all degree and certificate programs, high quality is ensured as the result of approval at the State Chancellor's Office (Ref: II.A.3). This is also examined through the periodic program review process conducted in each division every six years. (Ref: II.A.4). Program review occurs within each division and advisory committee for every certificate program. As changes occur in industry, state guidelines, or community needs, programs are added, revised, or expanded to stay current. In fact, one goal identified in the AVC Educational Master Plan (page 6) is that AVC will be a catalyst focused

on educational, economic, cultural and social growth and development. One of the strategies to accomplish this goal is for AVC to identify and respond to the needs of business, industry, and the community. (Ref: II.A.5).

Student and community needs dictate the fields of study developed at our institution. For example, in order to fulfill the transfer mission of the college, study is offered in areas that will articulate with other institutions of higher education. The college works closely with local industry, Boards of Trade, consortiums, and chambers of commerce to get input on workforce development, which leads to direct employment. New and existing programs have active advisory committees of industry experts, which meet and provide guidance in the development of fields of study and help programs stay abreast of changes within the industry.

The Nursing program has a formal program evaluation committee that meets quarterly to ensure concurrence with state guidelines and receives input from their advisory committee annually. Individual instructors provide evaluation forms to workplaces where their nursing students are completing their clinical rotations. The evaluation forms are used to identify strengths, weaknesses and areas

of deficiency. This feedback is then shared with nursing faculty so that they can better prepare students in the next classes.

Programs that participate in the Workforce Investment Act (WIA) referrals have established program objectives or student learning outcomes in accordance with WIA standards. (Ref: II.A.5). Under WIA all training must lead to employment and meet LLSIL (lower living standard income level) as established by the Department of Labor. Programs that applied for approval since the 1990's included student learning outcomes as part of the Application for New Vocational Program as required by the California Community College Chancellor's Office (CCCCO). The Dean of Technical Education maintains a file with copies of all certificates that have been granted by programs within this division since Fall 1998. Additionally, Certificate and Degree Completion data is reported to the CCCCO each semester and is reviewed by this Dean as part of the Vocational and Technical Education Act (VTEA) funding compliance issues.

The college's Transfer Center tracks students by requesting that, when students do transfer, they provide that information to AVC. In return, they receive a certificate of congratulations. Through this self-reporting mechanism, AVC is able to compile some data regarding transfer rates. In 2004, UCLA officials told community college representatives that 100 percent of AVC's Honors Program students and 61 percent of AVC students overall applying to UCLA were accepted this year. (Ref: II.A.7). For the first time this year, we received from the UC Office of the President Corporate Student Database, a report listing the number of Antelope Valley College students who have transferred into the UC system since 1999. (Ref: II.A.8).

One way to ensure high quality education of our programs is that many of the vocational and technical classes require the formation of community advisory committees made up of members of local industry. These committees provide input and feedback to the appropriate faculty and staff in order to maintain the high quality of programs and services in those programs. When AP&P reviews courses and programs, they require copies of the minutes from these advisory committees as part of the approval process. (Ref: II.A.9).

The Nursing program ensures that students receive high quality programs and services by meeting the standards set forth by the Board of Registered Nursing for the RN program and the Board of Vocational Nursing and Psychiatric Technicians for the LVN program. Our nursing programs are accredited by their respective state boards.

The EMT program meets the standards of the Emergency Medical Services Administration and the Nurse Aide and Home Health Aide courses meet the standards of the Department of Health Services of the State of California.

Information on student completion of degrees and certificates is published in the college's Fact Book, which contains data back to 1991. (Ref: II.A.10). It is much more difficult to track employment and transfer rates because of privacy concerns. However, it is an area in which we have great interest.

Evaluation:

The college mission statement is currently in review by a Strategic Planning and Budget Committee (SPBC) subcommittee. The review began as a result of the Standard II committee realizing that the college mission statement in the catalog did not match the one used by the Academic Policies and Procedures (AP&P) committee course proposal forms. The AP&P committee (with the support of the Academic Senate) then drafted a revision of the Mission Statement to reflect curriculum standards and criteria and sent it to SPBC for consideration. (Ref: II.A.11; Ref: II.A.17). Even though we are revising the Mission Statement, most employees know where to find the Mission Statement for the college. (Ref: II.A.12).

Only anecdotal evidence is available regarding job placement in general. Follow up on all graduates for job placement is difficult because students can be reluctant to provide information regarding employers, and employers do not want to violate the privacy of employees.

When students in vocational programs within the Technical Education Division voluntarily report their employment status, the evidence indicates that these students are well prepared for the high-paying, highly skilled jobs that they have found. Students frequently report to faculty when they are employed and they recommend the programs to their friends. It is almost a self-correcting loop that excellent vocational programs will produce good job placement, which will in turn produce strong enrollment.

One means of obtaining transfer and employment information is through anecdotal reporting by instructors, former students, and employers. It has been suggested that a form be developed to collect and document the information that students voluntarily share with former instructors. This information could then be compiled into a database for the Office of Institutional Research.

In January 2004, AVC subscribed to National Student Clearinghouse Enrollment Search services--a program that is used to collect transfer rate information. About 90-95% of colleges are members. They use it to report how many students are concurrently enrolled in colleges as well as information on how many students have transferred from one college to another.

Plan:

- Revise the Mission Statement through SPBC; disseminate the revised mission throughout campus for consensus.
- Use the National Student Clearinghouse Enrollment Search services as well as anecdotal data to get a clearer picture of our transfer rates.
- Develop a format for standardized reporting of anecdotal evidence of employment rates and employer satisfaction.

II.A.1a The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity,

demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Description:

When students who are ostensibly prepared for college enroll at AVC, they self-identify learning needs. Incoming students are strongly advised to take placement tests in reading, writing, mathematics, and ESL (English as a Second Language) to help them enroll in the appropriate level courses. Faculty from these disciplines meet periodically to review the data compiled by ACT/COMPASS. They report back to faculty in their divisions so that the appropriate number and level of courses are offered to support student need.

As a part of the periodic program review conducted by each division, students complete surveys to identify their learning needs and how the college is meeting these needs. The results of these surveys should be incorporated in the planning of course offerings and content. Individual faculty may conduct student evaluations at other times and share data derived from these within their divisions.

Enrollment figures, as well as student surveys conducted during program review, support development of GED (General Education diploma), ESL, and other noncredit courses. During GED orientation, faculty use a variety of measures to evaluate student learning needs. Based on these findings, students are advised to enroll in appropriate level classes. Students take the GED courses to prepare them to enter the workforce or to enroll in college-level courses. ESL courses are specifically developed to prepare students for college-level courses. Other noncredit courses are specifically designed to meet the needs of an industry (for example, Water Treatment and Distribution).

Based upon the data collected by WorkSource California Antelope Valley Career One Stop Center, 10% of the population per month coming in for services needs a General Education Diploma (GED). The target populations for the One Stop Center are mothers and participants in the Temporary Assistance for Needy Families (TANF) program who are receiving GAIN (Greater Avenues for Independence) or CalWORKs (California Work Opportunity and Responsibility to Kids Program) services and dislocated (laid-off) workers.

The Business OT (Office Technology) Cohort program was designed with the assistance of the Office Technology Advisory Committee to prepare CalWORKs and WIA (Workforce Investment Act) students for employment in the clerical field. This program, offered each semester, enables students to take a series of five classes that develop basic office skills. Upon completion they receive an Office Support Award that employers recognize as competency for entry-level positions in local businesses. The Business, Computers, and Media Arts Division created an online survey for CalWORKs students in the Business OT Cohort to evaluate the effectiveness of the program. (Ref: II.A.2 and Ref: II.A.13). Currently there are not enough students

to make a CalWORKs cohort, but the program is still available in general.

In considering the needs of students, the Assessment Committee (a sub-committee of Matriculation) established cut scores for ENGL 101 and 099 and MATH 070 (formerly MATH 100) and 102, to begin use for student placement and academic advising in Fall Semester 2004. (Ref: II.A.14). The AP&P Committee, with assistance from our research technician, has recently adopted a course validation process and methodology for placement and academic advising for courses across the disciplines. (Ref: II.A.1).

A number of programs across campus use assessments at the end of the semester to determine if students are achieving the outcomes stated in the course outline of record. Students are able to compare their performance at the beginning of the semester with their performance at the end. The reading program uses pre- and post-test scores. Composition uses portfolio assessment. Nursing uses performance on board exams. Mathematics uses a standardized final for all sections in a particular course.

Additionally, in technical education, programs that participate in the Workforce Investment Act (WIA) referrals have established program objectives or student learning outcomes in accordance with WIA standards. Programs that applied for approval since the 1990's included student learning outcomes as part of the application for New Vocational Programs as required by the California Community College Chancellor's Office (CCCCO). The dean of Technical Education maintains a file with copies of all Certificates that have been granted by programs within this division since Fall 1998. Additionally, Certificate and Degree completer data is reported to the CCCCO each semester and is reviewed by this Dean as part of the Vocational and Technical Education Act (VTEA) funding compliance issues. (Ref: II.A.6).

Evaluation:

These methods appear to be effective, but the college is always willing to explore other ways to evaluate and assess student learning. Now that we have an Office of Institutional Research, it is important that all data used in program review, planning, and the Educational Master Plan be current and consistent, and that the information collected be used for a variety of purposes rather than collecting it anew for each task, report, or review. The recent addition of a research technician to the AVC staff is seen as an essential improvement for collection and evaluation of data. Through the Assessment Committee, the college has recently been able to revalidate its assessment tests in writing and mathematics and established cut scores for English 099 and 101 and Math 070 and 102. Other than on a course-by-course basis, we are not systematically addressing student learning outcomes for our AA or AS degrees in general; however, this is an area that the college plans to examine in the future.

Up to this point program review has allowed divisions and disciplines to develop their own survey instruments. Development of standardized surveys for program review would be more effective for planning course offerings and programs. A standard approach may

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happen as each division perceives the need, but there is no consistent practice to use standardized surveys. These surveys would be added to the existing files for program review and self-study, which are centrally located in the Academic Senate Office.

Various committees do not document their meetings with formal minutes. This lack of documentation limits the distribution of information from the meetings and thus limits the communication available to other campus groups that may be impacted by decisions made. Additionally, this problem limits our ability to provide evidence for some statements in this report. Subcommittees should be reminded of the importance of minutes and strongly encouraged to start documenting their meetings if they are not already doing so.

The process of organized and consistent data collection has begun to be implemented by the research technician. However, the college needs to look ahead in terms of data needs to make the process more organized across all areas of campus and to ensure that data are no longer collected just on a case-by-case basis.

Plan:

- Develop an organized and consistent method of data collection across campus.
- Encourage all committees to document their meetings and disseminate the information.

II.A.1b The institution utilizes delivery systems and modes of instruction

compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Description:

During the course proposal process, modes of instruction are reviewed by the AP&P committee to ensure that they are appropriate for the course objectives and student learning needs. Within the traditional classroom, there is increased use of technology, such as PowerPoint presentations, the use of the internet, and computer-based instructional and training software. Besides the traditional classroom instruction, faculty from several disciplines have developed online courses, and other faculty have developed web pages that offer students support material for their classes.

During the faculty review or evaluation processes, class observers critique the modes of instruction used by the individual instructor. Recommendations are made to the instructors during meetings with their evaluation committees. If the evaluators determine that modes of instruction or delivery methods are not appropriate or effective, they may establish additional periods of observation. The institution provides workshops and seminars through the Faculty Academy and FLEX activities to keep faculty abreast of new developments in methods of instruction. (Ref: II.A.23 and Ref: II.A.15).

Innovative methods of scheduling courses, such as the Business OT Cohort program with students completing all certificate requirements within one semester, are a result of dialogue within a division

to design new models for providing instruction. (Ref: II.A.2). Learning Communities as a teaching methodology is currently being used for the first time as a means to improve student success and retention. So far, linked courses, such as History 108 with English 101 and Math 050 with English 099 have been taught, and others are in the development process. (Ref: II.A.16). Online course offerings are also increasing in number (approximately 10-12 offerings per semester); dialogue within divisions and AP&P precedes their implementation.

Evaluation:

In the Course Outlines of Record, the modes of instruction used by faculty in most disciplines encompasses a wide variety of teaching methodologies, thereby increasing the ability of faculty to reach students with diverse learning styles and educational backgrounds. However, we have not gathered data to evaluate effectiveness of different teaching methodologies.

A number of mathematics courses have incorporated EDUCO, a web-based learning system, comparing it to other sections of the same courses that use only traditional instructional methods to compare student performance. Many instructors try out different delivery systems and modes of instructions to determine which are the most effective for successful delivery of course content. We have not yet established a way to document this process. The validity of this research, however, may be difficult to establish given instructor variability and students' diverse educational backgrounds.

Online instruction is also being offered by instructors in a variety of disciplines, such as business, astronomy, English, psychology, sociology, microbiology, film. Many other instructors who are considering online courses, online course support, or other new modes are dialoging with these instructors about the effectiveness of these methods versus traditional methods. Concerns have been expressed at AP&P meetings from faculty presenting online courses that the college could do a better job of meeting the needs of its faculty and students who are involved in online instruction. (Ref: II.A.17 and II.A.18). The Senate has repeatedly requested, but has not yet received, faculty training and compensation for online development as well as more IT support to ensure the availability of the server used for the courses. Therefore faculty are left to figure things out by themselves, to rely on each other, or to seek training outside of the college. Similarly, students having difficulties with the technological aspects of online courses have no one to turn to aside from their instructor. The college needs to make an institutional commitment with time, money and technology to make sure the needs of the instructors and students are fully met.

Research needs to be conducted to compare the success of students in sections of courses that have implemented new methods of instruction (such as EDUCO) with that of students in other sections of the same courses. Additional research needs to address the issue of student success in subsequent courses. Follow up surveys should also be conducted to monitor improvements in support of online instruction.

Evaluation of learning communities by faculty and students will be an important development tool for further exploration of this as a teaching model. Additionally, an evaluation of online delivery of courses vs. traditional modes is needed to help determine the effectiveness of online delivery in teaching students.

Plan:

- Research success rates of students in courses using new methodologies, comparing them to traditional methods and student success in subsequent courses.
- Conduct follow-up studies of online instruction.
- Evaluate the success rates of students in learning communities.

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

Description:

At the course level student learning outcomes are developed that promote mastery of a particular focused topic. Courses are combined together to create programs and these programs have identified specific learning outcomes that are inclusive of several topics within a broader field of knowledge. At all levels, the student learning outcomes are developed in accord with Title 5, California's Educational Code.

The student learning outcomes identified

in certificate programs are based upon established workforce needs that allow our students to become employable in a particular field. For technical programs, the California Community College Chancellor's Office (CCCCO) requires an extensive amount of research regarding labor market need and skills requirement as a part of the new program approval application. It also requires an active advisory committee be involved in developing student learning outcomes and course curriculum and standards. Additionally, all new program applications must be reviewed by the Regional Deans Consortium and gain their approval. All courses must meet the standards of the local AP&P committee as well as the standards contained in the Chancellor's Office Program and Course Approval Handbook , March 2003. (Ref: II.A.3).

Lastly, the student learning outcomes for degree programs include both specific knowledge for a field of study and general education allowing our students to successfully transfer to four-year institutions and/or to be recognized as having achieved the goals implicit in an accredited A.A or A.S. degree. Programs, certificates, and degrees are developed in accordance with the Curriculum Standards Handbook by the Chancellor's Office. Additionally, courses within certificate programs incorporate SCANS (Secretary's Commission on Achieving Necessary Skills (Ref: II.A.1) competencies into the course objectives.

Student learning outcomes for courses are identified by faculty and included in the course proposal and presented to and approved by the AP&P committee. For technical programs, certificates,

and degrees, please refer to the above discussion regarding WIA and the new program approval process required by the CCCCO (California Community College Chancellor's Office). Additionally, technical courses incorporate SCANS (Secretary's Commission on Achieving Necessary Skills) competencies into the course learning outcomes.

Transferability to four-year institutions of higher education verifies that student learning outcomes are at the collegiate level. Within the AP&P process, the content review determines that the reading, writing, and math proficiencies for transfer courses, as well as the course content objectives, are at college level by meeting Title 5 requirements. Articulation agreements with the UC (IGETC) and CSU systems provide evidence that courses are being taught at the collegiate level. Courses that follow the CAN (California Articulation Number) system are designed so that content and scope are equIV.Alent to that of courses offered at other California colleges and universities. (Ref: II.A.2, p. 27-28) In addition, the college is starting to collect data on transfer rates through the National Student Clearinghouse Program (Ref: II.A.19) and Cal-PASS. (Ref: II.A.20)

Continuing articulation agreements with the UC and CSU systems (which are reviewed annually by the AVC transfer office), successful completion of two-year degrees and certificate programs, and successful transfer to four-year institutions of higher education all demonstrate that the assessments are effective in measuring student learning outcomes at the collegiate level.

Evaluation:

Individual instructors assess the student learning outcomes within their own classes by their own assessment methods. Dialogue and collaboration among instructors within divisions provides some commonality across courses and within programs. Formal comparisons can be made in courses where students in different sections of the same course are given a standard test or other method of assessment.

Goals and objectives (SLOs) for certificates and degrees are identified and consistently meet the requirements of the Chancellor's Office. However, the college has not yet formalized any means by which to assess overall student achievement for these programs.

Other college programs (e.g. a sequence of courses within a specific discipline) are informally assessed by divisions during program review. This periodic process allows for divisions to discuss their programs, to consider how well they are meeting the needs of the students, and to recommend changes. Additionally, community-wide advisory committees will recommend programmatic changes to help programs meet the needs of local industry. This is another area in which institutional research can play a major role.

We have recently expanded both the breadth and depth of our ESL course offerings. In addition, new degrees and certificates have been developed by various divisions and approved by the Chancellor's Office since the last accreditation report. The technical education field continues

to provide new courses and programs to keep up with industry developments. The college has invested some resources necessary to teach a few online classes. Online courses have provided access to education for students who are unable to attend classes on campus due to travel, family, or time constraints. However, the college needs to commit even more resources, time, and staff to make student access to online instruction more consistent and usable. Additionally, faculty need added support and training.

Plan:

- Prioritize institutional research in assessing student learning outcomes at the course, program, certificate, and degree levels across the campus.

II.A.2 The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and courses and programs, programs for international students, and contact or other special programs regardless of type of credit awarded, delivery mode, or location.

Description:

AVC offers numerous developmental and pre-collegiate courses in composition, reading, mathematics and ESL. The Assessment Committee reviews data sent to us by ACT/Compass enabling us to compare our students' performance on assessment tests against national norms. The mission of the California Community colleges (Education Code 66010.4) dictates that we offer developmental courses. We offer developmental and precollegiate courses to increase student access to community college instruction at a level that meets the students' needs. Furthermore, these courses are intended to increase student success in subsequent collegiate level courses.

Corporate Education Programs are developed as a direct response to the businesses within our service area. These courses are tailor made to address specific needs within the business. These courses could include management skills, inventory controls and computer operations. These courses are generally short term; maximum course length is 20 hours. Training for these courses is a contract between the business and AVC.

Community Education courses are developed either to address a specific need as determined by either a specific situation (e.g. health issue, personal development issue) or are targeted towards a specific population group (e.g. senior citizens). These courses are reviewed by the institution for quality, to make sure that they do not compete with the regular curriculum, and that all courses refer back to an existing program within the college. As detailed with respect to college level courses, all courses must be approved through the same processes. However, community and contract education classes are not held to the same level of scrutiny as courses that must follow Title 5. They are published in the center section of the AVC Schedule of Classes. (Ref: II.A.16).

Faculty have the primary responsibility for course development. Individual faculty members begin by researching other colleges for similar courses, meeting with colleagues in their discipline, talking with students, and reviewing the literature. Once course development has begun, faculty submit their course proposals to their division for discussion, revision, and approval. After division approval, the course is submitted to the AP&P committee for further discussion, revision, and approval. Each type of course or program has a standard set of guidelines (the following references can be found in AP & P Standards & Practices Handbook:

- Credit courses (refer to the Process for Approval form followed by all faculty for developing courses)
- Noncredit courses (refer to the Process for Approval form followed by all faculty for developing courses)
- Community Education (Refer to Guidelines for Developing Community Education Classes followed by individual instructors for these classes)
- Locally Approved Certificates (6-17 units) (refer to Guidelines for Developing Locally Approved Certificates)
- Certificate and Degree Programs (18 units and above) (refer to Guidelines for Developing Certificate and Degree Programs)

Credit type and delivery mode are determined by the instructor, but are approved by the AP&P committee. Location is determined by need, budget, available facilities on campus, and resources within particular rooms relative to the needs of particular classes.

The college participates in a consortium with Citrus College, enabling our instructors and our students to study in places such as England and Spain. However, we do not currently have our own study abroad program or a program for international students.

Evaluation:

Quality and improvement are assured by the thorough review at division and AP&P levels where committee members give input directly to the faculty submitting the course. They may ask for revision or clarification and the committee ensures that state regulations and criteria are adhered to.

Student, peer, self and administrative evaluations, in addition to the program review process, are additional means of providing feedback and insight into the effectiveness of courses and programs and are designed to promote improvement. Despite recommendations that may be made for improvement, however, there is currently no means of ensuring that recommendations are implemented in all cases.

Through the tenure and evaluation policy and process, faculty and administrators are looking for more effective ways to incorporate recommendations for improvement into the criteria delineated for evaluating faculty.

Plan:

- Revise the faculty evaluation criteria to more effectively

include recommendations for improvement.

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

Description:

Faculty who design the courses are responsible for identifying student learning outcomes appropriate to the content of the course. These are identified on the Course Outline of Record as measurable objectives. During the review process within the division and AP&P, these outcomes are discussed and refined to ensure that the objectives provide an effective means for teaching the course content. (Ref: II.A.1).

Evaluation:

Faculty are satisfied with the central role they have in developing new and revised courses and programs. Since 1988 the college has relied primarily on the expertise of faculty for curriculum decisions and has instituted a number of policies and procedures to ensure that faculty are able to continue in this role.

Decisions to schedule courses rest with the deans and the Vice President of Academic Affairs. These decisions are based on student need, previous enrollment patterns, available resources, and budget constraints. There are times when budget constraints limit the college's ability to

offer sufficient numbers of sections of essential courses or to support specific programs.

Through the Academic Senate, the college could begin discussing additional student learning outcomes that are not course or program specific. Some that have been mentioned are the ability of students to work collaboratively and student time management.

Program review cycle requires that courses be evaluated every six years. At other times, such as changes in statewide policy, the campus undertakes review and revision of all courses. We are currently in the process of revising/updating all courses that were developed prior to 2000. (Ref: II.A.21 and Ref: II.A.14).

Plan:

- Create campus wide dialogue on institutional student learning outcomes.

II.A.2b The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Description:

AVC relies on faculty expertise and input from advisory committees when appropriate to determine competency levels and student learning outcomes for

any given course. To determine these, individual faculty members consult with colleagues at this and other educational institutions, and other professionals in their disciplines. For certificate programs with advisory committees this process is conducted during regularly scheduled meetings. AP&P provides pedagogical guidance for all disciplines. (Ref: II.A.9)

Examples of results from this process are: 1) Some mathematics courses utilize department-wide standardized tests developed by faculty to ensure consistency in measuring student competency. 2) The developmental writing courses utilize a standardized rubric developed by faculty for reviewing student portfolios to ensure consistency in measuring student competency. 3) The Nursing Program administers an exit exam to fourth semester associate degree nursing students and graduating third semester vocational nursing students. The reliability and validity of these exams have been determined by an outside vendor. 4) EMT (Emergency Medical Technician) students take skills and theory competency exams as their finals. Validity of these particular tests has been established by Los Angeles County Emergency Medical Services, but analyses for statistical reliability have not been performed.

AVC has established collegiate level proficiencies for Math (Math 102) and Reading and Writing (English 101) courses that students must complete for graduation. The intended student learning outcomes are that students graduating from AVC will be competent at the college level for Math, Reading, and Writing courses, as well as in their chosen concentration of study. A proficiency in

information competency is currently in development. (Ref: II.A.14).

Faculty are required to create their assignments and tests based upon the course outline of record. They are also encouraged to develop their syllabus to reflect the measurable objectives in the course outline of record and to inform students of the assessment methods they will use to determine the student's final grade. Students are aware of the courses, and the grades required in those courses, to complete a program, degree or certificate. Requirements are delineated in the college catalog, discussed with counselors, and often repeated in class by faculty. In certain programs, prerequisites and the sequence in which courses should be taken are proscribed in order to facilitate student success.

The institution does not currently define campus-wide student learning outcomes at the program, degree and certificate level except for proficiencies in Math, Reading and Writing. Certain vocational programs leading to certification clearly define student learning outcomes necessary for meeting certification requirements, although these are not labeled as student learning outcomes but as objectives and goals, as stated in guidelines from the state Chancellor's Office. (Ref: II.A.22). For example, the Federal Aviation Administration (FAA) for the Airframe and Powerplant program lists areas in which students need to be trained, and AVC faculty define student objectives based upon these area requirements. The nursing program makes sure that courses in their program cover student learning outcomes needed for passing licensure examinations. The Real Estate Principles

course ensures that students gain the knowledge to take the Department of Real Estate Salesperson Examination. Additionally, several Computer Science courses prepare students to pass exams such as A+ Certification, the Network+ Exam, and the Microsoft Systems Engineer Exam.

Evaluation:

The Office of Institutional Research at AVC regularly collects detailed and comprehensive data on the number of degrees and certificates awarded in each area identified by individual TOP (Taxonomy of Programs) codes, course completion rates for transfer, basic skills, vocational, and all courses, the grades awarded in all courses each semester, retention rates for each semester, course success rates for each semester, workforce development and successful course completion of vocational education courses, successful completion of vocational courses by SAM Code, and core skill indicators (successful attainment of skills and completion of cores). In summary, all of these figures and measures are used as indicators of student progress towards completion of courses, degrees and certificates and are described in the 2002 AVC Fact Book. These are all traditional measures of student outcomes. However, the institution collects data on student learning outcomes only at the course level as assessed by individual instructors and further research should be conducted to determine effectiveness at the program level.

Our recent self-study survey indicated that 81% of faculty ensure that their syllabi are based upon the Course Outline of Record

(ref: question #16, table 20). In addition, 66% of faculty designed all assignments and tests based upon the "measurable outcomes" (SLOs) listed in the COR (ref: question #16 table 20). Both instructors and students felt that the final grade was based upon tests and other measures that represented the course objectives (ref: question #16 and 17, tables 20 and 20b).

In order to institutionally evaluate student learning outcomes at the course, program, degree and certificate level, there needs to be a standardized procedure for collecting and reporting such data to the Office of Institutional Research. In order for this to take place, there needs to be extensive dialogue taking place among all involved campus constituencies, so that all faculty understand what SLOs are and how to assess SLO achievement at each level (course, program, degree and certificate). Then standardized reporting and interpretation of SLO data can take place at the institutional level.

Plan:

- Standardize the procedure for collecting, reporting, and interpreting student learning outcomes data.
- Create campus wide training and dialogue on identifying and assessing student learning outcomes.

II.A.2c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Description:

Title 5 (State Education Regulations) requirements for all credit courses specifically address issues of breadth, depth, and rigor; since our courses meet Title 5 requirements, these variables are clearly addressed. In addition, all GE (General Education) courses that transfer to institutions of higher education are characterized by these same variables (breadth, depth, and rigor) as determined by articulation agreements.

AP&P ensures that all courses needed to complete a specific degree or program can be completed within a two-year period. All our degree and certificate programs have clearly "recommended plans of studies" showing students the sequence of courses; these are published in the college catalog and are provided to students by college academic counselors. Sequencing is also carefully considered by division faculty and is addressed at AP&P so that pedagogically students are prepared for successful completion of courses. Course prerequisites, co-requisites and advisories are also set in order to help make sure that students are adequately prepared. In the developmental program, the sequencing of courses may start at the precollegiate level and lead to collegiate level courses. This sequence is communicated to the student through flow charts that are available in the college catalog.

As faculty develop a course they look at related courses in the sequence and build upon those competencies and objectives; courses are designed to incorporate these aspects of learning which then help students to synthesize and incorporate their previous skills and knowledge into higher level competencies and objectives. This type of learning is called "scaffolding" and leads to increased ability of students to synthesize information and skills into subsequent coursework.

Evaluation:

The college demonstrates the quality of its instruction through a variety of indicators that its instruction is commensurate with that offered at other institutions of higher education. For example, through articulation agreements and transferability of courses and degrees, the instruction is on a par with those offered at other accredited institutions.

As an open access college where students approach learning at a variety of rates, the time for completion is not relevant in all cases. For example, students may be working full time or have family obligations, which prevent them from attending college full time. Due to these factors and differences in learning styles, lack of academic preparation, and other individual considerations, students may take longer to reach their academic goals. Students may need to take basic skills and/or ESL courses prior to enrolling in collegiate level courses and this can prolong the length of time that the student spends in college. However, the college also accommodates students who wish to accelerate their college program by providing extensive summer classes, night and weekend classes, and a Double-8 schedule (a series of accelerated evening/Saturday courses). (Ref: II.A.16). In general, certificate and degree programs provide students with a timeline to follow for completion of their college goals in two years.

Plan:

No plan.

II.A.2d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Description:

In accordance with Title 5 requirements (Section 55002) for credit courses, instructors are required to evaluate students' performance by means of essays, problem solving, critical thinking activities and skills building, as appropriate to the course and subject matter being studied. Where appropriate, oral presentations, performance activities, and demonstrations are also used as evaluative measures. These measures are explicitly described on the Course Outlines of Record and are reviewed at AP&P.

The college relies on instructor expertise and experience to determine the most appropriate methods of instruction for any given course. The delivery modes (methods of instruction) may include lecture, laboratory, field trips, collaborative groups, demonstrations, seminars, technology-enhanced activities and use of audio-visual media. These delivery modes are explicitly described on the Course Outlines of Record and are reviewed at AP&P to determine that they effectively communicate course content and objectives.

The most commonly used teaching methodologies are lecture, demonstration, facilitation of group discussions or collaborative groups, laboratory learning, multimedia presentations, field trips, performance activities, observation and practical application and use of the Socratic method to guide student learning. In addition, the college has approximately 12 online courses available for students, allowing instructors to engage in recently developed instructional methodologies.

Faculty choose appropriate methodologies during the design of a course. While individual instructors may select different methodologies depending upon their teaching style and expertise, some courses may necessitate the use of specific methodologies. During the faculty evaluation process, discussions are held between the instructor and the evaluator to encourage the faculty to use alternative approaches with their classes.

In Flex and Faculty Academy presentations, in faculty offices and in division meetings, at discipline specific workshops and in reports from conferences attended, there is a great deal of discussion of the most effective means of teaching students. Teachers also have the opportunity, during observations of colleagues, to learn new methods of approaching instruction in their classroom. Tutoring and other learning assistance programs (Supplemental Instruction and tutorial workshops) work with students on an individual basis to remediate students' educational needs. At this level, methodologies can be matched with particular needs of individual students.

Evaluation:

The college has not performed formal assessments of learning styles across all areas of the curriculum. However, it is assumed that instructors, because of training and background in teaching methodologies, as well as workshops offered on campus providing information on learning styles and appropriate instructional methodologies, incorporate teaching methodologies using a number of different learning styles in order to maximize learning by students. Learning styles are addressed in the "methods of instruction" section of the AP&P Course Outline of Record form. In summary, learning styles are not assessed, but they are addressed through a variety of means.

On an informal basis (at division meetings and in one-on-one discussions) instructors are engaged in ongoing discussions and reflection regarding the effectiveness of delivery modes utilized for instruction. Through the Flex Program and the Faculty Academy (Ref: II.A.15 and Ref: II.A.22) there is further exploration and discussion of delivery modes that may be utilized in instructional contexts. Particular scrutiny is ongoing at this point regarding online courses versus traditional classroom delivery modes.

Individual faculty determine the most effective delivery modes which assist students in achieving student learning outcomes within the courses. The evaluations completed by students upon completion of courses and the evaluations of faculty members themselves by peers, administrators, and self-evaluations provide additional means of helping instructors to select the most appropriate

delivery modes and instructional methodologies to use for each course. By observing students' ability to complete courses successfully, it can be inferred that the delivery modes and instructional methodologies are indeed effective at helping students complete institutional and program goals. However, we do not have quantitative data to validate this inference.

The committee reviewing the Tenure and Evaluation Policy is attempting to formalize criteria that help instructors investigate the most effective delivery modes to use within their classrooms. Once these criteria are formalized across campus, they could be the subject of institutional research given sufficient funding.

Plan:

- Revise the Tenure and Evaluation Policy to include effective delivery modes.

II.A.2e The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Description:

Once courses and programs are approved by AP&P and the Chancellor's office, as required, periodic review takes place through Program Review conducted at the division level every 6 years (or sooner if the need arises). During the program review process, courses and programs are examined in terms of relevancy,

appropriateness, achievement of student learning outcomes, currency, and planning for the future. This process is followed by all academic programs. (Ref: II A.4). The Learning Center, Library and Student Services also follow a similar program review process.

Series of courses which are informally referred to as programs are reviewed by the discipline faculty during this process, and recommendations for change are instituted as needed. Furthermore, vocational programs are reviewed in Advisory Committee meetings for currency and relevancy; modifications are suggested and implemented as necessary.

Evaluation:

All courses and programs are developed by faculty and then go through a review process at the division level. A major thrust of the program review process is evaluation, updating and revisions of all courses and programs within each discipline. Additionally, all courses and programs are reviewed for currency and effectiveness as well as how well they fit into the entire college curriculum. Divisions are also encouraged to develop discipline-specific surveys regarding student learning outcomes and student satisfaction with regard to courses and programs. The college has recently established an Office of Institutional Research that is currently helping AVC to more effectively gather data and provide evidence to better support the program review process and to assist in planning efforts as well.

Each program review document provides information regarding program needs.

This information is collected and stored in the Academic Senate Office but is not widely disseminated across campus. Periodically clearly substantive changes are made within each division. Examples include offering split courses within the Math program, an expanded series of courses in ESL, and expansion of basic skills courses to meet the needs of the lowest level students (non-credit courses in the Journey and GED programs).

Effectiveness is also ensured at AP&P where courses and programs are reviewed for their appropriateness to the college mission, for how well they fit into existing curricula, for their student learning outcomes, for their currency in terms of industry needs, and to ensure that they are in compliance with state regulations and the criteria set forth in Education Code Section 66010.4. These programs are reviewed in relation to other programs in a specific division. However, AP&P has yet to look at where a specific program fits into the college's Educational Master Plan.

In academic programs, student learning outcomes have not been identified except on a course-by-course basis as measurable objectives in the Course Outline of Record. For degree and certificate programs, courses contain specific student learning outcomes; in addition, the entire program must satisfy the state and/or the Chancellor's office criteria regarding completion outcomes and goals.

The information gathered during the program review process is intended to be utilized in long term planning through the Educational Master Plan and the SPBC (Strategic Planning and Budget Committee). More frequently, this

information is used by the dean of each division to substantiate needs within the division and to determine course offerings and budget requests. The Educational Master Plan needs to be widely discussed and disseminated to all constituencies of the campus and should be used as a guide for campus wide planning and expenditures. In fact, according to the Accreditation Self-Study Survey (see Table 6 for a more in depth analysis of the data), the need for wider distribution and discussion of the Educational Master Plan is clearly presented.

Plan:

- Encourage a wider use of the Educational Master Plan for planning at the division/ department level.

II.A.2f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Description:

The Strategic Planning and Budget Council develops strategic plans based on the college's educational, facilities, and technology master plans. Each division is asked to prepare action plan documents outlining goals and objectives based on the college's educational master plan. Each division, at the end of the year, is supposed to write a report describing the achievements that have been completed during the year (achievement reports) based on the master plan. The action plans and the achievement reports are to be forwarded to the SPBC for their review and recommendations for prioritizing budget recommendations. Since this process is in the beginning stages of development, it is not yet fully implemented.

Evaluation:

The intent of SPBC is to make the planning process cyclical and to define the means by which budgeting of resources follows planning. Additionally, institutional data should ideally be available across campus to assist in the planning process. The SPBC committee has developed a flow chart detailing the sequence of steps that would ideally be followed in budgeting of resources, including institutional goals, strategies and tactics. However this practice, while initially instituted in 2002-2003, has yet to be fully implemented.

The Office of Institutional Research is making immense improvements in disseminating information which provides analysis and interpretation of data and which is much easier for the college community to comprehend.

SPBC has sent its document detailing the process back to various subcommittees for streamlining so that it can be implemented more easily. Also needing to be defined is the role that the Office of Institutional Research plays in strategic planning and allocation of college resources.

Plan:

- Continue to refine and communicate the strategic planning process.

II.A.2g If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Description:

Most courses and programs do not use common examinations. However, in mathematics, composition and nursing, the methods of validation and elimination of test bias used are the following:

1) Some mathematics courses utilize department-wide standardized tests developed by faculty to ensure consistency in measuring student competency.

2) The developmental writing courses utilize a standardized rubric developed by faculty for reviewing student portfolios to ensure consistency in measuring student competency. While the ENGL 101 faculty do not require a portfolio, they do use a standardized rubric for evaluating student essays.

3) The Nursing program administers a standardized exit exam to fourth semester associate degree Nursing students and graduating third semester Vocational Nursing students. The reliability and validity of these exams has been determined by an outside vendor. EMT students take skills and theory competency exams as their finals. Validity of these particular tests has been established by Los Angeles County Emergency Medical Services, but reliability statistics have not been performed.

4) Faculty in ESL and Communication Arts have also discussed establishing consistent standards within their disciplines.

Evaluation:

The Composition faculty has found the use of a common rubric to be very effective in ensuring that students in the different sections of a course all must meet the same criteria to be judged successful in meeting the measurable objectives for the course. This is also of great value in helping ensure that incoming students advancing to higher level composition or literature courses can successfully complete course requirements at the higher levels. The Composition instructors meet during the semesters and during the breaks between semesters to continue their dialogue about course standards.

Other divisions have talked about the use of departmental course and program examinations. Some individuals have felt that common course and/or program examinations are a breach of an individual instructor's academic freedom, whereas other individuals have felt that common examinations can be very effective at ensuring course continuity.

Aside from the Nursing program's tests, where elimination of test bias has already been evaluated by the outside vendor, the college has not evaluated locally administered tests or evaluation tools for test bias or disproportionate impact. Given sufficient funding, this could be another area for institutional research to play an effective role.

Plan:

- Investigate the possibility of internally evaluating locally administered tests or evaluation tools for test bias.

II.A.2h The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Description:
For each course, student learning outcomes are integrated into the COR as measurable student objectives that are linked to the course content and assignments, as well as the methods of instruction and evaluation; consequently, credit is awarded for successful achievement of student learning outcomes. Credits awarded for all types of courses (general education, transfer, vocational, and precollegiate) are consistent with Title 5 regulations; in addition, transfer level courses must meet criteria set by outside institutions of higher education (IGETC and CSU/GE) and other private and out-of-state institutional requirements.

Evaluation:

Since the majority of our courses transfer to institutions of higher education, we are clearly meeting the accepted norms of those institutions.

Plan:

No plan.

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

Description:

For AA and AS degrees, graduation checks are conducted by the office of Admissions and Records to determine that math, reading and writing proficiencies have been met. In addition, successful completion of courses is based on achievement of stated outcomes written into the COR. In lieu of program-level student learning outcomes, we ensure that our graduating students are not only proficient in math, reading, and writing but also have the breadth of knowledge that represents a well-rounded education for the AA degree and additional subject matter competencies for the AS degree.

In the area of vocational education, student achievement is recognized in a number of ways: one by the college for successful completion of courses, and the other issued by the program recognized by specific outside agencies who grant professional licensure and/or certificates in specialized areas of study.

Evaluation:

There has been extensive dialogue at the institutional level regarding math, reading and writing proficiency requirements for all students earning a degree or certificate at AVC. In addition, at the discipline level, faculty engage in constant discussions regarding students' needs and outcomes required for specific courses and programs.

We have just begun a discussion at the institutional level regarding information competency requirements for all students earning a degree or certificate at AVC. (Ref: II.A.14). Previous extensive discussions have taken place over the last few years regarding math, reading, writing and physical education graduation requirements. Since 1994, the college faculty have continually discussed and reviewed the critical thinking component for each of the college's courses.

The college should begin to discuss program level student learning outcomes for its AA and AS degrees.

Plan:

- Hold campus wide discussions about program-level student learning outcomes.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Description:

The college catalog (pages 17-18) states that general education (GE) is designed to introduce the students to the variety of means through which people comprehend the changing world. This philosophy reflects the conviction of AVC that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines.

As stated in the catalog (page 51) and according to Title 5 under academic and professional matters, the Academic Senate is given the responsibility to establish degree and certificate requirements. They do this based upon the recommendations of the curriculum committee, AP&P, which is a faculty-driven committee that meets bimonthly.

The philosophy and rationale for each of the general education areas (A-F) (Ref: II.A.2, pages 17-20) precedes the specific course requirements listed in the catalog. Students must complete a minimum of 21 general education units in the following specified areas—A. natural sciences (3 units), B. social and behavioral sciences (3 units), C. humanities (3 units), D. language and rationality (6 units), E. additional breadth (3 units), F. diversity studies (3 units). Diversity Studies is the only area not mandated by Title 5 Section 55806; this area provides additional breadth of study to the student. This area requirement has been in place for approximately 10 years and was developed through a campus-wide discussion regarding the definition of diversity study and the requirements for a course to meet the definition for this category.

Evaluation:

Through review of the Course Outline & Record, which includes course description, course content, and measurable objectives (SLO), the curriculum committee evaluates whether proposed courses meet the requirements for inclusion in

the general education areas. The college catalog clearly states the rationale and requirements for general education and with respect to each of the areas.

The area of Diversity Studies has grown tremendously over the past 10 years and contains courses from 13 different academic disciplines. (Ref: II.A.2, page 19) There has been some discussion at AP&P recently to bring the definition of Diversity Studies up to date, broadening it to become more inclusive and less prescriptive in nature.

Plan:

No plan.

II.A.3a An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Description:

In the catalog we have the definition for natural sciences, social and behavioral sciences and humanities; these definitions are based on Title 5 Section 55806. Courses are also aligned with California State University and the Intersegmental General Education Transfer Curriculum (IGETC) transfer requirements. (Ref: II.A.2, pp. 23-26).

When a course is submitted to AP&P for inclusion into general education, the course outline of record is closely scrutinized to ensure that it meets the definition of the particular general education area for which it is being proposed. If the course does not meet the

definition, it is sent back to the faculty for revision; lacking such revision, inclusion is denied.

With the Fall 2000 integrated Course Outline of Record format, assignments and tests are reviewed for their connection to measurable student objectives of the course. Instructors are required to design or revise courses with integration between the student learning objectives, assignments, course content and methods of evaluation. This integration ensures that student achievement is actualized through the number of students who successfully complete the course.

The measurable objectives (student learning outcomes) are verified by AP&P in terms of how well they fit the definition of the particular general education area for which the course is proposed.

Course outlines of record are periodically reviewed for content and methodology as part of the college's program review process every six years. Course outlines of record are also reviewed by AP&P whenever a new course is proposed or an existing course is revised or updated. (Ref: II.A.4)

Evaluation:

Successful students should be able to transfer their understanding to subsequent coursework, as demonstrated by successful completion of courses which build upon the understanding and application of previously learned concepts. However, data is extremely difficult to collect which substantiates the ability of students to apply their understanding to employment and other endeavors. Our CalWORK and

Work Force Investment Act participants are tracked for placement upon completion of their education program. Follow-ups on their placements are tracked up to nine months. The Nursing program is able to obtain information on pass rates from the Registered Board of Nursing, but this type of information is not available for other academic programs on campus.

Plan:

No plan.

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

Description:
Successful completion of three units of the oral and written communication courses offered in Area D1 (Language and Rationality) is required for development of written and oral communication skills. Scientific and quantitative reasoning are integral components of the courses included in Area D2 (Communication and Analytical Thinking), from which students are required to successfully complete 3 units for graduation. Critical analysis and logical thinking skills are infused throughout all of our courses as evidenced in course outlines of record. All of our classes are designed in accordance with the standards outlined as requirements in Title 5 Section 55802 and 55806—these include oral and

written communication, scientific and quantitative reasoning, critical analysis and logical thinking.

Courses include a variety of assessment techniques such as tests, papers, oral examinations and presentations, laboratory practical exams, skills demonstrations, performances, recitals, exhibits, portfolios and multimedia presentations.

Evaluation:

In developing all of our degree applicable and transfer level courses we meet all standards and requirements from Title 5. These specifications are included in the AP&P Standards and Practices Handbook provided to faculty who are developing courses. In addition, the Handbook outlines the SCANS competencies required for developing courses in the vocational programs. This process ensures that these courses meet collegiate standards.

Through using the AP&P Standards and Practices Handbook in the development of courses, we ensure that the expected skill levels are included in Course Outlines of Record under the section "Measurable Objectives" (SLO) and that these objectives are included in the methods of evaluation section of the Course Outline of Record. Although the current measures of student skills are effective, we continually strive to improve our ability to assess student outcomes. Grades and other written or oral evaluations are used to provide students with additional feedback regarding their progress in achieving the desired student learning outcomes in a course. Successful students

should be able to transfer the skills to subsequent coursework as demonstrated by successful completion of courses, which build upon the skills previously learned

There is a proposed graduation requirement of information competency currently being discussed at the Academic Senate and the AP&P committee which would ensure that information competency and the ability to acquire knowledge through a variety of means would be required of all of our graduating students.

Plan:

No plan

II.A.3c A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Description:

Incorporating the above qualities into the curriculum is determined at the faculty level where courses are developed, as well as at the college level where the categories for the graduation requirements are defined. Courses in Area B (Social and Behavioral Sciences) and Area C (Humanities) offer students ample opportunities to learn historical and esthetic sensibilities and willingness to assume civic, political, and social responsibilities. Successful completion of

three units from Area F (Diversity Studies) is required for graduation. Courses under Area F must specifically address racism, sexism, and issues of non-dominant groups in the state of California and the United States.

Students learn about being ethical human beings and effective citizens through a variety of opportunities including Literacy Tutoring, Work Experiences courses, the Foster Child program and Early Childhood Education courses. The Fire Technology program sends students out to work on local emergency fire situations. We also bring people to the campus to learn about interpersonal skills and social responsibility through courses and training programs provided by the Office of Corporate and Community Education.

The courses in the vocational education program, which are developed in accordance with SCANS competencies, also address ethical principles, interpersonal skills and effective citizenship within the work environment.

Evaluation:

We provide numerous opportunities across the campus through our programs and courses for students to learn what it means to be an ethical human being and effective citizen. We do not just house these concepts in one particular course or one particular discipline; instead, we approach these concepts through a variety of avenues. We cannot verify if students have developed these ethics. We can see if they attend

events such as Cinco de Mayo or volunteer in the community, but this information is not measured or used to evaluate the development of the student as an ethical human being and effective citizen.

Documentation could be collected using student exit surveys regarding experiential learning that the students have participated in which has helped them to expand their understanding of ethical principles.

Plan:

- Collect data on student experiential learning.

II.A.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Description:

All degree programs at Antelope Valley College require 18-33 units of focused study in a specific area. The AA degree in Letters, Arts and Sciences require an established interdisciplinary core of classes, including study in the natural sciences, social and behavioral science, humanities, language, and diversity. (Ref: II.A.2)

Evaluation:

The Chancellor's Office recently reviewed our degrees, suggested some changes be made in the wording in the catalog, which has been done and met their expectations.

Plan:

No plan.

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

Description:

Courses and programs are developed to meet some or all of the following standards and/or requirements:

- Title 5 requirements for credit courses;
- Measurable objectives around which the course is designed;
- The SCANS Skills and Competencies, as required by the Secretary of Labor for vocational courses;
- Recommendations from advisory committees representing business and industry, state regulatory boards, or other outside agencies;
- Exit exams (from outside agencies) that have established validity and reliability.

These requirements are written into the course outlines of record by faculty developing the courses. Thus when a student successfully passes these courses, they are prepared to meet external expectations and requirements.

The necessary requirements are written into the course outlines of record by faculty developing the courses. The curriculum committee (AP&P) provides many of these guidelines in its Standards and Practices Handbook. Other guidelines and criteria are provided by the advisory committees or outside

agencies. Thus when students successfully pass these courses, they are prepared to meet external expectations and requirements.

AVC currently tracks only the nursing students after they graduate from AVC. The Board of Registered Nursing reports the individual student's performance on the NCLEX-RN. (Ref: II.A.24) The exam is pass/fail, so the students do not get individual scores. We receive a report from the Board of Registered Nursing (BRN) every quarter with the students' performance and the aggregate data for the group that took the exam in the past quarter. The Board of Vocational Nursing and Psychiatric Technicians (BVNPT) reports the same information on a quarterly basis. The Emergency Medical Services Agency (EMS) of the Los Angeles County Department of Health Services sends us semi-annual reports about the performance of the EMT students on the County certification exam. The agency reports aggregate data. The Department of Health Services sends us reports on the performance of the certified nurse aide students' performance on the state certification exam. The BRN accredits the Associate Degree (AD) nursing program. It issues licenses to the AD nursing graduates so they can practice as registered nurses. The aid of the BRN is to assure the public that the person who has a license is safe to practice. The BVNPT does the same for the vocational nursing program, and the EMS agency grants certification to the EMT students who pass the county's skills and theory exam. The EMS agency also approves the EMT program, but it is not called an accreditation. The Department of Health Services approves our nurse aide and home health aide

courses. In order to track the success of its students on the examination, the Nursing program has an Excel spreadsheet on which they track the performance of the RN and VN students over the years. They also track placement of the nursing students informally. The instructors run into individuals at the local hospitals and catch up on where the students are working.

Evaluation:

AVC Nursing School Graduates have an extremely high pass rate (currently 94%) on the Registered Nursing State Board Examination. (Ref: II.A.24).

The college's Airframe and Powerplant program is also highly successful. Information for students' pass rates from 1998 to present on FAA written exams is available to the college from the FAA website. Airframe, Powerplant and General exams are required for those seeking Federal Aviation Administration certification as aircraft maintenance technicians. As of first quarter 2004 the two-year cumulative score in all three areas is rated at 100% with the FAA's national norm being 94 or 95% depending on the subject area. (Ref: II.A.25).

AVC is beginning to track students in other programs once they leave the college. However, outside of Cal-PASS (California Partnership for Achieving Student Success, a partnership of the California Community College Chancellor's Office and The Grossmont-Cuyamaca Community College Districts, (Ref: II.A.20) it is difficult to collect data from former students, employers, or outside licensing and certification

agencies because there is not a centralized mechanism that covers all employment situations or possibilities. This task would require a complex system of multi-measure surveys--sending them out and hoping for a meaningful return. The few times we have sent out follow-up surveys (primarily to former students), the rate of return was so low that it did not provide us with any useful information. What we do have, however, is a random but fairly consistent flow of anecdotal information from students that what they learned in our courses and programs was instrumental in their success when it came to their ability to find employment in their chosen field or to pass the tests required to gain a license or certificate.

Perhaps the college could begin to discuss methods to systematically track students when they leave the AVC campus in order to figure out if they transfer to other institutions of higher education, how well they succeed in other courses or on licensure examinations, and if they are successful in gaining employment in fields utilizing their educational background.

Plan:

- Investigate ways of tracking students as they leave AVC.

II.A.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a

course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Description:

The institution provides clear and accurate information for students and prospective students on certificates, degree requirements, and transfer policies in the college catalog. The college catalog (pp. 17-26) is available to the student in both printed and on-line formats. The information in the catalog is updated annually to ensure accuracy. In addition, each division supplies brochures outlining areas of concentration available to students. (Ref: II.A.26.). Certain degrees and certificates are also advertised through separate brochures. These are all available at the Student Services Center on campus. The Outreach Office uses these various sources of information as recruiting tools at off-campus events.

Since all degrees and certificate programs must be approved by the Chancellor's Office, their descriptions and the sequences of courses as well as their goals and objectives meet all of the state educational code requirements, based on the Program and Course Approval Handbook, 2nd edition, March 2003. (Ref: II.A.3). This information is listed throughout the catalog for each separate degree or certificate program once it has been approved.

Students also receive clear and accurate information about educational courses. Faculty are directed through deans and directors to provide their students with a syllabus within the first two weeks of the semester. Faculty are also required

by union contract to submit copies of their syllabi to their dean by the end of the second week of the semester. The Academic Senate has provided guidelines on syllabus preparation based upon the course outline of record. (Ref: II.A.1).

Within the Nursing program accrediting agencies require that all course objectives are part of the student evaluation of course procedure. In this way, faculty are indirectly held responsible by students for teaching all student learning objectives listed in the course outline of record. The business division also offers a course and faculty evaluation instrument for faculty to administer to their classes.

Evaluation:

Self-study survey results, regarding the accuracy, completeness and consistency of information from student services, suggest a difference in opinion between students, student services and non-SSV staff. One possible explanation is that the printed information on various programs and majors is out-of-date and inconsistent with what is available online, in the catalog and what counselors explain to students. (Ref: II.A.27).

The survey conducted for this self-study revealed that a clear majority of students received a syllabus for every course, and nearly as many stated that their syllabus clearly listed learning objectives (Ref: II.A.28 and II.A.29). Thus, it appears that most faculty provide their students with a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outlines of record.

For the first time, in 2001, the college created standardized guidelines for creating a syllabus. The Vice President of Academic Affairs made a request of the Senate that this be done. The task was forward to AP&P. The guidelines were reviewed by all faculty within in the divisions. Necessary revisions were made and then final guidelines were taken to the Senate for approval. They are included in the AP&P Standards and Practices Handbook. In addition, the Faculty Academy (Ref: II.A.23) has offered two workshops discussing creating a syllabus, assignments, and methods of evaluation with respect to the Course Outline of Record.

All faculty who are evaluated are required to submit written materials appropriate for evaluation. It is assumed that the instructor will furnish copies of syllabi for all of their classes to their evaluation committees (for probationary faculty) or peer team members (for tenured and adjunct faculty), but this is not specifically required in the faculty evaluation tenure and evaluation process. It is also assumed that the course syllabus will specifically follow the official Course Outline of Record, but that also is not stated in the Tenure and Evaluation Policy guidelines. There is currently no mechanism for ascertaining that individual faculty adhere to the course learning objectives. There is an ongoing discussion about incorporating this into faculty evaluation procedures.

Plan:

- Distribute, though the Academic Senate President, the guidelines for creating an effective syllabus to all faculty at the start of each

semester to ensure that new faculty are aware of this critical information.

- Update brochures on academic programs to ensure clarity, accuracy, and consistency.

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II.A.6a The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Description:

The Senate approved guidelines for accepting both traditional and nontraditional credit as transfer credit in 2000. These guidelines address accepting transfer credits from accredited institutions as well as from non-regionally accredited postsecondary institutions, foreign countries, and military and corporate training credit. (Ref: II.A.30)

The college has identified CAN numbering system equivalencies to facilitate transfer of course credits within postsecondary institutions in the State of California. The list of CAN number equivalencies is published in the college catalog on page 27 and 28.

An Articulation Officer works with individual campuses to establish

articulation agreements. These agreements are approved by institutional officials at the individual CSU, UC or private college/university. AVC courses are listed in-house on CAS (Computer Articulation System) a database managed and maintained by the Transfer Center. This system gives detailed information on articulation agreements with all institutions with which AVC has articulated courses. Our courses are also listed on "ASSIST" (Articulation System Stimulating Inter-institutional Student Transfer), an online state-wide database that can be used by students, faculty and staff, to verify transferability of course offerings to public institutions in California.

IGETC (Intersegmental General Education Transfer Curriculum) requirements and the CSU GE Breadth requirements are listed and reviewed annually by the Articulation Officer for the college catalog. Each course is designated as to its applicability to AVC programs and its transferability to the CSU or UC systems.   These designations are attached to each course description in the college catalog and also appear in each schedule of classes.

Students can make appointments with counselors/advisors at the Counseling and Transfer Centers to ensure that their proposed coursework is valid for transfer to a particular program. The counselors in these respective centers prepare a SEP (Student Educational Plan) for the student to follow consisting of a listing of courses which transfer directly into a specific program at an institution the student designates. These plans are held in a confidential student file and stored in

a secure vault or are available to officials with security access online.

Once a course outline is approved by AP&P and is designated by the AVC faculty as transferable to the UC system, the AVC Articulation Officer sends the Course Outline of Record to the Office of the President of the University of California System for review and approval of transferability. All courses designated by the AVC faculty as transferable to the CSU are honored by the CSU System and thus no further approval procedures are necessary. Should a newly approved course be designated as CSU GE and/or IGETC applicable, the AVC Articulation Officer will submit the COR for each newly designated course to the respective system for GE approval.

Articulation with CSU, UC and private institutions is handled in a similar manner. The AVC Articulation Officer works closely with the Articulation Officer of an individual campus. Once a course is received by the college/university Articulation Officer, the COR is forwarded to the appropriate department for evaluation. Once completed, the college/university Articulation Officer then communicates with the AVC Articulation Officer as to the courses status with regard to its transferability and equivalency. If approved, an agreement is drawn up and signed by officials from both AVC and the specific institution. The course is then entered into ASSIST by the college/university Articulation Officer. The AVC Articulation Officer enters the information into CAS for use by faculty, staff and students.

Some universities do not require a signed

agreement. The university just sends notice and confirmation that a course is accepted by them. This procedure is used because campuses at both the UC and CSU have a mandate from their executive administration that they are to articulate the 20 most popular majors with all California Community Colleges; therefore the process has been modified and streamlined to further accommodate this mandate.

The AP&P Committee has informed faculty in each division about the IMPAC Project (Intersegmental Major Preparation Articulated Curriculum) which has been ongoing for several years across the state. This project invites faculty from the three systems (CSU, UC, and CCC) to discipline-specific meetings to review and discuss curriculum issues that would help facilitate student transfer. Some AVC faculty have taken part in these discussions and report back to their colleagues any information necessary to keep our courses up to date. (Ref: II.A.31).

Evaluation:

The process for articulation of a course, as currently streamlined, is working well, according to the AVC Articulation Office. Recently, however, the question of timeliness has come up regarding how often courses are submitted for articulation.

Plan:

No plan.

II.A.6b When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Description:

The creation and, therefore the elimination, as well, of courses and programs is a principal charge of the faculty. Each division periodically considers whether courses should be offered or are categorized as obsolete and should be removed from the college catalog. The Academic Policies and Procedures Committee also reviews major changes to and elimination of programs, with the input of Division representatives, counselors, and the Transfer Center. Changes mandated by the State Chancellor's Office as well as the California State University and University of California systems are also reflected in changes to the programs at the community college level.

At the beginning of their college careers and as part of the matriculation process, incoming students are encouraged to meet at appropriate intervals with a college counselor. An educational plan is arranged and the student is kept apprised about how he or she is doing in adhering to that plan. Changes in programs and course offerings are communicated to the student at that time. Changes are also reflected in the college catalog and schedule classes. Faculty also advise students of changes to their respective programs.

Evaluation:

The Senate created a subcommittee to develop a program discontinuation policy. The committee was to be made up of faculty members and administration. However, they have not yet begun their task. The Senate needs to appoint faculty to join with the already designated VP Academic Affairs and Senate President in order to implement the program discontinuance policy.

The matriculation committee discusses the educational plan process and feels that it meets matriculation regulations as well as the needs of our students.

Plan:

- Develop a Program Discontinuation Policy.

II.A.6c The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and service.

Description:

The relevant parts of the college catalog are annually reviewed by faculty within each division. Revisions and updates of Course outlines of record are prepared by faculty and division AP&P representatives. These revisions and updates are presented

to AP&P, thus guaranteeing that there is consistency between objectives, content and evaluation methods. The catalog, schedule of classes, and other college publications are reviewed periodically by staff in the Office of Academic Affairs, Office of Public Relations, and Outreach programs. AP&P works closely with the Academic Affairs Office with reviewing and revising all relevant sections of the catalog with regards to curriculum and academic policies. (Ref: II.A.32)

The college's catalog and schedule of classes as well as other college publications have been available through the college's website for only about a year. Ideally, every official page for the college's website is reviewed by the Office of Advancement and Research, since they are perceived as electronic publications. The process calls for reviewing the content before being posted initially. Most divisions and departments have designated a specific person as their web content manager, and the college's web administrator provides assistance and support to these people.

The college annually publishes a Fact Book (Ref: II.A.10) that lists the number of degrees and certificates awarded each year. The local newspaper used to publish the names of graduates, but no longer does this for any public institution. The newspaper does publish a general story about our graduation, without naming individual students. The Office of Public Relations does provide specific information to the newspaper, however. The Office of Public Relations from time to time distributes to the press stories about student achievement at the college. The information is released each year in a timely manner, coordinating with the end

of the Spring Semester, and is therefore current information.

The nursing program holds a pinning ceremony for its graduates each semester, and sends an article to the local newspaper with the names of the new graduates. Many of the athletic teams hold public banquets at the end of their seasons to recognize their players. The GED Program has held a Recognition Ceremony for the past two years where the students receive public recognition for finishing the coursework and passing the GED Test. The students receive certificates of recognition at this ceremony. The Business and Computer Studies Division conducts a graduation ceremony every semester for the students completing the Business Cohort Program.

Evaluation:

Updates of information presented on the college website are proving to be a challenge. There is currently no systematic procedure regarding updating of web pages. If outdated information comes to the attention of the Office of Advancement and Research, that office calls upon the person responsible for that page to initiate an update or remove the information entirely. Similarly, individual committee chairs or employees will often notice web pages that contain outdated information. There needs to be a central referral point to which all concerns can be directed. There is also a need for system wide procedures and accountability for periodic review and updating of information on the website.

The Public Relations Office prepares releases for the local media and works carefully to ensure that they provide

accurate information. We recognize that the college has no control over what the local newspaper will print or not print in its paper. The Senate several times has discussed the need for the local newspapers to publish articles that are more positive about the college, highlighting the success of the college and the professional accomplishments of its faculty. (Ref: II.A.18).

At the March 18, 2004 meeting of the Information Technology (IT) Committee, members approved a motion to recommend a final draft of the Web Page Development Procedures, developed by the Committee, to be adopted by the District. Over time, as these procedures become standard practice throughout the District, they should ensure that documents posted to the web undergo a regular review process. The designated people within each division or area who update the website need ongoing training in procedures for web page development

Plan:

- Offer additional training for web page development.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic history, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Description:

The AVC Academic Senate passed a Policy on Academic Freedom in October 1999. This policy asserts that "freedom of expression is a legal right protected by the Constitution of the United States" and is "a right of all members of the faculty… and of all students." This Policy on Academic Freedom is in the faculty contract and has been adopted by the governing board of AVC. The policy is referred to in Board Policy Section 4461.7 with further reference to the Collective Bargaining Agreement.

The student complaint procedure was discussed at Senate and can be found in the college catalog (pages 48-49) and in the Student Handbook.

Evaluation:

Twice since we adopted the policy the Senate has reviewed it but has not found it necessary to make any changes to the policy. In addition, on the recent self-study survey document (see Tables 3 and 3a for a more in depth analysis of the data) faculty generally agree that Academic Freedom is respected and protected on campus. Therefore it seems to be working well at this college. (Ref: II.A.33).

Plan:
- Insert the Policy on Academic Freedom in the college catalog and in the Student Handbook.

II.A.7a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Description:

The AVC Academic Senate passed a Faculty Code of Ethics Statement (Ref: II.A.34) in May 1994. Academic responsibility is part of the AVC Code of Ethics, and has as a basis three primary principles (the faculty are "We" in the following statements):

1. We respect the dignity and rights of all people,
2. We strive for honesty in education, provide an environment in which learning is stimulated, and document how we know what we know,
3. We carefully consider the consequences of our actions in order to protect ourselves and the educational mission of the college.

These ethical standards are designed to provide guidance to the faculty in interactions with students as well as colleagues.

Evaluation:

The Code of Ethics has been discussed at the Academic Senate a number of times and in each division through the Division's reports by senate representatives, and through the Faculty Academy. Additionally, adherence to ethical standards is inherent in the faculty evaluation process. (Ref: II.A.35). There is also a Student Complaint Process described in the college catalog and in the Student Handbook. Through these means, both peers and students can raise concerns about faculty ethics with the faculty as well as supervising administrative personnel. There is no way to know for certain that all faculty adhere

to the Code of Ethics at all times, but these mechanisms do provide recourse for concerned individuals.

In the recent Accreditation Self-Study Survey, approximately half of all respondents felt that faculty and staff distinguish between personal convictions and proven conclusions (Table 4a).

Plan:

No plan.

II.A.7b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Description:

The Student Code of Conduct is included in both the College Catalog and in the Student Handbook. The Student Code of Conduct Policy from the Board Policy Manual is stated in its entirety in both of these documents. The Student Handbook is available to all students for free, and is available at the Information Desk as well as at tables throughout the campus during the first week of classes. Additionally, the Academic Senate has suggested all faculty members include the statement on plagiarism in all course syllabi. (Ref: II.A.36) In the event that there is a student discipline issue, an ad hoc Academic Senate Student Discipline Subcommittee is assembled to resolve any issues that are presented.

Evaluation:

The most recent revision of the Student Code of Conduct was a collaboration

References

Notes

II.A.1   AP&P Standards and Practices Handbook
II.A.2   AVC College Catalog
II.A.3   Program and Course Approval Handbook, 2nd edition, March 2003
II.A.4   Program Review Policy
II.A.5   AVC Educational Master Plan
II.A.6   Workforce Investment Act document
II.A.7   Update from Board Meeting June 8, 2004
II.A.8   UC Office of the President Corporate Students Database
II.A.9   Sample Course Outlines of Record
II.A.10   2002 Fact Book
II.A.11   AP&P College Mission Memo Oct 9, 2003; Academic and SPBC minutes
II.A.12   AVC Self-study survey: Table 14
II.A.13   Cal Works survey for Business and Computer Studies Division
II.A.14   AP&P Action Plan
II.A.15   FLEX Offering Booklets (all years)
II.A.16   Schedule of Classes
II.A.17   AP&P Minutes
II.A.18   Academic Senate Minutes
II.A.19   National Student Clearing House homepage
II.A.20   Cal-PASS home web page
II.A.21   Course Revision and Update Memo, March 2003
II.A.22   Chancellor's Office Program and Course Approval Handbook
           (March 2003)
II.A.23   Faculty Academy Course Offerings (2001-2002, 2002-2003,2003-2004)
II.A.24   NCLEX-RN Pass Rates Document
II.A.25   School Norms Report from FAA
II.A.26   Publicity Brochures
II.A.27   AVC Self-study Table 4a
II.A.28   AVC Self-study Table 20a
II.A.29   AVC Self-study Table 20b
II.A.30   Traditional and Non-Traditional Credit document
II.A.31   IMPAC Books
II.A.32   Catalog Revisions Memo May 2004
II.A.33   Academic Freedom Policy
II.A.34   Faculty Code of Ethics Statement
II.A.35   Faculty Tenure and Evaluation Policy
II.A.36   Sample Syllabi

Interview Notes

Interview Notes

STANDARD II Student Learning Programs and Services

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Introduction

The primary mission of Student Support Services is to provide effective, efficient matriculation services and to make a student's transition into college, transfer to another institution, workforce preparation or self development a positive and instructive experience. The programs and services in Student Support Services monitor a student's progress throughout his or her academic career, and a multitude of services may be used to insure successful completion of the student's goals. Student Support Services is committed to the open access community college philosophy.

In support of the college mission that includes "student success and student-centered learning," faculty and staff are committed to providing a comprehensive

group of student support programs that assist students throughout their educational experience at the college. These support services strive to be sufficient in quality and scope so that students have opportunities to learn and progress in a supportive learning environment, are effectively assisted with the key services of Matriculation (orientation, skills assessment and placement, counseling), and receive adequate access to college programs and services.

The Student Services' staff and faculty that insure access, progress, learning, and success are housed in the following offices:

- Admissions and Records: Registration, Transcripts, Graduation Evaluation,
- Assessment Center,
- Associated Student Organization,
- CalWORKs,
- Career Center,
- Counseling Services,
- Disabled Student Services,
- EOPS,
- Financial Aid,
- Health Services (Care-a-Van),
- Human Development classes,
- Information and Welcome Center,
- Job Placement,
- Outreach and Enrollment Services: Student Ambassador

Corps,
- STAR (TRIO Program),
- Student Development and College Activities,
- Transfer Center,
- Veteran's Office.

A wide array of related student learning programs and services discussed in section II.C of this report are also under the umbrella of Student Services and link closely with the previously listed student services to even more successfully enhance student progress, learning, and success:
- Basic Skills: GED/Journey (non-credit basic skills),
- Instructional Multimedia Center,
- Learning Center,
- Library.

Meaningful on-going dialogue about how best to help students is a consistent thread that runs through all of the programs in Student Services. The personnel in Student Services participate on advisory committees (DSS, CalWORKs, EOPS, Transfer Center, Writing Center) (Ref: II.B.1) or appeals committees (Financial Aid Appeals Review Committee, Counseling Appeals Committee for Dismissals, Discipline Appeals Committee) where discussions on student conduct and issues related to retention and student success are discussed, revised, and implemented.

Opportunity for exchange of ideas and examination of information/data is provided at the various staff meetings, and through such standing committees as Matriculation, Student Success, Assessment, Enrollment Management, and Banner Student. Counselors participate in the Academic Policies

and Procedures Committee (AP&P), Honors Committee, and counselors from Athletics, EOPS, Counseling Services, Outreach and DSS jointly are represented on the Academic Senate. The Director of Counseling and Admissions and Records, the Transfer Center Coordinator and the AP&P representative use email extensively to convey changes in information and to stimulate discussion of issues. Campus-wide discussions about activities and annual events regularly occur at the committees for Graduation, Open House, Cinco de Mayo, and Black History Month. While some of these discussions and exchanges of ideas are not as data-driven as they could be, the issues surface and the dialogue forces considered attention on issues that directly impact student success. (Ref: II.B.2).

II.B.1 The institution assures the quality of Student Support Services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission statement.

Description:

Regardless of location or means of delivery, the programs in Student Services contribute to student-centered learning and support students throughout their educational careers at the college. The college makes every attempt to facilitate entry into the college by promoting available services in a printed Schedule of Classes. Over 100,000 of these schedules are distributed free each semester to every postal patron in the greater Antelope Valley. They are also distributed at all Outreach events. This schedule contains

a printed copy of the application form in English and Spanish, a copy of the Board of Governor's Fee Waiver Application for those who need financial assistance, directions on how to register, and notification of important timelines, policies and procedures. (Ref: II.B.3). Additional copies of the ninety-five page class schedule are available on campus at the Welcome Center, the Marauder Bookstore, and welcome tables during the first week of classes.

The college Web site (www.avc.edu) also provides online access 24 hours a day, 365 days a year to the schedule of classes, the catalog, hours of operation and information about available services that support student learning. (Ref: II.B.4). Potential students can access the admissions application and forms for financial aid and other critical services on the web, and they can register in person, online or by phone in accordance with a priority registration system. Web traffic has significantly increased since the inception of the online registration system, and 88% of the students surveyed in the 2002 Program Review Student Satisfaction Survey indicated satisfaction with the 2002 level of services. (Ref: II.B.5).

By the end of summer 2004, Admissions and Records will be able to provide students the option of submitting an online application for admissions. The Assessment Center is moving forward its plans to provide assessment testing at selected local high schools as soon as it is available from ACT to make assessment testing more convenient for incoming students. Moreover, by fall 2004 Counseling Services will complete

the development of a new web-based orientation program for students who have difficulty attending campus-based orientations.

As part of a planned remodel of Student Services, computers were placed in the lobby for new and returning students who are on campus and need easy access to register, add and drop classes, view their grades, print their schedules or grades, or gain access to one of the many Student Services forms now available on the web for student convenience. For those who need computer assistance, students from the Student Ambassador Corps are employed to provide hands-on assistance to students who need assistance with learning to use online resources or have a simple question. Outreach personnel, faculty, administrators, and Student Ambassadors staff information tables at key locations around campus during the first week of every semester to answer questions and help students locate classes, distribute maps and copies of the Student Handbook, hard copies of the Schedule of Classes and other materials about support services. (Ref: II.B.6).

In fall 2003, a new open lab with day, evening, and Saturday hours was added to the second floor of Student Services to facilitate increased use of college web services, to facilitate the printing of schedules from the web and to increase access to word processing. In addition to the Learning Center, students can now use this lab to complete computer assignments, type papers, print library electronic resources, access tutorials for math or writing, or access the Internet.

When the college expanded for one

semester to a site in the south part of the valley in 2001-2002, the Division of Student Services made every attempt to make information and forms readily available to students. Financial aid and admissions applications forms, FAFSA forms, copies of catalogs and printed schedules with information about programs and policies were placed in the lobby of the new site. The Outreach Office distributed copies of the schedule with copies of the admissions application and fee waiver forms at numerous events at the Antelope Valley Mall and at south valley community events. These efforts will be replicated when the college restores its south valley services in fall 2004, and an evaluation of student services is planned to determine what other services are needed to assist students.

To enhance delivery of services to the South Valley Campus, computers were added to the South Valley lobby to make on-line registration easier. College administrators were enlisted to staff the information counter both day and evening hours and a Corporate and Community Education staff member was housed at the new site to provide information on non-credit classes and training programs. The IMC developed and implemented a plan to equip each classroom with VCRs, and a smart cart equipped with a laptop computer and data projection system was placed in a secure area for faculty use. The Library created new electronic resources that were specifically targeted to address access issues at the South Valley Campus and for students to have access from home. Moreover, the Student Services staff created a large book containing information and flyers about all campus services so that the staff

and administrators on duty could provide contact information and up-to-date information about campus services. These services plus additional web-based options are planned for this location away from the main campus.

Personnel in the programs and services of Student Services continuously work at providing services to support learning and enhance retention as the student progresses through the educational experience. One of the most important institutional mechanisms developed to help students become more successful has been the creation and implementation of the institutionally-designed priority registration process. (Ref: II.B.7). This integrative model, based on solid retention principles, requires a student to complete all matriculation components in order to receive the highest priority registration. This model, discussed, reviewed, and approved by the Matriculation Committee, requires a student to complete an application, take an assessment test, attend an orientation with information about all support services and see a counselor to complete a Student Education Plan (SEP) in order to be given an early registration appointment. Incoming high school seniors who participate in the Outreach Office's targeted program for high school seniors automatically also complete all components as part of the outreach process. (Ref: II.B.8). Since the inception of this retention-based model for priority registration, Counseling has also seen an increase in the number of continuing students who desire a higher priority registration date and actively pursue the completion of all matriculation components to do so.

Another effort provided by the college to enhance student learning regardless of location is handled by the Outreach Office. On a routine basis, the Outreach faculty member meets off campus with the head counselors of the local high schools so that linkages with the feeder high schools of the greater Antelope Valley are improved, questions are answered, and information is quickly conveyed regarding any enhancements or changes at AVC for incoming high school students. (Ref: II.B.9). Once a year the Outreach Office also invites high school counselors to the campus to meet key campus personnel for a day-long workshop on new programs, available support services, and new opportunities for incoming freshmen. At a working lunch, high school counselors also have an opportunity to dialogue directly with AVC counselors to clarify questions and concerns regarding entry into the college or concurrent enrollment. (Ref: II.B.10). Moreover, to support the Outreach Office's efforts, AVC counselors travel to the local high schools to create SEPs for all incoming high school seniors who are a part of the Outreach Office's targeted program for high school seniors. (Ref: II.B.11).

The high school yields for recruitment by the Outreach Office have steadily increased over the past few years. In 2000, the number of high school students who matriculated at AVC through the efforts of the Outreach Office was 1125 (30%); in 2001, 1132 (29%); in 2002, 2052 (57%); in 2003, 2459 (70%). (Ref: II.B.12). The Outreach Coordinator, a Financial Aid representative, and the Transfer Center Coordinator participate in College Night, an annual event held

by the high schools to inform students about potential college selection. These and other student-centered services are part of the "students first" philosophy that is at the heart of the college's Mission Statement. (Ref: II.B. 13).

With the assistance of the Office of Institutional Research, the Outreach Coordinator conducts evaluation of Outreach efforts (Ref: II.B.14) every year. She solicits informal feedback from incoming students and feeder school counselors about what information students need and want to know as they consider entering college and how the college might better provide this information. The Outreach Coordinator discusses with the Enrollment Management Committee members this informal feedback to assist the committee's task of developing a comprehensive institutional approach to managing growth and resources to ensure student access and success. (Ref: II.B.15).

Evaluation:

Overall, the college is successful in its attempt to insure that regardless of location or means of delivery, it is helping students reach their goals. Initial work on an online degree audit systems called Curriculum Planning and Program Advising (CAPP) for native students with no transfer credits has been completed, though field-testing is still in progress for this procedure. Final testing for online application forms is occurring in early summer 2004 and online assessment testing at remote sites is planned for 2004-2005. Web services have increased, web-based delivery of forms and information has increased, and online registration is

scheduled to replace voice recognition and become the primary mode of interaction for registration. Several individuals in Student Services have been appointed as web heads and are currently quite proficient at posting and updating information on the Web to maintain currency of information.

The Outreach Office has extended the reach of the college into the community in numerous ways and has made significant progress in increasing outreach efforts for high school seniors from local area high schools. These efforts have helped the Enrollment Management Committee to improve its efforts at targeted growth and development of increased access.

At this point, a majority of Student Services personnel continue to use direct student feedback as their most powerful tool in determining that they are providing adequate access to services. Such instruments as the Noel Levitz Satisfaction Survey in 1998 and 2002, the evaluations of services conducted during program review (Ref: II.B.5), and the Accreditation Self-Study Survey (Ref: II.B.16) provide data for evaluating access. Other evaluative tools like suggestion boxes, ongoing program evaluations and satisfaction surveys (Job Placement, Outreach, Financial Aid, Counseling, Student Activities) also inform the process of making certain that support services are linked to the students they serve and are providing for student needs. Ongoing evaluation of access issues needs to continue and an evaluation of access to programs and services at the South Valley site needs to be developed.

Student Services will phase out the

voice registration system, implement the online application option for admission and create an online orientation. The Assessment Center will implement onsite COMPASS assessment testing at selected high schools and work with these schools to test and evaluate thoroughly. Counseling will continue to review, test and refine the degree audit system for native students (CAPP). Moreover, the division will work in concert with the Office of Institutional Research to refine ways to measure the effectiveness of recruitment efforts, the efficacy of Web-based approaches, and continue to measure student satisfaction with Web-based approaches. Web heads in Student Services will be provided additional web training regarding standards, and personnel within Student Services who use the Banner system will be provided additional Banner training to improve their skill levels.

Plan:

- Implement online application option and online orientation.
- Evaluate recruitment and registration approaches.
- Implement onsite assessment testing at local high schools.

IIB.2 The institution provides a catalogue for its constituencies with precise, accurate, and current information concerning the following:

a. General Information
  - Official Name, Address(es), Telephone Number(s) and Web Site Address of the Institution
  - Educational Mission
  - Course, Program, and Degree

Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

b. Requirements
- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students
- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

d. Locations or publications where other policies may be found

Description:

Antelope Valley College publishes a catalog (Ref: II.B.17) every year that is available for purchase at the minimal cost of $2.75 at the Marauder Bookstore. The catalog is reviewed and updated annually by all deans in Academic Affairs and Student Services and by all directors or coordinators of programs and services that are listed in the catalog. The co-chairs of the Academic Policies and Procedures Committee also review curricular changes to insure that changes in prerequisites,

programs or certificates are current and accurate.

a. General Information: The college address, phone number and Web address are listed on the first page of the catalog. A table of contents appears at the front of the document (p. 7), the college Web address and phone number are printed in a header of the first section of the publication and an index (pp. 310-313.) and map of the college (p. 314) are printed at the back. A glossary of college terms (pp. 37-38) is also included for those who are unfamiliar with terminology related to college policies and procedures, but this glossary was previously not located near the front of the document in the 2003-2004 Catalog so it has been moved close to the front in the 2004-2005 Catalog.

The college mission is included in the catalog along with information about the philosophy, vision, values, practices, strategic goals, governance and a brief history. In the 2003-2004 Catalog, this information appears on pages 52-54 of the document, but it has been given a more prominent location at the front in the 2004-2005 Catalog and will appear for the first time in the front of the 2004-2005 Student Handbook as well.

The 2003-2004 Catalog contains descriptions of all courses, programs, certificates and degree offerings (pp. 55-299). Beginning with Administration of Justice, a general definition of the discipline is provided at the beginning of each area, and staff for the area, career options, certificate programs for the area if applicable, and associate degree requirements are detailed along with

information about where to find assistance with transfer. Each discipline also provides information about satisfactory completion of prerequisites.

Although the 2003-2004 Catalog does not include the academic calendar, the 2004-2005 Catalog has been revised to contain this information. The academic calendar routinely appears in the Schedule of Classes and the Student Handbook. AA/AS programs in the catalog suggest a plan of study and detail which courses students should be taken each semester for completion of the program. Representative examples include Environmental Horticulture, pp 63-64; Business Administration, p. 99; Fire Technology, p. 185; Music, p. 232; Nursing pp 245-246; and Real Estate, p. 286.

While the full version of the academic freedom policy is stated in board policy, the 2003-2004 Catalog does not include the policy. The 2004-2005 Catalog will include an abbreviated version of the policy with a reference to the expanded version in board policy.

Information on all campus services, including financial aid and learning resources, is listed alphabetically in a section entitled "Campus Services" on pp. 29-35. Financial aid information and explanations of financial aid priority deadlines and eligibility requirements are located in a section labeled "Financial Aid" (pp. 31-32). Refund information regarding financial aid is listed on page ten under the section entitled "Federal Refund Policy". On pp. 32-33, each learning resource program, service, or lab is described under its own subheading under

the section labeled "Learning Center." Information concerning the Learning Center's ESL lab support is written in both English and Spanish. Related information about student organizations, student representation fees, student activities and opportunities for student participation in campus governance follows the section on campus services and appears under a separate heading labeled "Student Organizations and Activities."

The names of all senior administrators, other administrators, and academic divisions appear at the beginning of the 2003-2004 Catalog (pp. 5-6), while the names and credentials of all full time faculty and administrators are listed at the end, followed by the list of all classified staff members and their departments. Full time and adjunct faculty associated with the disciplines are also listed with each program area. A list of all board members with their designated positions is also located on page five.

b. Requirements: The first section of the 2003-2004 Catalog (p.8), labeled "Admission and Registration," details information about admissions, the registration process and residency requirements. In the next section labeled "Matriculation" (pp. 12-14), the overall process of matriculation at the college beginning with admissions is outlined to provide students a broader understanding of the steps needed to matriculate successfully at the college. Student rights and responsibilities are carefully outlined as are the permissible exemptions to the matriculation components.

Information regarding enrollment fees (pp. 9-10) is clearly laid out in the

information in the section labeled "Admissions and Records." Fee information regarding nonresident tuition, instructional materials, parking permits, Associated Student Organization fees and student representation fees is provided. The Family Educational Rights and PrIV.Acy Act of 1974 also appears at the end of the section pertaining to admissions.

Information about degree requirements (pp. 17-22) and application for graduation (p. 17) are explained in the section labeled "Graduation/Associate Degree Requirement." General information regarding preparation to transfer to a four-year institution is presented and specific transfer information related to transfer to a UC or CSU appears in a section labeled "Transfer Information" (pp. 23-26). Students are encouraged to contact the Transfer Center for additional information.

c. Major Policies Affecting Students: In the section labeled "Academic Policies/ Programs" (pp. 39-51), the 2003-2004 Catalog informs students about academic policies and procedures such as the grading system, credit/no credit options, withdrawals, drops, audits, Dean's and President's Lists, independent study and conditions for repeating a course.

Within the section labeled "Academic Policies/Programs" under the subsection entitled "Student Discipline/Conduct" (p. 44), the Academic Dishonesty Policy is detailed in the academic violations section along with specific kinds of other conduct violations that can lead to suspension: general college

violations, behavior violations, substance violations, and weapons violations. To better identity the academic dishonesty policy in subsequent catalogs, this term is also defined in the glossary in the 2004-2005 Catalog with a page reference to the broader discussion. Information about the various levels of discipline are presented and student due process for this and other violations is outlined.

Acceptance of transfer credits is detailed in the subsection labeled "Credit Transferred from Other Institutions" (p. 41) and information about credit by exam, AP credit, CLEP credit and credit for military training are also included. Information on academic probation, dismissal/removal from dismissal, and reinstatement is also clearly explained on pp. 33-34.

At the beginning of the 2003-2004 Catalog, the college clearly identifies its non-discrimination policy, open enrollment policy and complaint procedure in both English and Spanish. Under the section labeled "Academic Policies/Programs" (pp. 39-51), the open enrollment policy (p. 39) is reiterated as is the policy for discrimination of any kind based on race, color, national origin, sex (sexual orientation), disability or age (p. 49). A general definition of sexual harassment, specific examples, provisions for filing a complaint, and contact information are clearly identified (pp. 49-50). Provisions for resolving complaints regarding grades or concerning faculty members in instances other than discrimination or sexual harassment are outlined as well (p. 48).

Information regarding refunds of all kinds

is clearly specified in the information in the section labeled "Admissions and Records" (pp. 9-10). Refund information includes not only refunds for enrollment, but information about expenses and refunds for nonresident tuition, instructional materials, parking permits, Associated Student Organization fees and student representation fees. Information about repayment of Title 4 Federal Aid funds is also included.

d. Locations or Publications Where Other Policies May Be Found: While the catalog is available at a minimal price and is posted on the web for easy access, the college prints other documents that are helpful to students as well at no cost whatsoever. The college prints over 100,000 copies of the Schedule of Classes. (Ref: II.B.3) and mails one to every postal patron in the Antelope Valley every semester. This publication contains a campus map, academic calendar, registration information, information on priority registration, information about completing the matriculation components, exemptions to matriculation requirements, limitations on enrollment, and IGETC and CSU requirements. General course descriptions, prerequisites and corequisites are also detailed in the Schedule of Classes. Graduation information and graduation deadlines, the nondiscrimination policy and complaint procedure, and the prerequisite challenge process are also detailed in the Schedule of Classes.

Each year the college also publishes 10,000 copies of the Student Handbook (Ref: II.B.18). This document serves as a free academic planner for students and at the same time provides the critical

academic calendar dates and deadlines, dates of campus events and helpful information about campus support services. It includes the Student Code of Conduct and provides a quick listing from A-Z of information relevant to students. Free Fact Sheets (Ref: II.B.19) located in the Student Services lobby provide information about individual college programs; however, the information in some of these one-page documents is not always updated in a timely manner to match the catalog information. The academic calendar for the academic year is published in the Student Handbook, and the calendar for each semester is published in the Schedule of Classes.

Evaluation:

The printed catalog is a readily accessible document that contains a wealth of current information for students; however, the college needs to make certain that the Web version of the catalog is systematically updated each year when the printed version goes to print. The catalog is reviewed on a regular basis for accuracy and currency, but a team of Student Services and Academic Affairs staff need to review the catalog to insure that the information is precise, accurate, and current and that all revisions and academic changes are updated in every instance. Changes in the Academic Policies and Procedures Committee regarding academic policies need to be systematically incorporated in the catalog, Student Handbook, Fact Sheets and Schedule of Classes to insure consistency in the information being distributed. The catalog itself could benefit from changes in layout and restructuring of information to afford students and faculty greater ease

in finding information. The related Fact Sheets provide additional helpful free information on programs and certificate programs, but they need to be consistently updated to maintain currency.

Throughout the2004-2005 academic year, all relevant college personnel should work with the newly hired Coordinator of Publications to create a coordinated team that will each year review and revise the catalog's layout and structure of information as appropriate. This team should work to ensure that the catalog, Fact Sheets, Student Handbook, and Schedule of Classes remain as consistent as possible. This team should also work to review and revise the Fact Sheets so they are more informative and more useful for both marketing and advisement.

Plan

- Evaluate and revise the catalog, Fact Sheets, Student Handbook, and Schedule of Classes to ensure consistency and accuracy.

II.B.3 The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3a The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Description:

Typically students have their initial contact with Antelope Valley College

through the efforts of the Outreach Office, the Schedule of Classes mailed to each postal customer in the valley, self initiated calls to the Information and Welcome Center, the Web site, word of mouth, referral from a community agency, or participation in a cultural or athletic event sponsored by the college. As part of the college's targeted enrollment management efforts, the Outreach Office targets local high school students at their school sites and annual College Night and targets community members at local festIV.Als, parades, the Antelope Valley Fair, the Poncilan Square, visits to Grace Resource, Greater Avenues for Independence (GAIN), Homeless Shelters, senior centers and formal presentations at a host of other community venues. Some prospective students are walk-ins who make initial contact with Admissions, while others call Financial Aid or write and ask Information and Welcome Center for information. Regardless of the way students make first contact with the college, the college responds with a wide array of services to meet their needs.

For those who are in financial need and must have support to even consider postsecondary education, the college offers Financial Aid services. Such well-advertised events as the 2003-2004 Cash For College drew large numbers of students from local feeder high schools and from all over the valley. Financial Aid makes every effort to get information and assistance into the hands of those who need to apply for aid by offering orientations (Ref: II.B.20) during day and evening hours and by providing

workshops for providing assistance with filling out the FAFSA application (Ref: II.B.21) and loan documents (Ref: II.B.22) Assistance with completing applications for aid is also provided at the Financial Aid counter during day and evening hours. Student satisfaction surveys conducted during program review indicate that students are quite satisfied with these and other efforts conducted by Financial Aid (83.3% satisfaction).

Several programs provide increased access to special targeted populations. EOPS/CARE recruits at all Financial Aid Orientations and High School Orientations conducted by the Outreach Program. (Ref: II.B.23). CalWORKs serves students who are referred by GAIN for short-term vocational training to facilitate in the transition from welfare dependency to economic independence. GED and Journey collaborate closely with CalWORKs (Ref: II.B.24) and the One-Stop Center to bring referred students to campus to participate in a special week-long orientation program to familiarize them with campus resources and college expectations, to assess their skill level, and to assist them with registering for classes. (Ref: II.B.25). Student Transition and Retention (S.T.A.R.), a federally-funded TRIO program that assists promising students one-on-one, targets 160 students per year, providing instructional support services, peer/faculty mentoring, and cultural enrichment activities. Like EOPS, S.T.A.R. recruits prospective students at the High School Orientations. S.T.A.R. also distributes flyers around campus to attract additional new participants. (Ref: II.B.26). In the program review student satisfaction survey conducted in 2002, the majority of students reported

satisfaction with both EOPS (78.6%) and CalWORKS (75%). The S.T.A.R. program was not evaluated in 2002 because the program was just beginning.

Disabled Student Services has continuous contact with high school counselors regarding their disabled students and provides a special transition visit to familiarize prospective disabled high school students with campus services. (Ref: II.B.27). DSS also offers new and returning students a month of appointment times during convenient day or evening hours to receive advisement in preparation for early registration. (Ref: II.B.28). Moreover, some DSS staff sign and DSS constantly recruit trained interpreters to address the needs of deaf students. DSS and ITS collaborate to provide special help with assistive technology for increased access for students who are blind. DSS collaborates with ITS to train staff and faculty in the Library and Learning Center in the use of assistive technology to address special student needs. The student satisfaction survey conducted during program review for DSS confirms that these kinds of services meet student expectations (86% satisfaction).

The Career/Transfer Center provides appointments with students who are entering and need specific transfer information. The transfer specialist helps students to map out transfer goals and understand the unique complexities of transferring to a four-year college or university of their choice. For those students who are undecided about where to transfer and want to assess the various options, the Career/Transfer Center provides opportunities for students

to conference directly with a college representative during scheduled visits to the campus. (Ref: II.B.29) or at Transfer Day, an event that brings college and university representatives from all over the area to AVC. (Ref: II.B.30).

The Career/Transfer Center also helps students who want to explore career opportunities by providing such resources as web-based Discover and Eureka accompanied by a follow-up appointment with a counselor who specializes in career exploration and career planning. Appointments are also available for entering students who are undecided or wish to explore a change in careers and need assistance with clarifying a career goal to assist them in defining a major. (Ref: II.B.31). Students at any point in their educational experience may opt to take the Myers-Briggs, a personality inventory designed to help assess how an individual's unique personality may interact with career choices. Since much of the work of the Career/Transfer Center is conducted with individuals, evaluations are done one-on-one in an informal manner and adjustments are made on the spot so that students get the help they need. Student satisfaction in the 2002 program review survey confirms that services for transfer (86.2% satisfaction) and career exploration/counseling (91.8 % satisfaction) are meeting student needs.

The Job Placement Center (JPC) provides services to entering students who need an on-campus job, need help with developing a marketable resume and presenting themselves in a positive manner during a job search or students who desire information on work opportunities at off-site locations in the community. (Ref:

II.B.32). The JPC tracks placement rates for students seeking jobs on campus (1,655 in 2002-2003) or off campus (473 in 2002-2003). The Center also tracks on-campus special events which include job fairs, targeted recruitments, and classroom presentations (114 in 2002-2003); off-campus special events such as WorkSource California A.V. OneStop Career Center and other community-based organizations (63 in 2002-2003; and short term hourly jobs (284 in 2002-2003). In addition, the JPC works with Workforce Investment Act (WIA) and Welfare to Work contacts (815 in 2002-2003) and keeps records of these contacts. (Ref: II.B. 33). Student satisfaction in the 2002 program review survey confirms that services provided by the Job Placement Center are successfully meeting student needs (84.1 % satisfaction).

The program review team cited the Job Placement Center's evaluation of services as exemplary and suggested replication of this evaluation in other parts of Student Services. The JPC prepares monthly hire lists. (Ref: II.B. 34) recruitment lists (Ref: II.B.35), and tracks each employee's contacts monthly, semiannually and annually (Ref: II.B.36) to validate that the JPC is providing the necessary services to its students.

The wide array of comprehensive student support services deliver reliable, accessible services no matter whom the program targets or what part of the student population it serves. Offices in Student Services stay open both day and evening hours, and such services as Admissions and Records, Financial Aid, Transcripts, and Counseling have placed their frequently requested forms

and general information on the Web for easy access from remote locations. (Ref: II.B.37). Online and phone registration is available during each registration cycle, students may drop classes online at any time, and they may check grades, print schedules or pay fees online. Student may access all financial aid information and forms online as well. Information about dates and times of college visits sponsored by the Transfer Center, Counseling's workshop dates for probation and orientation, ESL information in Spanish, special admittance forms for concurrent enrollment in Admissions and Records, and Library tutorials and electronic resources are all accessible from home or off-site locations 24 hours a day 365 days a year. Through informal channels and by asking students as they turn in forms, these programs believe this increased online access is greatly appreciated, and the student satisfaction survey conducted during program review in 2002 confirms this (88% satisfaction). (Ref: II.B.5). The high school counselors report that they are very pleased that the special admittance forms are now web-based, and the number of complaints from incoming parents and students about the recently-revised special admittance process has diminished significantly. Evaluation of this revised service is planned for fall 2004.

As soon as the web-based version of the ACT Compass test becomes available, the Assessment Center will coordinate closely with selected local high schools to up this service at some high school campuses for convenience to in-coming high school students. For the past few years, the Assessment Center has offered Saturday assessment testing for prospective high school students during peak recruitment

times so these students could satisfy all Matriculation requirements and get early registration dates. Students have expressed satisfaction with this additional service. As previously mentioned, counselors also have traveled to high schools all over the area so high school students could be advised and create an educational plan, another early registration requirement, without having to leave their school sites. In fall 2003 the yield of local high school students coming to AVC as a result on comprehensive outreach efforts increased to 70% of the total enrollment, a dramatic increase over 2000 (30%), 2001 (29%), and 2002 (57%). (Ref: II.B.12) This kind of data is testimony to the fact that these efforts are increasingly successful and are meeting the needs of students.

The Outreach Office has developed solid relationships with CSU Bakersfield and UCLA as a member of the UCLA/Antelope Valley Consortium, a group whose primary thrust is to increase the college-going population in the Antelope Valley. (Ref: II.B.38). AVC Outreach and Counseling representatives attend College Night at the high schools to provide relevant information about the college to prospective students and their parents. Consortium members report that AVC's representatives were overwhelmed at the Fall 03 event and in Fall 2004 are providing AVC representatives expanded space. (Ref: II.B.39). The Information and Welcome Center responds immediately to phone request for flyers and information and maintains records of thousands of mail outs. (Ref: II.B.40). In the Fall 2003 survey conducted for accreditation, students confirm that access to services is satisfactory. Survey results indicate that in the past year, 78% of student respondents

never experienced problems accessing the student services areas and 16% indicate problems only 1-5 times, while 5% indicate 6-10 times and 2% indicate 11 or more times. (Ref: II.B.16).

Evaluation:

Access to services has continued to increase as the paradigm shift to online resources that encourage self service has been implemented in Student Services. Many web-based services have been put into place since the last accreditation, and this increased access enhances students' ability to access forms, explore information, register on-line, check grades or financial aid status, drop and add courses, and pay fees online. Other services are still under development or are about to be implemented (online application, CAPP, online assessment, online orientation) but will improve overall access at the main campus and south valley site as well. These services are increasingly more reliable, more user friendly, and students and faculty are becoming increasingly more savvy in the use of services which are self service oriented. This shift to increased use of technology has been difficult since training is at the heart of any successful transition of this type, and funds for training have not always been widely available due to serious budget constraints. Banner training and training on web products is imperative to increase the speed and efficiency at which faculty and staff can manipulate information and provide consistent, meaningful and accurate assistance to students. Increased personalized, hands-on assistance with online resources for those students who are not yet computer proficient is also

imperative so they too can avoid long lines and gain quicker access to the information and services they need. This need will become even more important as voice registration will soon be replaced by online registration.

The growth and effectiveness of the Outreach Office has greatly enhanced the college's efforts to improve access to information about college programs and services, and the relationship between AVC counselors and the high school counselors has become much more positive due in part to the increased presence of AVC at the Head Counselor's Meetings of the high schools. Moreover, the relationship between the UCLA-CSUB-AVC Consortium group members continues to support efforts of high school students to attend college. This group, supported by local political figures and populated by leadership from the local Antelope Valley high school district office and recruiters from both UCLA and CSUB, places the college in a pivotal position regarding access from high school to community college and community college to a four-year institution.

For the most part, evaluation of access mechanisms is continuously conducted on an informal basis; however, continuous monitoring of problems and issues is needed as web services and self service options increase. Evaluation tools need to be designed to help gather information to strengthen services.

Plan:

- Create a plan to provide more opportunities for Banner and web-based training for faculty, staff,

and Information and Welcome Center student personnel as new online resources are made available. Provide hands-on assistance to students on how to complete the online application, how to access grades and financial aid status, how to register and drop/add online, how to pay online, and how to find critical information on the web.

- Continue to build relationships and increase understanding with high school personnel regarding the benefits of attendance at AVC. Strengthen ties with CSUB and UCLA to create a more seamless transition from the community college to a four-year institution.

- Define student learning outcomes related to access and refine evaluation mechanisms to better determine how well these services are meeting the needs of students. Assess student needs at the new south valley site and develop evaluation tools to determine that services are appropriate, comprehensive, and reliable regardless of service location.

II.B. 3b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students.

Description:

The Office of Student Development and College Activities offers a wide variety of activities to engage students who attend the college and desire to participate in student life. Voter registrationis offered to encourage personal and civic responsibility. Students are encouraged to participate in campus elections, run for office, and engage in political action. In 2001-2002 and again in 2002-2003, students were supported when they chartered buses to Sacramento to join the March on March, a state-wide student rally to express to legislators their strong opposition to cuts in CalWORKs funding (2001-2002) and large pervasive cuts in community college funding (2002-2003). Faculty and staff from the college volunteered to chaperone students in both these efforts at political action.

The overriding goal of the Office of Student Development and College Activities is to stimulate student involvement, teach leadership development and responsibility, provide practice prioritization and allocation of student funds, and give students a voice in college decision-making. Under the direction of the Office of Student Development and College Activities, the ASO manages the affairs of the associated students and is the main avenue that students have for participation in shared governance activities. Through their leadership skills training, ASO members have learned the value of adherence to policies and procedures and have learned how to work within the shared governance environment. As part of their mission, ASO members operate the concession stand at the stadium to learn solid business practices and good leadership skills. ASO appoints student representatives to many campus committees, advisory groups, and some selection committees related to student life. In election years, ASO often

provides political forums for students to gain information and question local political figures in upcoming elections. In 2003-2004, the ASO planned and implemented the All Request Hour, a music activity popular with many students. (Ref: II.B.41). ASO often supports barbeques for students, and it has recently funded the purchase of a new people mover that is used for a variety of purposes, particularly movement of products for the concession stand. To make the campus a more comfortable place for students, ASO has also provided significant input and financial support for the operation of the college's Student Lounge. ASO members have been funded to attend statewide CALSAC, national CALSAC, and other regional and national conferences to learn more about leadership, and several have held state-wide and national positions of leadership.

The InterClub Council encourages the development of new clubs and grants club charters to provide avenues for students' personal development and to promote social, cultural, and intellectual development. Currently the college has 12 clubs. (Ref: II.B.42). To sharpen the focus on activities and permit ASO to focus more on political action, in 2003-2004 the Office of Student Development and College Activities initiated PACE, a student-run programming group for activities . This group assisted with celebratory activities for students during Black History month, Cinco de Mayo, Open House and sponsored Spring Fest 2004. (Ref: II.B. 43).

The Office of Health Services provides medical treatment and educational opportunities for students through health fairs and insures the physical well being of students. This service saw 766 students in 2003-2004 and 466 in 2002-2003 (Ref: II.B.44). In addition the Care-A-Van offers required physicals for students enrolled in sports, fire technology, and nursing. In collaboration with Pablo Y Salud, in spring 2004 Health Services provided an event to promote an alcohol and tobacco free spring break. (Ref: II.B.45). With its frequent blood drives, Health Services also encourages civic responsibility. In the past prior to the development of health services on campus, ASO activities included an educational event focused on personal responsibility and highlighted the dangers of personal actions that could lead to HIV. Although the Office of Health Services helps many students develop their initial relationship with a health care professional, it does not yet offer crisis intervention services or psychological services for those who need mental health assistance. The service does, however, provide prescription medications for those who must continue on medication in order facilitate continuation in school.

Students are encouraged to bring their friends and neighbors to participate in the college's Open House. At this annual event, the college invites the community to visit the college and provides information and hands-on information about the many programs and services of the college. (Ref: II.B.46). Open House is also an opportunity for the college to partner with the community to increase voter registration and encourage volunteerism with the Red Cross and

the Antelope Valley Literacy Coalition, to promote health-related careers, to encourage participation in sports, and to highlight living a healthy life style that includes exercise. The college attempts to promote mutual respect and good will toward local EMT, fire and law enforcement agencies and invites attendees to learn more about educational programs related to careers in these fields. At this event, over the past two years students have had an opportunity to showcase their musical talents in presentations by the Gospel Choir, Garage Band, and Test Flight and present their creative abilities in an art/photography display, welding projects, and a live theatrical presentation. Past events also have included participation of students in poetry reading, story telling, and student-lead tours of the campus. "Bring your family to meet our family" is the overriding theme and the focus is on how educational opportunities at AVC can and do enrich life personally and educationally.

The college schedules diverse cultural and educational events throughout the year to promote volunteerism and to increase or promote intellectual, aesthetic and personal development. During the holidays, students are encouraged to donate food for gift baskets to needy families and provide toys/gifts to the community's needy children. In 2001 and 2002, the Library held Information Competency Festivals to increase awareness of the need for information competency and to gather data about students' information competency skill levels. (Ref: II.B.47). Each year the Math Department sponsors the annual Math Field Day to recognize math academic excellence and a math faculty member

spearheads the NASA Odyssey program to promote careers in math, engineering and science, culminating with a flyover from test pilots at Edwards Air Force Base.

The college has also sponsored yearly events related to increasing students' awareness and appreciation of other cultures. In 2002-2003, the French instructor brought to the campus the Armand Hammer Museum's exhibit on Victor Hugo. This exhibit was displayed in the Library along with books by the famous French author. In fall 2003, the foreign language faculty created World Cultures Expo to promote and encourage student appreciation for other cultures and their traditions. (Ref: II.B.48). In 2001-2002, the ESL faculty showcased food, music, and cultural traditions from many of the countries represented in the ESL classes. In addition, from 1998-2002 the Learning Center and the ESL faculty joined forces to create and present the Thanksgiving Extravaganza, a Thanksgiving luncheon for ESL students to learn about this American holiday and all its related traditions.

With respect to cultural and aesthetic development, the college also sponsors yearly events featuring the Antelope Valley Symphony Orchestra and Master Chorale, the Gospel Choir, AVC Gallery shows and has sponsored countless poetry readings, Shakespeare presentations, story telling events, one-act plays and faculty FLEX presentations to entertain and increase faculty and student intellectual development. A sample of FLEX events of the last five years where students were invited include but is not limited to the following: Independent Film FestIV.

Als 1999-2004; The Roaring 1920's; The 1930's, The 1940's, The 1950's, The 1960's, The 1970's; Dracula, Real or Legend?; Noah's Flood; History, Dream and Illusion: A Screening of the Film Russian Ark; The Gothic Tradition in Film and Literature I: Best Gothic Films of 2001; Man From Monticello: An Evening with Thomas Jefferson; Those Passing Flickering Shadows. (Ref: II.B.49).

College athletic events and tournaments create an environment that encourages students to participate actively in campus life. As spectators and as participants, students learn to compete, to respect an opponent, and to set achievable personal goals for themselves. Successful student athletes learn to handle multiple priorities, maintain academic standards, positively direct aggression, work within a team structure, be held accountable for poor behavior on and off the field, and abide by prescribed rules. These life lessons are the essence of personal growth and development.

Inculcating personal and civic responsibility is an integral part of the college's approach to handling violations of the Student Code of Conduct. Students are encouraged by the college to accept responsibility for their actions and understand how their inappropriate or disruptive behaviors affect the college community as a whole. Frequently, community service is dictated as the mechanism to compensate for the violation that has occurred. The focus is on the behavior and not on the worth of the individual per se, and the approach attempts to create a positive learning environment that encourages personal

and civic responsibility. Since none of the students who have engaged in community service have been repeat offenders, this approach seems to be quite effective. (Ref: II.B.50).

Evaluation:

Through a variety of programs, activities, and services, the college meets the standard for providing an environment that encourages personal and civic responsibility. An increased focus on student activities has created many opportunities for students to engage in activities that enhance intellectual, aesthetic, and personal development. Health Services provides many health education benefits and low-cost simple services like pregnancy tests, mammograms, pap smears and flu immunizations, but it does not yet offer crisis intervention services or psychological services for those who need mental health assistance.

Student learning outcomes and ways to measure them need to be developed to determine if student activities are benefiting students in meaningful ways and enhancing their affective development.

Plan:

- Develop student learning outcomes for all student activities and create measures to appropriately measure their effectiveness.
- Create a program for crisis

intervention to augment the current level of services and to provide a quick-response approach to address students in immediate crisis

- Continue to expand student activities by providing an environment where increased personal and civic responsibility and intellectual, aesthetic, and personal development are valued.

II.B. 3c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Description:

Counseling and academic advising occurs in the following departments at Antelope Valley College:

- Counseling Center
- Career/Transfer Center
- Extended Opportunity Programs and Services and CARE (EOPS/CARE)
- Athletic Department
- S.T.A.R.
- CalWORKs
- Veteran's Office (educational advisor
- Disabled Student Services (educational advisor).

Each area provides students with academic, vocational, and personal counseling and makes referrals to outside agencies as needed. Specialized counseling is provided to address the needs of students who have economic

disadvantages, inadequate academic preparation, child care issues, crisis intervention, athletic eligibility issues, and physical and learning disabilities and other related issues.

Counselors in the Counseling Center see students during day and evening hours for academic, vocational, and personal counseling through express services at the counter, walk-in advisement, by appointment, or in probation and orientation workshops. Student traffic in the Counseling Center (Ref: II.B.51) has increased significantly over the past four years:

- July 2000 - June 2001: *5,923 total duplicated contacts;
- July 2001 - June 2002: *9,438 total duplicated contacts;
- July 2003 - June 2003: 17, 739 total duplicated contacts;
- July 2003 - June 2004   37,367 total duplicated contacts.

* Some data was not available for report.

The walk-in advising services have increased dramatically over the past two years, and June is now the busiest month of the year. Students in greater numbers are seeing counselors to develop student education plans in order to be eligible for financial aid and to secure earlier priority registration dates.

Counselors who conduct more specialized counseling services in EOPS, Athletics, S.T.A.R., CalWORKs make sure that students are in compliance with program guidelines and provide academic, vocational, and personal counseling as well. Like the educational advisors in the Veteran's Office and DSS, these specialized counselors primarily meet

with students by appointments, but they also see students as needed on a drop-in basis. All counselors assist students to create or revise education plans, explain and review assessment results and their impact on course selection, guide students in developing plans for degree/certificate completion or transfer, and assist with personal problem solving. Students who need to develop an improved set of study strategies, are on academic probation, or have time management issues are often referred to the Academic Skills Program in the Learning Center for appointments or workshops provided by a team of retention specialists. One of the counselors who is a specialist in psychological counseling and crisis intervention sees those with the most serious psychological issues. Since this counselor is not available all hours, within the next year, a new service attached to Health Services will be created to provide a more effective crisis-response system for students who are in crisis or are victims of rape, incest, or other abuse.

Student satisfaction surveys of over 500 students conducted during program review in spring 2002 were broken down by program, and overall the results were quite positive: Counseling Services (Academic Counseling, 82.7%, Personal & Crisis Counseling, 75.5%, Career Counseling 84.1%); EOPS/CARE 78.6%; Veteran's Office, 83.3%; CalWORKs 75%); Disabled Student Services (86%). (Ref: II.B.5). Student responses in the Self Study Surveys in Fall 2003 were not broken down by program but refer to all counseling services and reflect increased dissatisfaction overall with counselors (48% satisfaction) with regard to consistency and accuracy of

information and 48% satisfaction with regard to accuracy and completeness of information. (Ref: II.B.16). This is slightly lower than satisfaction with information from other student services (accuracy and completeness, 53%; accuracy and consistency, 52%), but of great concern for all personnel in Student Services, particularly counselors.

The Career/Transfer Center provides career services to students who need career search assistance and more in-depth career counseling or those who are undecided about their career or college major. Discover and Eureka are two tools available to assist students, and students can make an appointment with a counselor who is a career specialist to address possible career choice related to these two tools or discuss other career needs. Student satisfaction surveys conducted during program review in spring 2002 indicate that 91.8% of students were satisfied with Career Center services, and 84% were satisfied with the career counseling offered by counselors through the Counseling Center. (Ref: II.B.5). This view of Career Center counseling is consistent with a separate survey conducted by the Counseling Center for more direct feedback on these services. In this survey, a total of 97% (83% very satisfied, 14% satisfied, 1% no opinion) of the respondents were satisfied with the relevancy and quality of the information presented, and 0% were dissatisfied. (Ref: II.B.52).

Students who have specific needs regarding transfer requirements are referred to the Career/Transfer Center to meet with a transfer/articulation specialist. Students may also schedule

to meet and discuss their transfer needs with representatives from local colleges or participate in Transfer Day, a planned event where many college/university representatives come to the campus for an all-day event. Student satisfaction surveys conducted during program review in spring 2002 indicate that 86.2% of respondents were satisfied with the transfer services offered by the Transfer Center Coordinator. (Ref: II.B.5). This view of transfer counseling is consistent with a separate survey conducted by the Counseling Center for more direct feedback on these services. In this survey, a total of 96% (78% very satisfied, 20% satisfied) of the respondents were satisfied with the relevancy and quality of the information presented, and 2% were dissatisfied. (Ref: II.B.53). Moreover, a total of 92% (80% very satisfied and 12% satisfied) of the respondents were satisfied with the helpfulness of the counselor's information related to their specific transfer goals, while 4% were dissatisfied and 2.4 % had no opinion. (Ref: II.B. 53). Reentry students may be seen by any counselor but are most often referred to a counselor whose specialty is reentry students. While the program review survey conducted by the Office of Institutional Research did not directly address reentry students as a separate group, the Counseling Center surveyed these students for direct feedback on these services. (Ref: II.B.54). With regard to the friendliness of this counselor, 99% of the respondents were very satisfied and 1% was satisfied. With respect to the relevance and quality of information conveyed by the Reentry Specialist, 97% of the respondents were very satisfied and 3% were satisfied. Likewise, 97 % of the respondents also viewed the counselor as knowledgeable

and helpful when returning to college. (Ref: II.B. 54).

The Veteran's Office provides targeted services for local veterans and active military veterans. Housed in the Counseling area, the educational advisor who operates this service consults frequently with the Director of Counseling and on a routine basis with counselors regarding any issues that are outside of his specific expertise. He frequently coordinates with the Transfer Center Coordinator when his students have questions regarding transfer. Student satisfaction surveys conducted during program review in spring 2002 indicate that 83.3% of students were satisfied with Veteran's Center services. (Ref: II.B. 5).

Disabled Students Services currently serves approximately 1,000 students with physical, learning, health-related or psychological disabilities. (Ref: II.B.55, chart on p. 2). This targeted service provides support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. The staff works with faculty to insure that disabled students are provided the necessary accommodations, and an LD specialist assisted by an LD technician conducts testing for students referred for suspected learning disabilities. An educational advisor assists students with course selection, and priority registration is provided to all DSS students. DSS refers students for tutoring and provides numerous support services when appropriate: interpreters and real time captioning

for deaf students, notetakers, readers, scribes, test accommodations, equipment check out, assistive technology assistance, and disability related counseling. DSS participates in special recruitment efforts and presents information on its services during the orientation for GED students. Counseling Center counselors see DSS students for the development of Student Education Plans, and disabled students are often referred to the Transfer Center for specific information on transfer requirements. Student satisfaction surveys conducted during program review in spring 2002 indicate that 86% of students were satisfied with services provided by DSS. (Ref: II.B. 5, p. 5). The DSS Director intends to conduct this survey again in 2004-2005 and thereafter annually to assess student satisfaction.

The EOPS/CARE, CalWORKs, and S.T.A.R. programs see eligible students as defined by state or federal guidelines. Each of these programs has counselors who conduct general counseling but are also trained to work with students to address specific program guidelines. EOPS/CARE served 1060 students in 2002-2003 and is projected to serve 980 students in 2003-2004. (Ref: II.B.56). These students see their EOPS counselors three times a semester to insure compliance with their contract and to insure that students are successfully completing their stated goals. EOPS counselors also discuss changes in majors, transfer or certificate completion requirements, and changes in prerequisites or other requirements. EOPS/CARE provides other services to students as well: book voucher services, scholarship opportunities, internship opportunities, personal development classes, free tutoring

services, and new student orientations.

To provide a measure of the program's success, EOPS/CARE tracks the retention rates for the program's students. Data from the past three years indicates that the program's services are quite successful: 90% retention from Fall to Spring in 2001-2002; 80% Fall to Spring in 2002-2003; 88% Fall to Spring in 2003-2004. (Ref: II.B.56). EOPS/CARE submits this data and other program compliance information to the Chancellor's Office for an annual audit. This robust mechanism insures quality and consistency in its services. Moreover, student satisfaction surveys conducted during program review in Spring 2002 indicate that 78.6% of EOPS students were satisfied with EOPS/CARE services. (Ref: II.B. 5, p. 5).

CalWORKs counselors work with their respective students in the same manner as EOPS/CARE counselors. CalWORKs counselors monitor completion of classes, assist students to complete the mandated GAIN paperwork regarding academic progress, provide personal counseling, make referrals for more serious psychological issues, assist with academic advisement, and refer students for special career and transfer assistance as needed. The CalWORKs program also provides program participants with special assistance with book vouchers and child care and serves as a liaison with a number of county agencies. Like EOPS/CARE, CalWORKs completes end-of-year reports that address performance outcomes in terms of objectives and program accomplishments, and these are reviewed annually for compliance by the Chancellor's Office. Student satisfaction surveys conducted during program review

in Spring 2002 indicate that 75% of CALWORKs students surveyed were satisfied with CalWORKS services. (Ref: II.B.5, p. 5).

Student Support Services (Student Transition and Retention or STAR), a federally funded TRIO program, creates a very supportive environment for its 160 program participants through counseling and a variety of cultural enrichment activities. Since Fall 2002, program participants have visited numerous educational and cultural locations: the Getty Museum, the Museum of Tolerance, the Huntington Museum, the African-American Museum, UCLA's Fowler Museum of Cultural History, and the Chinese-American Museum. (Ref: II. B.57). The S.T.A.R program also provides computer and Internet access, special faculty and staff mentoring, and specialized workshops to assist its students. S.T.A.R. arranges campus visits to such universities as UCLA and California State University, Northridge to ease the transfer process for its students. Program personnel provide a very supportive office environment to encourage S.T.A.R. students to feel connected to the college and to seek assistance readily. S.T.A.R. has not been formally evaluated through program review because the program had not started at the time of program review, but it is required to make annual reports to the federal government to insure compliance with federal guidelines and in this way is evaluated for effectiveness. S.T.A.R. students routinely express satisfaction with the added benefits of the program.

Counselors often refer students to one of the Human Development classes taught by counselors to learn more about college survIV.Al skills; managing family, school, and work; career planning; and personal development. The for credit courses currently offered are: College Success - HD 100, College and Life Management - HD 101, Career Planning - HD 103, Personal Development - HD 105. (Ref: II.B.58). These courses are especially helpful to returning students who want to learn about college life and resources or need to develop strategies to be more successful in college.

The Counseling Center's primary matriculation goal is to have all students take the assessment test, become familiar with campus resources, and participate in orientation so that they will have immediate contact with a counselor as they work to complete an initial education plan. The Counseling Center's orientation workshops are scheduled throughout the semester in English and Spanish, and a new web-based orientation is currently under development. (Ref: II.B.59). Students must first complete the application for admissions before signing up for orientation. During orientation, all students learn more about important academic policies and procedures and most stay afterwards to complete an initial education plan. Attending orientation and seeing a counselor for an initial education plan satisfies two of the four ways students can get a higher priority registration appointment: admission to college, take assessment test, attend orientation, see a counselor for initial education plan.

Students who attended orientation sessions conducted by the Counseling Center in spring 2002 responded very

favorably to the sessions. Survey results indicate that 100% of respondents were satisfied (80% very satisfied, 20% satisfied) with the usefulness of the material provided. (Ref: II.B.60). At a more personal level, when asked if they were satisfied with the answers to their questions during orientation, 98% were satisfied (80% very satisfied, 18% satisfied). When asked if they were satisfied with the helpfulness of information on general education, 98% were satisfied (82% very satisfied, 18% satisfied), while 100% of the respondents were satisfied (75% very satisfied, 25% satisfied) with the knowledge of counselors at orientation sessions. (Ref: II.B.60). The results of the Noel Levitz Student Satisfaction Inventory confirm the college's program review self assessment regarding orientation. With respect to the statement, "new student orientation services help students adjust to college, the Noel Levitz report indicates an acceptable 1.01 performance gap between importance and satisfaction in spring 2002 as opposed to a 1.05 gap in spring 1997. (Ref: II.B.61).

Counselors also conduct special orientations for incoming high school students recruited by Outreach. While the assessment and half-day orientation for this targeted population occurs at the college, the follow-up appointments by counselors for development of initial education plans are held on site at the high school for the ease and convenience of the students. Counselors have systematically linked assessment and orientation to priority registration for these targeted students as well as improve the rate at which high school recruits have contact with counselors

and begin developing an education plan. This linkage of orientation to priority registration is one important way the Counseling Center is addressing retention.

To further address the matriculation issue of retention and subsequent follow-up, the Counseling Center has developed probation workshops followed by direct contact with a counselor. (Ref: II.B.59). The purpose of these workshops for those in an "at risk" status (either progress/ academic probation or disqualification) is to retain students by helping them change behaviors that result in poor academic progress. All probation students are mandated to see a counselor and a hold is placed on records for subsequent registration to ensure compliance. To further improve follow-up procedures for probationary students, in spring 2004 the Matriculation Committee developed a new subcommittee, Student Success. This group is a collaborative effort and has representatives from all counseling areas and the Academic Skills Program (Ref: II.B.62). While this collaborative effort at follow up is just beginning, it is hoped that this unified effort and the reinstatement of prerequisites in math and English will improve overall retention and result in a more consistent and more rigorous approach to addressing students' poor academic performance. The Student Success subcommittee also will develop proactive mechanisms to address students who are not yet on probation but are struggling academically and assistance.

 As previously indicated, during program review in spring 2002 over 500 students were polled by the Office of Institutional Research about their satisfaction with different aspects of student services

including the services that primarily do counseling. Students were asked "How satisfied are you with each of the services you have used?" The full range of scores for counseling services were as follows: Disabled Student Services (86%); Career Counseling 84.1%; Veteran's Office, 83.3%; Academic Counseling, 82.7%, EOPS/CARE 78.6%; Personal & Crisis Counseling, 75.5%; CalWORKs, 75% (Ref: II.B. 5, p. 5). The Career Center score of 91.8% satisfaction was the highest score among services that are counselor-driven, and the Transfer Center score of 86.2% satisfaction was just slightly lower. With respect to services overall, the satisfaction rate was 92.4%. (Ref: II.B.5, p. 5).

In sharp contrast to the aforementioned surveys, just a year and a half later, student responses in the Self Study Surveys in Fall 2003 were considerably lower. When students were asked to respond to the two questions about counseling: "The information students receive from counselors about academic advising is accurate and complete;" and 'The information students receive from counselors about academic advising is complete." On both questions, counseling received a satisfaction rate of 48%. (Ref: II.B.16, p. 38). This question did not ask about specific programs as the program review of spring 2002 had done, but referred to all counselors. The satisfaction rating for counselors was slightly lower than satisfaction with information from other student services (accuracy and completeness, 53%; accuracy and consistency, 52%). (Ref: II.B.16, p. 38). Both of these results are of great concern for all personnel in Student Services, particularly counselors.

Over the past two years, counselors and department leadership have frequently discussed that inconsistent information found in the FACT Sheets and catalog and outdated and inaccurate information found on the web version of the catalog and other publications is a serious problem that is causing students difficulty. The fact that no one person is assigned to follow up on changes and revisions of critical information and insure that this process is systematic and the information is accurate and consistent is a problem that has not yet been organizationally addressed. Web updates have not been assigned to any one person so that they will systematically be updated to match the annually-updated print version.

As a response to this issue or inconsistencies an ad hoc committee was established in Fall 2004. During summer 2004, the Dean and Director of Counseling and Admissions and Records are spearheading an effort to collect all information and redesign the FACT Sheets so that all information is more easily accessible, accurate and consistent. This will help remedy some of the students' dissatisfaction with services, but counselors realize that they too must work continuously to be as consistent and accurate as possible. At the present time, counselors are photocopying the relevant pages from the catalog and advising students to use this information until the FACT Sheet updates are completed or they are referring students to the Web version of the information.

Another way to address inaccuracies/inconsistencies in advisement tools was accomplished in August 2004 when

the Transfer Center Coordinator and the Admissions and Records web head updated IGETC and other very outdated transfer information located on the Web. Although many changes in course/degree requirements had occurred, the web information had not been updated in over five years because no person was assigned to carry out this task. The complete Web version of the catalog information was updated in fall 2004 to match the 2003-2004 catalog print version.

To promote consistency and accuracy, the Dean of Counseling and Admissions and Records worked with several counselors to consolidate the most recent changes of information into one handout. This information includes reinstatement of prerequisites, graduation requirements, and catalog rights for students entering the college between 1999 and 2005. Several revisions were done before the finished product was distributed to all counselors in all programs where academic advisement occurs. (Ref: II.B.63). Moreover, she also widely distributed the most the previous and most updated version of the changes for nursing. (Ref: II.B.64).

Organizationally, budget shortfalls in 2002-2003 and major transitions in leadership at the dean level and director level through two recent reorganizations have slowed the overall process of addressing some issues related to dissatisfaction with services both in Counseling and in other student service areas. Within the past three years, the division has also completed a major remodeling where all services were temporarily moved to allow for remodel. This was unsettling for both students and staff and may in some way have translated into some degree of dissatisfaction with services overall. Certainly, changes in their workspaces and continuous changes in leadership have been a distraction at best, plus for counseling faculty, there also have been significant, distressful disputes about changes in their contract and working conditions.

Perhaps the greatest single reason for students' changes in dissatisfaction levels from program review in spring 2002 to fall 2004 relates to persistent changes to academic policies spanning several semesters. While the reinstatement of prerequisites for math and English, the strengthening of the math AA/AS graduation requirement, and the more rigorous standards for Special Admittance are all very positive steps to improve student performance, students generally do not view these as positive moves, particularly the more stringent math requirement. Upcoming more stringent requirements for nursing have also confused and dismayed many other students. Changes in the LAS degree requirements at AVC and the frequently changing CSU requirements have also confounded the issue. Depending on when the student saw a counselor, these kinds of requirements often were different, as the requirements were quite fluid during the last few years. Moreover, assessment test scores that had not been required before the reinstatement of prerequisites were once again required. This is also true for incoming Special Admittance students whose criteria each year seemed to change because state mandates regarding certain classes, particularly physical education, and college procedures on dealing with

special admittance students were changed several times in an attempt to strengthen standards, minimize inconsistencies and streamline the process.

Counselors in all areas are very concerned about students' dissatisfaction with advisement. They are equally concerned that students do not perceive information from other student services department to be consistent and accurate. They see a need to meet with the deans in the academic areas at least annually to discuss changes, and they want all counselors to meet more often to discuss consistency and accuracy so they can present uniform information to students. These meetings were severely reduced in spring 2004 because of contract issues and should be reinstated.

Counselors, particularly adjuncts, do not have enough training in the use of electronic resources related to academic advisement to ensure that they can use these tools quickly and efficiently. Training needs to be ongoing as the MIS system continues to be updated frequently, and all counselors need periodic updates on how to use the system to improve service to students. Moreover, all counselors, particularly adjuncts, need training on how to create an accurate and consistent SEP for students. To address this need, a group of full time and adjunct counselors from a variety of areas began meeting in Spring 2004 to update the training manual for interns and to collect materials for training of future adjuncts. This updated training manual once completed will serve as a resource for all counselors in the future.

When a new program to create a more

stable electronic SEP system is written in the near future, training for all counselors on this new system will need to occur. Moreover, while samples of student learning outcomes have been distributed to all counselors, they have had limited training in developing student learning outcomes. (Ref: II.B.65).

Evaluation:

The 2002 Noel Levitz study indicates that students nationally view advising/counseling as a very important issue, and that Antelope Valley College students are consistent with national students in that they view advising/counseling as very important (6.12), just behind safety/security (6.23) and registration effectiveness (6.18). With a 6.12 level of importance for students, it is not surprising that students are expressing lower levels of satisfaction with regard to consistency and accuracy on the part of all counselors because there have been so many recent changes that greatly affect students: changes in prerequisites in math and English over a series of semesters, changes in requirements mandated by the state for Special Admittance students, changes in GE and LAS requirements, and changes at the CSU's and UC's that greatly impact transfer students. Depending on when a student has seen a counselor, the information about what courses they are allowed to take and what courses are required for graduation may have changed. This is particularly true for incoming high school students and transfer students.

All counselors and the deans/directors in the programs where counselors work are greatly concerned that students view

counselors overall as inconsistent and inaccurate with respect to the information they have received since the program review in Spring 2002, and they are working to shore up inconsistencies internally. Recent attempts to correct inconsistencies in Web and print materials certainly are beneficial, and assigning one individual to be responsible for maintaining consistency in information is imperative. Frequent meetings of all counselors from all programs to discuss issues, resolve inconsistencies, and develop strategies to address them is another critical step to resolving the problems identified in the survey.

More effective evaluation of counseling services in all programs is also needed to determine exactly what kinds of information provided by counselors is deemed by students to be inconsistent and inaccurate. To this end, the Counseling Center has reinstated the evaluation forms for orientation and probation workshops. The Dean of Counseling and Admissions and Records has installed suggestion boxes in the lobby to collect information from students about their specific concerns, and both the Dean and Director of Counseling and Admission and Records have been walking the registration lines in December, 2003 and May, 2004 during busy times to gain face-to-face information about perceived inconsistencies and inaccuracies and to address other needs for information. Moreover, student learning outcomes and measures to assess them need to be created to measure the effectiveness of all counseling services

Counselors need training for developing student learning outcomes, internal

training and frequent meetings to insure consistency and accuracy, and additional training on using electronic resources related to advisement.

To improve the quality and effectiveness of counseling services, the Counseling Center needs to work with the Office of Research to develop evaluation instruments to target more specifically what information is problematic to students with regard to consistency and accuracy. Once the problem areas are more clearly defined, the Counseling Center needs to develop strategies to deal with these inaccuracies and inconsistencies. The Counseling Center needs to work with the proposed new Coordinator of Publications to systematically maintain the accuracy and consistency in all college publications that explain to students academic requirements, policies and procedures. The Counseling Center needs to complete a revision of the Student Services Web site to insure that information is current and accurate and update the information in a timely manner. Counselors should conduct routine meetings that focus on changes in academic requirements, prerequisite and other advisement issues. Counselors need to participate in additional training as needed. All counselors need to determine ways to develop better communication channels with all parts of campus.

Plan:

- Revise Student Services website.
- Create evaluation instruments for Counseling Services.
- Provide training for counselors.
- Develop better communications between counselors and the campus.

II.B. 3d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Antelope Valley College maintains a commitment to diversity. Student Services is a particularly diverse group of individuals with respect to ethnicity, nationality, religion, disabilities, age, and gender. This presence provides a connection for students and helps them feel more comfortable seeking assistance when it is needed. Specific course offerings designed to satisfy a diversity requirement, curriculum infusion, student clubs, and cultural events also enhance students' appreciation and understanding of diversity. The college commits funds to underwrite events that foster diversity, and the college president meets with the Latino Advisory Committee and the African American Advisory Committee to explore opportunities to gain insight into better serving the valley's growing diverse population. (Ref: II.B.66).

As part of its commitment to diversity, the college provides FLEX training opportunities for faculty. Some of these training events provide faculty with a broader understanding of the great diversity of the population from which the college draws students. Lectures and tours to such places as the Holocaust Museum, Olvera Street in downtown Los Angeles, the Indian Museum, and the Santa Barbara mission promote enhanced cultural awareness. A fall 2003 FLEX activity concerning working effectively with ESL students was given by a diverse team of faculty from Arts and Letters, the Learning Center, and Counseling. FLEX activities also frequently touch on the issue of how to work more effectively with students from diverse backgrounds. A recent spring 2004 FLEX activity was the lecture and book signing of the noted Mexican writer, Victor Villasenor. (Ref: II.B.67). This very popular event was supported by campus diversity funds and was designed to create a positive learning environment that encourages appreciation of other cultures.

The Library's Victor Hugo exhibit sponsored by the French instructor in Fall 2002 and the World Cultures Expo event have also provided additional opportunities for students and staff to gain an expanded world view. The IMC and Learning Center's colorful and educational display cases in support of Black History Month and Cinco de Mayo and the Library's book displays of authors from diverse backgrounds support diversity programming outside the classroom. The Disability Awareness Month activities started in Fall 2003 further encourage students to become aware of the issues that face disabled students on a daily basis and helps to create a climate of acceptance. (Ref: II.B.68). Moreover, the Francophone Music FestIV.Al planned for Fall 2004 is planned to help students appreciate other cultures.

Within the past five years, the college has sought and was awarded a Title V Grant as a Hispanic-Serving Institution and

through these funds has developed a math computer lab to infuse math instruction with hand-on math problem solving. This lab, specialized faculty training, and a new ESL lab funded by Title V have been developed to better serve Hispanic students; however, the lab also serves the needs of others as well. The ESL Connection and the Learning Center's new ESL Study Center also have been developed to address the instructional support needs of the growing population of ESL students. (Ref: II.B.69).

Numerous clubs have been chartered to provide opportunities for students to celebrate diversity. The Black Student Union, the Latino Student Union, Asian Pacific Club, Voices of Knowledge (club for Islamic students), and Alliance celebrate diversity and create a sense of community for their respective members. Many other clubs exist to increase appreciation of a wide variety of religious beliefs represented at the college. In support of this effort, a local Islamic chaplain and an African American minister were among the guest speakers at the college's 9/11 memorial event in 2001.

Such annual campus events as Cinco de Mayo, Black History Month, and the Women's Conference provide the entire campus community with opportunities to experience diversity and expand cultural awareness. Faculty, staff, and students from many disciplines participate in the planning and presentation of these events, and many members of the college community are also drawn into these celebrations in one way or another: Food Services, Graphics, Public Relations, IMC, Facilities, FLEX Chair, etc.

At the celebrations for Cinco de Mayo and Black History Month, students are given an opportunity to experience these cultures through food, music, dance, featured speakers and other learning activities. (Ref: II.B.70). The students, teachers and children from the Child Development Center are also encouraged to participate in the festivities for Cinco de Mayo and a piñata is provided to provide an opportunity for the children to interact with other cultures.

Student Services programs that support the college's diverse population most directly include EOPS, DSS, S.T.A.R., CalWORKs, Financial Aid, Athletic Counseling, Outreach and Counseling Services. The staff and faculty in these areas are a diverse group who have extensive experience working with diverse populations, and they continuously strive to work with students in the most culturally sensitive manner. The Student Ambassadors come from culturally diverse backgrounds and speak a variety of languages, and at least one Spanish-speaking individual is available during all service hours to assist students in the Welcome Center, Admissions and Records, Financial Aid, the and Counseling. (Ref: II.B.71). Moreover, Counseling now offers orientations in Spanish, directions and study sheets for Assessment are translated into Spanish, and the most critical forms in Counseling and Admissions and Records and Financial Aid are now in Spanish. Admissions and Records' new online application will also be available in Spanish. (Ref: II.B.72).

Evaluation:

The college addresses the diversity needs of students through curricular offerings, faculty and staff services, and student activities. It supports diversity by providing FLEX and other training events that promote the value of diversity. Hiring committees must all have a recently trained EEO representative, and the college emphasizes the importance of hiring procedures that result in faculty and staff who are sensitive to the diversity of the populations the college serves. The college continues to work toward increasing opportunities for students to gain awareness of other cultures.

Student Support Services hires individuals from diverse backgrounds, and makes considerable effort to provide a Spanish-speaking individual during its hours of operation so that students with limited English proficiency can be provided services in a culturally sensitive manner. Key web resources and print materials have been translated into Spanish to facilitate matriculation for those with limited English skills.

Clubs and campus activities provide many opportunities for students and campus members to increase their cultural awareness. Curricular offerings mirror this concern for increasing students' awareness and appreciation of diversity.

To promote diversity, the college should continue to provide campus activities that promote cultural awareness and appreciation for diversity. Student Activities should continue to encourage the chartering of clubs that encourage diversity. The college should continue to

provide funding for activities for students and staff that encourage cultural awareness and sensitivity.

Plan

- Continue to provide campus activities that promote cultural awareness and appreciation for diversity

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II.B.3e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Antelope Valley College is committed to the principle of open access and therefore has no formal testing requirements for admissions. By law, the California Community Colleges are required to admit any California resident who graduated from high school, and may admit those who have not graduated but are over 18 years of age and can benefit from the instruction offered. To determine a student's ability level, the Assessment Office administers a placement test, and students may take any class for which they meet the prerequisites. Adults who are eighteen or older and do not have a high school diploma may apply for financial aid, but they must first score at a predetermined level on the Ability To Benefit Test administered by the Assessment Center. If students score at a satisfactory level on this test, they can apply for financial aid.

Although students are encouraged to participate in the matriculation process by taking the assessment test, as long as the student does not wish to enroll

in any class that requires placement in math, reading, or English, the prospective student is not mandated to take the test. Priority registration is, however, directly linked to assessment, and a student who has taken the assessment test will receive an earlier registration appointment. This institutional mechanism encourages participation in the assessment process.

Approved by the Chancellor's Office for use as a placement instrument, the ACT Compass test was selected by AVC faculty and deans after an extensive content review of a variety of possible approved testing instruments. Students take the English (Reading and Writing) and math portions of Compass to satisfy the matriculation requirements for priority registration, to meet course prerequisites and to determine appropriate placement in courses. All areas of the test are offered in a computerized format. The Assessment Center also offers the Compass ESL test (Reading, Grammar and Listening) for appropriate placement of ESL students. Special arrangements and accommodations are also offered to students referred by Disabled Student Services. With the exception of the ACT Compass placement tests, Antelope Valley College does not accept other college testing instruments for placement into AVC courses.

Antelope Valley College's Assessment Center is a quiet space that can test as many as seventeen students at a time on a drop-in basis. Testing is available both day and evening hours and takes approximately one and a half hours to complete. Students may retest on all or part of the test at no cost, but they are required to wait at least twenty-four hours

before retesting. Scores on the placement test are available in a few minutes after the test is completed. Students also may drop by the Assessment Center ahead of time and pick up study guides to become familiar with the test's format and kinds of questions. Study guides are also available online or at local high schools. Moreover, the Assessment Center Coordinator is currently developing the Assessment Center website for expanded self-services including information regarding the assessment and matriculation process, the purpose of the assessment test, scores and placement, prerequisites, study guides, and other useful information.

The Assessment Center works closely with Outreach and the local area high schools to facilitate assessment testing to incoming high school graduates. The center offers extended hours and additional services to accommodate the influx of graduating seniors on an annual basis. Within the next few months, the college also plans to offer web-based Compass testing at a high school site to make the assessment piece of matriculation easier to access for high school students.

The Assessment Committee, a subcommittee of the Matriculation Committee, governs decisions with regard to assessment. Chaired by the Director of Counseling of Admissions & Records, the Assessment Committee is comprised of a cross-section of faculty and administrators. Math, English, and ESL faculty are represented on the group as well as the Dean of Math & Science, the Dean of Arts and Letters and the Assessment Center Coordinator.

Antelope Valley College currently

uses multiple measures for placement (Compass and high school GPA) to place students into the most appropriate coursework. Prerequisites are being carefully enforced according to Matriculation guidelines, and students who register early according to priority registration are involuntarily dropped from courses if they register for the next course in a sequence and fail to pass the required class. Admissions and Records notifies those who are involuntarily dropped as quickly as possible so that these students can register for an alternate class or reenroll in the class they failed to pass.

Until his recent retirement, the Vice President of Student Services provided the leadership for assessment and the reinstatement of prerequisites. Much care has been given to insure that placement is being addressed appropriately following the loss of prerequisites in 1999 due to lack of validation. The validation of cut scores and reinstatement of prerequisites for Math 102 and English 101 were reviewed and approved by the Assessment Committee in Fall 2003 for implementation in Spring 2003. The validation of cut scores and reinstatement of prerequisites for Math 070 and English 97 were reviewed and approved by the Assessment Committee in spring 2003 for implementation in fall 2004. Much work has been done to insure that the college is adequately maintaining the validation of prerequisites. The loss of prerequisites in 1999 impacted student success and completion, as students for some time have been able to enroll in courses for which they were not academically prepared. In 2003, the college began participating in the Course Placement

Service offered by ACT, a service that provides comprehensive research and validation information, to effectively evaluate the placement decisions and cutoff scores. Planning is underway to implement in Fall 2004 the impact studies of the courses that were reinstated in Spring 2003. In our efforts to review our practices, Antelope Valley College also recently asked ACT to review the college's placement practices to ensure that the college is appropriately placing students and following appropriate assessment standards.

Student satisfaction surveys conducted during program review in spring 2002 indicate that 87.5% of students were satisfied with the services provided by the Assessment Center. (Ref: II.B. 5, p. 5). When asked about the courtesy and respect shown to them by staff in the Assessment Center, 89% indicated that they were satisfied with the level of courtesy and respect shown to them. (Ref: II.B.5, p. 7). Moreover, 92% indicated satisfaction with the Assessment Center's office hours, 92% indicated satisfaction with the availability of Assessment Center staff, and 88% indicated satisfaction with the amount of information available to them through the Assessment Center. (Ref: II.B.5, pp. 7-8). No specific data regarding assessment was collected during the accreditation self study.

Evaluation:

The college provides adequate assessment services. Impact studies and assessment of the implementation process for prerequisites have not yet begun. Involuntary drops for failure to meet prerequisites have not been completed

for fall 2004; therefore, evaluation at this point cannot be done.

Student satisfaction with the hours, availability of personnel, courtesy and respect of personnel, and services more than meet the standard.

To assure compliance with assessment procedures and reinstatement of prerequisites, the college should implement impact studies and continue to conduct involuntary drops of students who fail to meet the required prerequisites. For increased access to services and the convenience of local high school students, the college should expand its web-based services to include web-based Compass testing as soon as it becomes available. The college will also provide training to the new Assessment Center Coordinator and continue to monitor student satisfaction with services.

Plan:

- Impliment impact studies for the new prerequisites.
- Offer web based Compass testing.

II.B. 3f The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Description:

Admissions and Records maintains student records that are permanent, accurate, and complete, and, as such, are carefully secured against fire or theft. These records are private and safeguards are in place to insure the privacy of all records. All employees who need access to electronic student records sign a confidentiality statement when their network accounts are assigned. Student employees sign confidentiality agreements in all areas of Student Services, and they receive special training regarding the confidentiality of grades and handling of other private records. (Ref: II.B.73). All employees agree not to share passwords and not to leave their computers without logging out of the MIS system. For added security, passwords are changed on a frequent basis. For all departments, access to electronic student records and printed records is limited to the specific kind of access needed to perform an employee's job.

Admissions and Records is supported by Information Technology Services to make sure that backups of all electronic records are done in a timely manner and that provisions are in place for recovery of records due to system crashes. Records kept before the conversion to computerized records are kept on microfiche. Paper copies of grades and transcripts are kept in a fireproof, securely locked area. Information Technology Services has a very secure firewall for the MIS system to prohibit inappropriate access to the system. All discipline records are kept confidential and are maintained in a locked file in the office of the Vice President of Student Services.

Students can find forms to request release of transcripts or verification of enrollment on the web or they can visit the Transcript Office to secure the forms.

According to college policy regarding release of information other than directory information (Ref: II.B.17, p. 10), the Transcript Office does not release records without a written signature authorizing release of information or a subpoena requiring release of information. (Ref: II.B.74). Every effort is made to comply with the Family Educational Rights and Privacy Act of 1974 in all areas that work with private student information. Students are immediately notified if subpoenas have been received regarding release of information. (Ref: II.B.75). Moreover, students who desire to have their transcripts evaluated for credits earned at other institutions must request in writing this service. (Ref: II.B.76), as evaluators adhere to the same rigorous standards for confidentiality that Transcripts follows.

The program review peer team report in Spring 2003 indicated that the Transcript Office needed to relocate to be in closer proximity to confidential records and other Admissions and Records personnel with whom they interact frequently. They further suggested that this office should provide a more secure area for confidential materials with a separate counter for visitors to use away from confidential materials. These recommendations have both been implemented. (Ref: II.B.77, p. 2). Although other Admissions and Records' staff who work in the Registration area could benefit from improved work stations with locked file drawers to better secure records that are currently in use, the Registration staff members practice good security procedures in the handling of all student records. Moreover, they are constantly vigilant of their student employees' handling of private

information.

To further increase personal security for students, Admissions and Records and Information Technology Services are working jointly to eliminate the future use of social security numbers as the student identification number and migrate to a new system of generated identification numbers. (Ref: II.B.78). This change will begin with the implementation of the CCC Apply online application in summer 2004.

Respondents in the student satisfaction surveys conducted during program review regarding offices that routinely work with student records indicate 88.2 % satisfaction with the Graduation Evaluation Office and 79.9 % satisfaction with Transcripts. (Ref: II.B. 5, p. 5). While students were not directly asked about concerns regarding confidentiality of student information in the Registration area, they did indicate 91.8 % satisfaction with Registration (Add, Drop, Change Classes), 88.4% satisfaction with Online Info/Registration services and 88.2% satisfaction with Telephone Info/Registration services. In a more detailed review of services conducted by Admissions and Records, when directly asked "In your experience have your records been handled in a confidential manner," only 2.2% who had used the service responded with dissatisfaction. (Ref: II.B.79).

Evaluation:

The college meets the standard for permanently, securely and confidentially handling student records and information. Staff, faculty, and students who handle

sensitive information are required to sign confidentiality agreements. Access to confidential information is on a need to know basis. Employees in the Registration area could benefit from workstations that allow for more secure storage of records currently in use.

The college needs to replace furniture in the Registration areas of Admissions and Records and provide for locked files for records in use in this area.

Plan:

- Provide locked files for Admissions and Records.

II.B. 4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description:

Student Services uses several kinds of evaluation to review its student support services.

Noel Levitz Surveys: To get feedback on the overall quality of all of its services, including student support services, the college conducted the Noel Levitz Student Satisfaction Survey in 1998 and then again in 2002. (Ref: II.B.61). This thorough, objective, nationally-normed survey questioned over 500 students on how important services are to them and how satisfied they are with services. The survey

questions students about such services as academic counseling, academic services, registration effectiveness, admissions, financial aid, orientation, campus climate, concern for the individual, student centeredness, etc.

Departmental Goals and SPBC Goals: The data drawn from the 1998 Noel Levitz Survey was used along with departmental input and strategic institutional needs to determine the Vice President of Student Services' priorities for the Student Services division for 2001-2002: improve Banner procedures and existing business practices, improve counseling services, reactIV.Ate selected advisory committees, implement all remaining required components of Matriculation, prepare for program review, encourage a strong sense of teamwork among managers, refine needs related to the remodel of the building. (Ref: II.B.80). The deans and directors in Student Services evaluated the goals established by the Vice President and developed related departmental goals. (Ref: II.B.81).

Departmental Planning and Educational Master Plan, Facilities Master Plan: By 2002-2003, the institution had moved to using a uniform format to report goals and objectives. Departmental planning goals were tied to the institution's strategic goals, the Educational Master Plan, or the Facilities Master Plan. Baseline data was indicated and measures for success were defined along with a timeline for implementation and completion. (Ref: II.B.82). Many of these plans involved ongoing projects for improvement of services and continued to be linked to the overall divisional goals previously established by discussion and review

of the Noel Levitz studies of 1998 and 2002. Each department submitted an achievement report and these were integrated into the institutional achievement report. (Ref: II.B.83).

Program Review Evaluations and Peer Team Report: Another powerful institutional mechanism used by Student Services to evaluate the programs, services, and curriculum provided by all departments is program review, a process that occurs every six years. The program review that occurred in spring 2002 in Student Services recognized program and area achievements and provided recommendations for improvement that were summarized by the peer review team. (Ref: II.B.84). For the self study part of the process, all areas of Student Services conducted evaluations of their respective services. Although the peer team divided the services into three groups, the peer team report provides program improvement recommendations for every program. The Vice President of Student Services summarized the findings of the peer team reports and submitted an executive summary to the Board of Trustees. (Ref: II.B. 77). This lengthy summary highlights improvements and actions taken or ongoing at the time as a result of the recommendations made by the program review team.

Program Level Evaluation: On-going formal and informal evaluation occurs at the program level in many areas of Student Services to ensure that the services support student learning. With the assistance of the Office of Institutional Research, the Outreach Coordinator conducts evaluation of Outreach efforts every year. (Ref: II.B.85). The coordinator

solicits feedback from incoming students and feeder school counselors about what information students need and want to know as they consider entering college and how the college might better provide this information. The Outreach Coordinator brings a summary and analysis of this feedback effort to the attention of the Enrollment Management Committee members to inform the committee's task of developing a comprehensive approach to managing growth and resources to ensure student access and success.

Counseling previously conducted and recently reinstated evaluation of some of its Matriculation components: Orientation, Follow-Up (probation workshops), and Assessment. (Ref: II.B. 86). The feedback from new students along with counselor and Information and Welcome Center staff feedback will be used to update and revise the existing face-to-face orientation and the upcoming on-line version as well. The Counseling Center also plans to revise and implement its evaluation of the probation workshops in summer 2004 and will also evaluate its new high school Assessment services when implemented. Moreover, some evaluation tools will be developed to determine exactly which information students view as inaccurate and incorrect so that measures can be taken to correct them.

Event Evaluations: Student Development and Campus Activities evaluates most events and routinely incorporates this information into future events, especially large campus events like Cinco de Mayo, Open House, Black History Month, Graduation, and Scholar's Convocation. Financial Aid evaluated the Cash for College event as well. Moreover, ASO

surveyed students for feedback about the All Request Hour and used this information when implementing this event. (Ref: II.B.87).

Informal Feedback and State/Federal Audits: Constant informal feedback and continuous interaction with students provides quality assurance in such programs as Financial Aid, EOPS, CalWORKs, S.T.A.R., and the Veteran's Office. Student concerns about services surface quickly as financial concerns drive students to seek redress when they do not feel they are getting the services they need to be successful. Moreover, to insure compliance with state or federal guidelines, EOPS, DSS, Financial Aid and Student Activities participate in yearly audits by external evaluators, and S.T.A.R submits yearly grant reports to insure compliance with federal TRIO grant requirements. How to best deliver these targeted services and the how to address the need for additional staffing is often discussed in managers'meetings. (Ref: II.B.88).

Placement Studies: The Program Review team cited the Job Placement Center's evaluation of services as exemplary and suggested replication of this evaluation in other parts of Student Services. Job Placement Center tracks placement rates for students seeking jobs on campus or off campus as well as short term hourly jobs, special projects related to jobs, Work Investment Act contacts, and Welfare to Work contacts. The Center prepares a monthly hire lists, recruitment lists, and tracks each employee's contacts monthly, semiannually and annually to validate that the Center is providing the necessary services to its students (Ref: II.B.33).

Comment Boxes: To respond to the need for more specific information about the concerns of students regarding satisfaction with services, Counseling, Admissions and Records, and Assessment also recently added comment boxes in their respective areas to solicit feedback from students about how well the personnel in these areas are meeting their needs and what ways they might improve service overall. These comments are being reviewed each month beginning summer 2004 to address some of the issues raised in the fall 2003 Student Satisfaction Survey. Likewise, DSS has utilized a suggestion box for the past three years to elicit student feedback and plans to conduct an annual student satisfaction survey during course advisement for the spring 2005 semester. Moreover, ASO maintains comment boxes and routinely reviews suggestions.

Evaluation:

While many fruitful discussions and surveying provide timely and necessary feedback on which to base program adjustments, other more quantifiable information is necessary. Student learning outcomes need to be developed and ways to measure them need to be defined.

Plan:

- Define student learning outcomes for all areas of Student Services and develop evaluation tools to measure them.

Standard II.B References

II.B.1   Advisory Committee Meeting Agendas/Lists of Committee Membership

II.B.2   Committee Agendas, Committee Minutes, E-mail Related to Dialogue--See notebook of compiled documentation

II.B.3   Schedule of Classes Summer/Fall 2004

II.B.4   Brochure for eAVC Online Services

II.B.5   Student Satisfaction Survey for Student Services Program Review, Spring 2002

II.B.6   Schedule for Welcome Tables Fall 2003, Spring 2004

II.B.7   Priority Registration Handout

II.B.8   Paraclete High School Daily Schedule 2004; Counselor Visit Schedule for March, 2004

II.B.9   Tentative Year Plan, 2000-2001; Monthly Schedule of Outreach Coordinator, 2003-2004

II.B.10.   Schedule and Agenda for High School Counselors' Day

II.B.11   Schedule of High School Visits by AVC Counselors

II.B.12   High School Yields 2000-2003

II.B.13   March 19 and May 21, 2004 Meetings of UCLA-CSUB-AVC-AVUHSD Consortium

II.B.14   Where Our Students Come from, Fall '97-Summer '99; Yields from Feeder High Schools, Spring 2000-Fall 2000

II.B.15   Percentage of AVUHSD Students Completing "A-G" Coursework

II.B.16   Results of Self Study Survey for AVC Staff & Students, Fall 2003

II.B.17   Catalog 2003-2004

II.B.18   Student Handbook 2003-2004

II.B.19   Fact Sheets

II.B.20   Financial Aid Orientations 2004

II.B.21   FAFSA Workshops 2004

II.B.22   Loan Workshops, Fall 2003

II.B.23   EOPS & CARE Brochure and Information Flyer

II.B.24   CalWORKs GED Brochure

II.B.25   GED Orientation Schedule

II.B.26   S.T.A.R. Flyer

II.B.27   DSS Letter Regarding High School Seniors' Transition Visit

II.B.28   DSS April 14, 2003 Letter to Students on Course Advisement

II.B.29   Samples of Transfer Center Flyers on College Visits

II.B.30   Transfer Day Flyer

II.B.31   Flyer on Accessing Discover; Flyer on Accessing Eureka

II.B.32   Job Placement Center Brochure

II.B.33   Job Placement Center 2002-2003 Year End Report; Semi Annual Report 2002-2003

II.B.34   Job Placement Hires Report, December 2003

II.B.35   Countrywide Recruitment, Resumes List Sent

II.B.36   Contacts for Wilda Wallace, November, 2003; Contacts for Linda Geist, December 2003, Contacts for Ann Steinberg

II.B.37   Schedule of Hours for Student Services
II.B.38   UCLA-CSUB-AVC Consortium Meeting Summary
II.B.39   Notes from UCLA-CSUB-AVC Consortium Meeting
II.B.40   Outreach Mailed Requests, July 1-December 31, 2002; Spring 2004
II.B.41   ASO All Request hours Survey and Results
II.B.42   ASO Current ActIV.Ated Clubs, April, 2004
II.B.43   PACE Spring Fest 2004 Flyer
II.B.44   Care-A-Van Student Contacts 2003-2004; Care-A-Van Student Contacts 2002-2003
II.B.45   Tobacco and Alcohol-Free Spring Break Event
II.B.46   Open House Program, 2004, 2003,2002
II.B.47   Flyer for Library Fall FestIV.Al for Information Competency, Fall 2002
II.B.48   Flyer for World Culture Expo, Spring 2004
II.B.49   FLEX Book Pages 1999-2004
II.B.50   Student Code of Conduct Violations, July 1, 2002-June 30, 2002
II.B.51   Counseling Center Annual Report 2000-2001, 2001-2002, 2002-2003, 2003-2004
II.B.52   Career Center Counseling Results, 3/4/2002, 35 respondents
II.B.53   Transfer Center Counseling Results, 3/4/2002, 55 respondents
II.B.54   Reentry Counseling Results, 3/4/2002, 67 respondents
II.B.55   DSS Accreditation 2004-2005, chart on p. 2
II.B.56   Year-End Highlights 2003-2004
II.B.57   S.T.A.R. Student Support Services
II.B.58   List of Available HD Classes, AVC Web, 7/03/04
II.B.59   Orientation and Probation Workshop Schedule, Spring 2004
II.B.60   College Orientation Survey Results, 3/4/2002, 40 respondents
II.B.61   Noel Levitz Student Satisfaction Inventory, Spring 2002, pp. 4-7
II.B.62   Student Success Committee Web Page; Committee Charge; Committee Membership
II.B.63   The Pink Sheet, 5/24/04
II.B.64   Registered Nursing Program Prerequisite Changes, 5/14/04
II.B.65   Memo to Student Services and Instructional Resources Faculty and Staff, May 18, 2004
II.B.66   Latino Advisory Committee Meeting, May 19, 2004
II.B.67   Cinco de Mayo Flyer
II.B.68   Disability Awareness Month Flyer
II.B.69   ESL Connection Flyer
II.B.70   Cinco de Mayo flyer, 2003, 2004; Cinco de Mayo Cookbook, 2003; Black History Month Flyer, 2003, 2004
II.B.71   List of Faculty and Staff Who Speak Languages Other Than English
II.B.72   Information Sheets for Students; Basic Tips for Success; Assessment Study Sheets; On-line Application

II.B.73   Samples of Confidentiality Statements; Release Forms; Training on Confidentiality

II.B.74   Official Transcript Request Form

II.B.75   Subpeona Letter to Student

II.B.76   Form for Request For Evaluation of Educational Experiences at Other Institutions

II.B.77   Student Services Informative Report No. 4, June 9, 2003, p. 2

II.B.78   Meeting Regarding Implementation of SSN to Student ID Project and CCC Apply Online Application Project, June 23, 2004

II.B.79   Student Services Program Review Admissions and Records Survey Results, 3/2002, 91 respondents

II.B.80   VP Goals – 2002

II.B.81   Student Services Deans/Directors Goals, March 28, 2001, Counseling Services Goals and Objectives, 2001-2002

II.B.82   Outreach /Enrollment Management, 02-03

II.B.83   Achievements 2001-2004

II.B.84   Peer Team Program Review for Student Services

II.B.85   High School Yields With Persistence Rates for 2003

II.B.86   Orientation Evaluation Form; Probation Workshops Evaluation Form; Assessment Evaluation Form

II.B.87   Event Evaluations; Event Evaluation Forms

II.B.88   Minutes of Staff Meetings for Managers of DSS, EOPS, S.T.A.R., CalWORKs

Interview Notes

Interview Notes

STANDARD II Student Learning Programs and Services

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the Institution's instructional program and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Introduction

The major learning support services are those included in the IR (Instructional Resources Division): Learning Center, Library, Instructional Multimedia Center, and Basic Skills (Graduation Equivalency Diploma and Journey programs). The IR is new since the last accreditation visit and is now a part of Student Services. Each IR program has a brochure or handouts that feature services and hours of operation. Some IR programs created and maintain web pages that provide additional information and support for students. The Library web page may be viewed at *http://avconline.avc.edu/library* Brochures and instructional handouts are available in the Library. (Ref: II.C.1; II.C.2). The Learning Center web page may be viewed at *http://www.avc.edu/*

Learncen2/LCweb/index.html. Brochures that feature services and instructional help for students are available in the Learning Center. (Ref: II.C.3). The IMC (Instructional Multimedia Center) joined the Instructional Resources Division in January of 2002 and also moved into a new high tech building affording twice as much space to offer multimedia services. The IMC has a variety of service brochures. (Ref: II.C.4). All program components of the Instructional Resource Division fared well on the last accreditation visit. The Learning Center and Library received commendations as exemplary programs.

Staff in all areas of IR have implemented a number of new services including a variety of training opportunities for faculty and staff. The Adult Basic Skills Program is integrated into the IR Division and provides its students with extensive orientations to the services of all areas. Some programs and services within the Division rely heavily upon non-District funding for materials, equipment and student staffing. Funding includes Instructional Block Grants, VTEA grants, Title 5 grants, TTIP (Technology and Telecommunications Infrastructure Program), and other sources. Much of the District funding was cut during the last major budget crisis and has not been restored to 1990-1991 levels.

Instructional Multimedia Center (IMC) supports and assists the instructional program by offering a personal approach to academic success through independent study, media-assisted tutoring, and alternative modes of instruction. The IMC provides appropriate technology and information to enhance student success by expanding student educational opportunities and empowering all members of the campus community to contribute to the educational goals of the college. (Ref: II.C.5; II.C.6).

Students are encouraged to use the IMC as a resource for term paper research, to improve study skills, or for personal growth. The IMC houses media from all disciplines. The IMC graphic artist provides graphic support and works with faculty to create and enhance classroom materials.

Learning Center programs and services that support the instructional program of the College include: Academic Skills, General Tutoring, Math Lab, Supplemental Instruction Program, and the Writing Center. The Learning Center also houses support services from various divisions: High Tech (DSS or Disabled Student Services), and Reading Labs (Arts and Letters). Students are referred by other AVC services, by classroom faculty, or may independently seek the assistance of a Faculty Learning Specialist if they desire to improve study skills.

Learning Specialists in math, writing, and academic skills offer students learning assistance through individual conferences. Learning Center faculty, classified Tutorial Specialists and well-trained tutors provide study skills and concept review workshops. (Ref: II.C.7; II.C.8). Students may make appointments for individual and group tutoring sessions or participate on a drop-in basis. The Learning Center collects positive attendance for tutoring that is delivered by approximately 150 student tutors and desk assistants who are hired, trained, supervised, and evaluated by the Learning Center staff and faculty. A faculty member is present in the lab for each session to supervise all tutoring and conduct supervised learning assistance for students who self refer or are referred by faculty or counselors. (Ref: II.C.9; II.C.10; II.C.11; II.C.12; II.C.13).

A collection of software, videotapes, audio-tapes, and CDs are available in the Learning Center for classes or individual students in subject areas such as Reading, Writing, Spelling, Grammar, Nutrition, Math, and Study Skills.

The Academic Skills Program coordinates intervention strategies with the Financial Aid Appeals Committee and other groups that strive to assist students academically. Students who are identified as having academic difficulties receive a letter inviting them to meet with the Academic Skills Learning Specialist to create an Individual Learning Plan (ILP) to remediate their study skills and increase their chances of success. The Learning Center participates with representatives from Sudent Transition and Retention and Disabled Student Services on the Student Success subcommittee of the

Matriculation Committee. Learning Center staff conduct workshops, offer service orientations, and publish brochures to inform students about the many learning support services available in the Learning Center.

Students use the Learning Center computers for: drill and practice exercises; CAI for various subject areas; Internet access for research; computer programs for art classes (scanning, CD burner); and, skill inventories. Handouts, practice exercises, web resources, books and solution manuals are available or on reserve. (Ref: II.C.14; II.C.15; II.C.16).

The Learning Center offers one unit transferable classes in Beginning Tutoring and Advanced Tutoring. The Master Tutor class is by invitation and requires a project presentation. Students receive a CRLA International Tutor Certificate upon completion of each of the three levels of classes. Tutors may also become CRLA certified in each level by training with a Learning Specialist. The Learning Center also offers: Math for Nursing, 1 unit; Dosage Calculation, 0.5 unit; Managing Math Anxiety, 0.5 unit; and, Math Study Strategies, 0.5 unit. (Ref: II.C.17; II.C.18; II.C.19).

Learning Specialists and Tutorial Specialists offer workshops and guest lecturing for many classes. The Learning Center's Computer Technician conducts orientations for individual students, groups, or classes using the computer services. The Learning Center web page (http://www.avc.edu/Learncen2/LCweb/index.html) advertises services and lists the workshops. Learning Center faculty contact instructors and visit classrooms to

speak about the services and participate in various division meetings. The Learning Center collaborates with other AVC services (Disabled Student Services (DSS), Student Transition and Retention (STAR), Extended Opportunity Programs and Services (EOPS), and Corporate and Community Education), with local schools (Math Contest, Math Odyssey, Senior Project), and with the community (Open House, the Fair, Thursday Night on the Square) for the purpose of promoting Learning Center services.

Library Program supports the institution's instructional program with: information competency services; comprehensive reference assistance services; circulation and phone-in book renewal services; an automated library catalog with remote access; and interlibrary loan services. The Library's instructional program includes credit courses and library tutorials that help students build information competency skills.

The materials collections (detailed in section 1.a) include: a reference and circulating book collection; a print and electronic periodicals collection; a reserve materials collection of mostly textbooks; maps; art prints; and, pamphlets.

Computers with Internet access are connected to a print network. Public copy machines and microfiche/film reader/printers are available for all library users.

Many library resources and services are available by remote access to support traditional students as well as students in online classes or in off-campus locations such as the former South Valley site.

The Library web page (http://avconline. avc.edu/library) enables remote users to access the library catalog, databases, resource guides, and a virtual library tour. Information competency tools such as a variety of online library and research tutorials also reside on the web page.

Other Learning Support Services include, but are not limited to: the Student Transition and Retention (STAR) program, Extended Opportunity Programs and Services (EOPS), Disabled Student Services (DSS), Athletic Program (academic advisement and study hall for athletes), Allied Health Division, Math Science (Math Computer Lab), Technical Education Division, and Job Placement. (Ref: II.C.20). ITS (Information Technology Services) and the Business and Computer Science Division recently established an open computer lab for all AVC students. (Ref: II.C.21). Corporate and Community Education offers CBEST and SAT preparation as well as the One-Stop Program, which provides study skill development training for local employers.

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

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

Description:

The IMC provides approximately 4500 pieces of multimedia across the disciplines. Faculty can check out and return media and equipment for classes at any time classes are scheduled. Students can view media in one of four private viewing rooms or in the lobby area of the IMC while using headsets. Campus audiovisual equipment purchases were decentralized in 1998; however, the IMC continues to provide a large variety of multimedia equipment and provides support for the equipment across the campus. The IMC offers a wide variety of multimedia equipment ranging from slide projectors to smart carts providing cutting edge technology "on wheels." Each portable smart cart provides a Liquid Crystal Digital projector, laptop, zip drive, DVD/VHS combo, and speakers. In addition, eight TV/VCR/DVD combinations are provided on carts as well as two TV/VCR combinations. (Ref: II.C.22).

Faculty assists IMC staff in the selection of multimedia tools and technologies by requesting media and equipment pertinent to their classroom instruction. IMC provides faculty preview of media prior to purchase when available and seeks faculty consultation on possible purchases.

There is an ever-increasing demand for multimedia support and services. It is a challenge for the limited staff to meet the increased demand. IMC currently has only one technician available to maintain the equipment housed within the IMC, as well as much of the equipment purchased across the campus. The IMC Technician also maintains the PC computers within the IMC, while the IMC Coordinator maintains the Mac computers.

IMC struggles to respond to the growing number of requests made to update existing media and add new media and equipment. Although a media budget has been maintained between $3,750 and $7,000 for the past number of years, it disappeared completely in 2002. Media is currently purchased from the instructional supply account. As a result of budget constraints, there is no capital outlay budget available to purchase new equipment. Title V assisted in the purchase of over $90,000 of videoconference equipment and 20 laptops in 2002 to equip two training classrooms.

The Learning Center's Learning Specialists, Tutorial Specialists, Computer Technician, and Student Assistants serve all AVC students to reinforce their class instruction and to develop study skills and learning strategies. The Learning Center faculty select and maintain adequate educational equipment such as computers. They are equipped with appropriate software that supports the development of basic learning strategies for math, writing, grammar, spelling, reading comprehension, acquisition of foreign languages, inventory of study behaviors and learning styles. Software such as Power Point, Excel, Access, Word, Sound Files, Adobe Acrobat, and Math Editor is available to facilitate their outside class work. The Specialists also develop resource materials in PDF format that is accessible online for all AVC students and the community. Such materials and services support student learning and enhance the achievement of the mission of the institution.

The Library collection includes: 46,775 volumes of books and serials; 393 volumes of bound periodicals; 60 current periodicals subscriptions; and, 42 microform periodicals titles. (Ref: II.C.23). The Library subscribes to many full text electronic periodicals databases. The collection also includes about 8,000 pamphlets, an art print file, and a map file.

Librarians are collection development specialists and serve as liaisons between the library and discipline faculty. Library faculty discuss collection needs with classroom faculty. They jointly complete a library collection assessment for new courses/programs and course revisions as required by the course approval process of AP&P, the campus curriculum committee. Library and classroom faculty then jointly complete a worksheet that assesses the strengths, weaknesses, and gaps in library materials that are essential to support the student learning goals and assignments of proposed new courses. Classroom faculty identify additional information resources that the Library should acquire to support student work in the course or program. (Ref: II.C.24). Library and Basic Skills faculty recently received an Academic Senate grant to identify and purchase a special collection of high-interest/low reading level materials for Basic Skills and ESL students.

Librarians who are collection developers regularly read materials reviews in professional journals, publisher catalogs, and various online sources. They encourage and welcome classroom faculty to make recommendations for appropriate library materials. Recent book arrIV.Als are announced on the library web page and database additions are announced on

campus email. AVC participates in CCL-EAR, an electronic resources purchasing consortium of the California Community Colleges. The electronic periodicals access expanded exponentially with funds such as Instructional Block Grant and Library TTIP, Telecommunications and Technology Infrastructure Program.

The Library replaced all computers in the research area with new computers since Spring 2002 and slightly expanded capacity. There are now sufficient numbers of computers in classroom L118. The instructor computer and projection system are new. The Library purchased and installed a new projector, screen, and mounting equipment in Summer 2002 to prepare for an anticipated second library instruction classroom for information competency. The library web page, library distance education classes, and tutorials are on the distance education server. The Library added a new DSS computer with specialized software and scanner to meet ADA standards. The library catalog was moved to a new server located in ITS. This enhancement provides web access to the catalog and the move to ITS improves maintenance. Four staff computers are new. One circulation computer was replaced.

Evaluation:

The IMC meets the standard for providing a depth and breadth of quality multimedia, equipment and services. Although keeping up with changing technology trends has been difficult and financially restricting, the IMC has been

very successful at meeting the equipment and multimedia challenges.

The Library materials collection falls far below the most recent quantitative national standards recommended by ACRL. (Ref: II.C.25; II.C.26). AVC has 46,775 volumes of books. Standards for 5000-6999 FTES call for a minimum collection of 80,000 volumes of books, or an excellent collection of 112,000 volumes of books. The book budget has never recovered to match the $32,500 that was the AVC standard prior to the early 1990s. The library book budget has been stagnant for many years and purchasing power continues to decline with increases in average book prices. Previous accreditation team reports have noted the lack of library materials.

The Library conducted a user survey in Fall 2002. The survey was helpful in determining what students use, want, and expect of their campus library. Students rated various aspects of the book collection as their areas of greatest concern. Only 68% - 79% of the students surveyed rated various parts of the collection as "good or excellent." Of the 23 open comments, 6 volunteered written comments about the lack of sufficient quantity and quality of the book collection. Of the students surveyed in Fall 2002, 90% rated the electronic periodical databases as "good or excellent." Student satisfaction with the electronic resources does not seem to minimize their need for a larger and more current book collection. (Ref: II.C.27).

The Academic Policies and Procedures worksheets completed by library and classroom faculty provide evidence that library resources are adequate in

one format or another to support most academic courses. The Library does not have an appropriate quantity or quality of materials to support identified student learning objectives in performance and technical education courses. The Library would not be able to provide even minimal support for many academic courses without the electronic databases. Electronic resources funded by the Block Grant and TTIP more than compensate for the small print periodicals collection.

Plan:

- Continue to maintain IMC's current holdings and services while making every effort to upgrade the multimedia, equipment and services as needed.
- Continue partnerships with constituents across the campus to identify new equipment, multimedia and services as the need arises.
- Provide a more generous and reliable allocation for library books.
- Use TTIP funds to identify and purchase for the library a collection of e-books (electronic books), a new category that CCL recently added to the core collection recommendation.
- Conduct another Library user survey in Fall 2004 and will attempt to gain wider student participation by promoting the survey during off-peak hours on evenings and Saturdays.
- Continue to identify campus advocates in the event that Library TTIP loses its categorical status. The AVC Academic Senate passed

a resolution in support of District funding for electronic resources if categorical status is lost.

- Replace some older computers and printers in the Library, which experience significant down time.
- Replace problematic circulation computers.
- Acquire funding to resolve the frequent problems with the print network for the reference computers.
- Continue to work with discipline faculty to provide Learning Center services that meet student needs.

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

Description:

The IMC began offering faculty and staff training in the new facility during the 2003-04 school year. (Ref: II.C.28). Sessions were offered in Videoconferencing, California Community College Confer and Beginning PowerPoint for PC and Mac. Additional training will be added each year with Intermediate and Advanced PowerPoint for PC and Mac planned for the 2003-04 school year.   As a result of campus-wide reorganization, IMC now has the added responsibility of duties once handled by Campus Events, such as: setting up sound systems for off-campus organizations and in-house events that take place in the stadium and gymnasium, as well as Associated Student Organization event support. The addition of a larger facility, offering training workshops, and

the additional responsibilities assumed across campus, have all been added while maintaining the same staffing of a Coordinator, Technician, Graphics Artist, one full-time Clerical Assistant, and one part-time Clerical Assistant.

The IMC enhances student success by providing faculty and staff training opportunities to improve and expand the use of appropriate technology to enhance the efficiency and effectiveness of instruction. Such training empowers all members of the campus community to increase their information competency skills and contribute to the educational goals of the college. The IMC, assisted by Title V funding, purchased equipment in 2002 for two training classrooms within the IMC. The IMC provides faculty and staff training for: satellite and videoconference use in state-of-the-art equipped classrooms, CCC Confer desktop videoconference technology, software such as PowerPoint, PageMaker, Photoshop and FileMaker Pro, and proper use of a variety of multimedia equipment. The IMC classrooms are provided for Flex and Faculty Academy training in multimedia use, such as streaming video, making a CD or DVD, and assistive technology. The classrooms are also used for instructional classes and training that incorporate technology such as satellite downlinks and videoconferencing that is only available in the IMC classrooms.

The IMC similarly provides appropriate technology for student use within the IMC, as well as assistance in its use. The IMC provides both PC and Mac computer platforms with printing available from the PC platform. Internet access is available on most of the computers. Four private viewing rooms and at eleven stations are available in the IMC lobby for DVD, VHS, audiotape and CD use.

The IMC creates specialized subject list brochures of media that support information introduced in various areas of interest and events, such as: GED, TEACH, sign language, Black History Month, Cinco de Mayo, Women's Conference, Fire Science, and a variety of ethnic studies. Such media presents users with diverse points of view and enhances student media competency skills. (Brochures)

The Learning Center provides ongoing instruction for all students. New programs include Learning Skills (individual diagnostic/prescriptive conferences with Learning Specialists), new Skills Workshops, Fast Track Workshops, Homework Clinics, presentations and handouts for vocational classes, and additional training for tutors who wish to develop new skills for working with special student populations. The Learning Center updates its classes on an ongoing basis. Learning Specialists and Tutorial Specialists offer workshops for a variety of AVC classes. New software and online tutorials were added to the Learning Center's computers to assist students who are enrolled in Math for Nursing and related LVN/RN classes. The Learning and Tutorial Specialists have made presentations to Flex audiences and in various divisions to explain their programs and services that contribute to AVC's motto of "Students First." (Ref: II.C.29; II.C.30).

The Writing Center has a full presence

online with many features such as contact information, desk and tutorial hours, newsletter, and many resources such as handouts, PowerPoint presentations, Hot Links, and sample papers. The Writing Center offers a variety of free handouts to students on any given topic pertaining to writing. Handouts can also be downloaded from the Writing Center Web site. Students can view sample papers for English, history, psychology, etc. The file contains model essays and is maintained and updated regularly. A few sample papers are featured on the Writing Center Web site.

Instructors can request that the Writing Center Learning Specialist visit their classrooms to provide mini-lessons on how to plan and draft essays, avoid plagiarism, write research papers, find resources online, etc. The lessons are generally from fifteen to thirty minutes long. The Writing Center often partners with faculty to provide a service tailor-made for a specific subject or group of students. For example, last year ESL students began utilizing the services of the Writing Center in large numbers, needing help with writing and other skills. A strong faculty partnership produced an ESL Study Center next door to the Writing Center in Spring 2004 to provide tutoring and group sessions directed to the needs of students enrolled in an integrated skill-based ESL program.

The Writing Center Learning Specialist piloted the learning communities concept at AVC. She held a number of faculty workshops to orient the faculty to this new mode of instruction. The Writing Center Learning Specialist is the coordinator for Jump Start: Learning in Communities, an option offered to students in Spring 2004 and to be continued in 2004-2005. An English course offered in a linked pair is assigned a Writing Center tutor to assist students in the learning community classroom and in the Writing Center. A non-English course receives a Supplemental Instruction leader for tutoring.

The Library Program
AVC librarians have embraced the information competency concept, as have their counterparts in virtually every level of higher education. Librarians are campus leaders in information competency at AVC. The Head Librarian chairs the campus Information Competency Committee that is working to set the criteria for the information competency graduation requirement approved by the AVC Academic Senate in December 2003. Two faculty librarians, classroom faculty from various disciplines, and the Institutional Research Technician participate on the committee. Librarians strive to help students develop the information competency skills necessary to meet their academic, transfer, vocational, and lifelong learning goals. AVC is a "teaching library." Librarians instruct students at the reference desk; offer traditional bibliographic instruction and specialized term paper clinics; and provide credit courses, resource guides, and new online tutorials. The Information Competency Librarian teaches the following courses that are offered through the library program:

LIB 101 (Introduction to Library Research) 2 units
LIB 105 (Introduction to Libraries and Information) 3 units

LIB 107 (Information Competence) 3 units
LIB 110 (Introduction to Internet Research) 1 unit
LIB 099 (Libraries & You) non-credit

Students may take LIB 110 (Introduction to Internet Searching) on campus or online. LIB 099 targets Basic Skills/GED and ESL students and features a visit to a local public library. A variety of information competency classes (LIB 101, LIB 107, and LIB 110) are built into the schedule of classes offered by Basic Skills. (Ref: II.C.31).

The Library recently implemented a successful online tutorial program to replace the general orientations offered in previous years. New tutorials are created as needed. Specialized bibliographic instruction is available for classes with assignments that require complex research techniques. Librarians recently developed and implemented virtual walking tours, online tutorials, handouts, and PowerPoint presentations for library instruction. Librarians work closely with counselors and Disabled Student Services, as well as with classroom faculty to meet student needs. DSS helped the library acquire a number of adaptive tools and new equipment to provide better services to the hearing and visually impaired. All of the efforts mentioned here contribute to the building of student information competency skills.

Evaluation:

The IMC provides well-received software and equipment workshops as well as flex workshops and informal training on a regularly scheduled basis.

Student learning needs are identified by faculty assigned to the Learning Center, but because faculty partnerships and collaboration are key components of a successful learning center, a Writing Center Campus Advisory Committee comprised of ten faculty members from different divisions was formed in Fall 2002, meeting twice during a school year to discuss the business of the Writing Center—mission statement, policies, attendance, services, and strategies to insure student success. Also, student assessment of services such as tutoring and workshops offered by the Writing Center and the ESL Study Center are discussed.

The Information Competency Committee surveyed faculty and students in order to assess their perceptions of student information competency skills. The Institutional Research Technician analyzed the results, which will be useful in shaping the requirement. Results indicate that plagiarism is a much more significant problem than faculty imagine. "Almost all students (96%) feel they know what plagiarism is, while only 60-70% of instructors feel that half of the students in their class understand plagiarism." About one-third of the students say that they have intentionally plagiarized, but 11-14% of faculty believe that they do. Students consistently rated their information competency skills more highly than do faculty. The survey indicates the highest performance gaps (0.9%-1.3%)in the higher level information competency skill, such as: evaluation, synthesis, citing sources, and refining strategies.

 The Flex Committee named Instructional Resources "Division of the Year, 2002-2003" when members of the IR offered

a rich and varied program of 17 Flex (professional development) activities for the campus community. The Flex sessions included training in the use of the IR resources as well as "intellectual, aesthetic, and cultural activities" as stated in this standard. (Ref: II.C.32; II.C.33; II.C.34). Attendee evaluations for each session were uniformly positive and were turned in to the Academic Senate Office.

Plan:

- Add a number of new training sessions in the IMC beginning in the Fall 2004 semester. In addition to hands-on training opportunities, the IMC will present a weekly video training film series that will include training in a wide area of subjects including communication skills, time management, business etiquette, negotiation skills, sexual harassment, meeting management, hiring techniques and training for supervisors.

- Plan a number of Flex and Faculty Academy programs for 2004-2005 from the Library and Learning Center including sessions on information competency, plagiarism, and training on various electronic databases.

- Formulate a proposal from the Information Competency Committee that defines the graduation requirement.

- Incorporate information competency into courses with the assistance of librarians.

- Present a six-hour Faculty Academy training by the Information Competency Committee on information competency standards, methods, and infusion into the curriculum.

- Develop Writing Center and Reading Lab workshops specific to disciplines (Preparing for Your English Class, Writing a Biology Abstract, Reading for Math/ Science, Reading for Nursing, etc.).

- Utilize a new online plagiarism detection program by the Writing Center Learning Specialist in workshops on avoiding plagiarism and citing sources properly.

- Develop a Learning Center presence at any satellite AVC campus site by providing brochures, handouts, and workshops.

- Design, through members of the Information Competency Committee, a variety of information competency training opportunities for faculty. Workshops will be offered as a part of the Flex program and a series of Faculty Academy courses is in the planning stages. The training will assist faculty to: develop their own information competency skills; infuse information competency into assignments and classroom activities; and, revise existing courses or create new courses that include information competency

standards in student learning outcomes.

- Develop additional tools to meet student needs in accordance with the upcoming AVC information competency graduation requirement.

II.C.1c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Description:

IMC
Once boasting the longest hours of any service on campus (80 hours), IMC is now open only 55 hours per week: Mondays – Thursdays, 8 am – 8 pm, and Fridays, 8 am – 3 pm. Due to the limited staffing, IMC was forced to reduce the number of hours they are open for service during the 2002-03 school year. The IMC provides equipment and multimedia for students, staff, faculty and administrative use. Multimedia and equipment use is available to all constituent groups both within the IMC and in a variety of venues across the campus including classrooms, labs, the cafeteria, boardroom and even off-campus. As a result of the reduction in IMC hours, staff must now bring equipment returned after 8:00 PM to the faculty workroom, located outside of the IMC. Although additional work for the IMC staff, this change in operation appears to be working effectively.

IMC offers five "smart carts" that provide portable cutting-edge technology. Each smart cart provides a Liquid Crystal Digital projector, laptop, zip drive, DVD/VHS combo, and speakers. Eight TV/VCR/DVD combinations are provided on carts, as well as two TV/VCR combinations. IMC recently added eight computers connected to the Internet for student use. Four of the computers have printing capabilities. This has proven to be a very popular service.

In an effort to make classroom lectures and material more accessible to students, the IMC began burning CDs from master classroom lectures for student purchase in Fall 2002. A number of faculty provide masters to the IMC to make their lectures available on CD and on audiocassette, while others provide masters for audiocassettes, only.

In Spring 2003, a Nursing Science class began meeting twice per week in the IMC videoconference equipped classrooms. A multisite conference is made with both classrooms and a site located on an Indian reservation in Bishop, California, connecting some 47 students to one instructor. Plans are currently in progress to add an engineering class for the spring, 2004 semester.

The IMC has dealt with offsite classes effectively either by delivering equipment to be temporarily housed at the site or by having equipment and media delivered by campus courier.

The IMC is currently in the process of creating a web presence on the Internet. Once completed, this will provide a gathering place of information for IMC services, procedures, forms and catalogs.

The Learning Center is now open 60 hours per week. Hours are: Monday – Thursday, 8 am – 8 pm; Friday 8 am – 3 pm; and, Saturday 9 am – 2 pm. The Learning Center hours were extended through Title V funding on Fridays 1-3 PM. Title V funds all Saturday programs and services. AVC students and the community can access many learning resources on-line through the Learning Center web page. The Learning Center serves all AVC students and provides special programs for Corporate Community Education (for example, C-BEST preparation) and for grant-funded endeavors such as the TEACH Program (in 2002) and the Nursing Program. A VTEA grant funds vocational tutor training, Internet based resources for specific vocational courses, and learning support materials development for nursing and vocational courses. Staff participate in many community events (such as Math Odyssey, high school tours, High School Night), Faculty Academy, Staff Development, and Title V. Learning Center faculty and staff participated and did presentations through Flex, and organizations such as ACCTLA, CRLA, TECH ED, NASA, and AIFS. (Ref: II.C.35; II.C.36; II.C.37; II.C.38)

The Library is open 5 days per week, 60.5 hours per week including 4 evenings and a full day of service on Saturdays. The hours are Monday thru Thursday 8:30 a.m. to 8:00 p.m.; Friday 8:30 a.m. to 3:00 p.m.; and Saturday 9:00 a.m. to 5:00 p.m. The Library had about 234,594 visitors in fiscal year 2002-2003. They borrowed or used in-house about 54,576 items, asked 12,479 reference questions, asked 6,926 directional questions, and made 302 interlibrary loan requests.

About 634 students attended one of 31 specialized term paper clinics, and 131 students completed one of the 11 sections of library credit courses. (Ref: II.C.23).

Librarians and staff have added many remote services since the last accreditation visit. The Library recently restored a phone-in book renewal service. Librarians developed a virtual library tour and built a website with links to the library catalog, electronic databases for magazine and journal articles, information resources for various disciplines, and online library catalogs of major university and local public libraries. The virtual tour of the AVC Library enables students and visitors to become familiar with the Library before visiting the campus. Students may take LIB 110 (Introduction to Internet Searching) for credit on campus or online. Other on-campus courses include LIB 101 (Introduction to Library/Research), LIB 105 (Introduction to Libraries and Information), LIB 107 (Information Competence), and LIB 099 (Libraries & You). LIB 099, a noncredit course, targets Basic Skills/GED and ESL students and features a visit to a local public library.

Library staff frequently refer students to local libraries for information. The AVC Library exchanges printed periodicals lists with other local libraries. Evening and weekend hours enable the many commuters who take AVC classes to use the materials and services they need to complete assignments. Extended hours are also the most likely times for area residents who have a Community Borrower Card, local high school students, and students enrolled in Chapman University (free limited borrowing privileges at AVC) to use the AVC Library.

Evaluation:

Although the IMC is visible through a variety of brochures, an IMC multimedia catalog available on a computer in the IMC and as a hardcopy, and IMC forms are available through the AVC website, a presence on the Internet would increase the IMC's accessibility.

The Library has not conducted a thorough inventory since 1995. The online catalog is therefore no longer a realistic representation of the collection. Inaccurate records impair student access to the materials. This may account for the low rating (75%) on library catalog ease of use on the Fall 1992 survey.

Plan:

- Convert the multimedia catalog to the same Horizon format as the AVC Library catalog and will soon become accessible to anyone who has Internet access.

- Provide access, via an IMC web page, to services, equipment and multimedia information. The web page will be available in Fall 2004.

- Conduct an inventory/shelf audit to determine collection status. This will enable staff to make needed corrections to the catalog and restore its effectiveness.

- Introduce users, via a series of streamed videos, to additional library services and demonstrate their use.

- Offer some of the face-to-face library credit courses online in the future and additional courses will be developed.

II.C.1d The institution provides effective maintenance and security for its library and other learning support services.

Description:

The IMC has one full-time technician to provide preventative maintenance and repair of all IMC equipment and much of the equipment purchased across the institution. The building itself gets very little care as custodial staffing has not kept up with the addition of new buildings. Less than two years old, the building is already in need of touchup paint, repairs, carpet cleaning and window washing.

Due to theft in prior years, IMC has very restricted key access. Limited access has helped to ensure security of hundreds of thousands of dollars of equipment and multimedia. A strict check-out procedure also guarantees that the best possible security is maintained. (Ref: II.C.22)

The Learning Center has one Computer Technician who maintains more than 130 computers; LCD projectors used in the 2 classrooms, workshop area and computer floor; 7 printers; 3 servers; 2 scanners; and, 8 CD burners. He also supervises and maintains the Learning Center computers, projectors, servers, and printers. He manages the Learning Center database, payroll of the more than 150 student assistants, and supervises the Media and Checkout desk.

The Library relies heavily upon the ITS staff for most PC maintenance and network needs. The Learning Center Lab Tech often supports this effort and maintains the reference area computer print network that resides on the Learning Center server. ITS maintains the Circulation computers and also the four older computers in the Library Faculty/Staff Reading Room that are available for faculty use. Library staff help maintain computers to which they have access. Librarians and Student Technical Assistants perform minor maintenance and troubleshooting on reference computers. An outside contractor (APS) maintains film/fiche reader, printers, print boxes, vending card machines, bill changer, and public copy equipment. They also provide preventive maintenance repairs, toner, and leasing of the three public copiers.

Library materials are protected by an effective theft detection system.

The Library is showing its age prematurely. The carpet is dirty, especially in high-traffic areas, and is coming apart in several places. Building maintenance efforts are minimal due to inadequate custodial and maintenance staffing. Study room walls were marred with graffiti and it took three years before the painting request received attention.

Campus Police Officers make frequent regular rounds and assist at closing time. The library staff is especially appreciative of this service at night and on Saturdays when most campus services are closed. Officers respond immediately when called for emergencies and often escort staff to the parking lots after dark.

Evaluation:

Although the IMC has made a valiant attempt to effectively maintain all the multimedia equipment within the IMC and across campus with only one technician, the campus would be far more efficiently served if IMC staffing were increased to include an additional technician. Security is maintained at a high level in the IMC to protect the high financial investment in multimedia and equipment.

They do their best, however the ITS and Maintenance/Facilities staffing is not nearly adequate in numbers to provide the timely support that the Library needs to serve students and staff. Campus Police support is excellent.

Plan:

- Continue to place the addition of an IMC technician at the top of its budget priority list.

- Hire additional staff in ITS and in Maintenance and Facilities.

II.C.1e When the institution relies on and collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for

and assures the reliability of all services provided either directly or through contractual arrangement.

Description:

IMC Program
The first videoconference class (Nursing: VN 201) was scheduled for the Spring 2003 semester and is expected to continue indefinitely. The multisided videoconference connects two classrooms in the IMC and one at Owens Valley Career Development Center, an Indian reservation in Bishop, California, reaching up to an approximate 70 students twice per week. The Dean of Allied Health and representatives from the Bishop site prepared a formal agreement with input from the Dean of Instructional Resources. (Ref: II.C.39)

The Learning Center has grants with VTEA to help improve and expand the Math for Nursing and Dosage Calculation classes, workshops and handouts for other vocational classes, and special training for tutors. Title V supports the extension of the Learning Center work hours so that students can be helped on Saturday with tutoring, workshops and other services in the Learning Center. The Learning Center is in the process of implementing the Learning Community Program, developing new classes and learning resources. The Learning Center collaborates with all instructional divisions and many AVC programs and services. This collaboration was evident through a variety of activities in 2002 when the Instructional Resources Division was chosen as the Division of the Year. There is special collaboration with the STAR program, EOPS, DSS, Counseling,

Library, IMC, GED, Journey Program, Athletics Program, Math/Science and Language Arts Divisions. The Learning Center supports the Math 99 Self-paced Mathematics Program with curricular development, resource materials, testing, and special tutor training. The lab maintains a database which tracks positive attendance and progress reports for each student. The Learning Center provides computer floor space and supports the instructional software needs for classes in math, nutrition, Spanish, and GED.

The Learning Center collaborates with tutoring centers at local schools and has representatives in state and national organizations as regional representatives and Special Interest Group Leaders.

Library Program
AVC students and employees enjoy interlibrary loan services as a part of the OCLC contract. The AVC library contracts with APS for printing services and CCL-EAR for consortium purchases of electronic products. The Library offers a Community Borrowing Program for area residents and honors the student cards for Chapman University students.

There are no formal agreements or service evaluations with other libraries. However, AVC librarians maintain professional ties with local librarians. AVC Librarians have a strong relationship with the CSUB at AVC Librarian. The librarians have exchanged site visits and orientations and also communicate on information competency issues. AVC librarians and local public librarians often collaborate on referring users to local information resources. Local libraries exchange periodicals lists and link to one another's

web pages. Two public librarians work as adjunct librarians at AVC and AVC librarians have worked at public libraries to ease staffing shortages.

Several AVC librarians are members of professional organizations such as ALA, ACRL, CLA, and various interest groups. They have served on ALA committees, the Chancellor's Office Advisory Group, and the Council of Chief Librarians Executive Board. Librarians and library staff serve on a myriad of campus committees such as: Academic Senate, AP&P, Calendar Committee, College Coordinating Council, Information Competency, Information Technology, and SPBC.

Evaluation:

Though initially struggling with infrastructure glitches, the IMC is now meeting its first videoconference contract obligation very effectively.

Plan:

- Continue to monitor, maintain and upgrade the IMC's current videoconference system to meet the growing demand for use.

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

Description:

The Library and Learning Center underwent Program Review in Spring 2001. (Ref: II.C.40; II.C.41; II.C.42). Recommendations and findings were included in budget requests and various planning documents and achievement reports that were submitted to SPBC for review. Some recommendations have not been implemented due to lack of budget.

Results from the nationally normed Noel Levitz Student Satisfaction Study of 2002 confirm that the Library and Learning Center are successfully meeting many students' expectations. When students were asked about how satisfied they are with the academic services provided by the Librarians, the results were quite positive with regards to the helpfulness and approachability of librarians (.65 performance gap). Students were also quite positive about the availability of tutoring services offered by the Learning Center (.90 performance gap). These low performance gaps are similar to the responses in the 1997 Noel Levitz Student Satisfaction Study (.59 for Library and .77 for Learning Center). Students also indicated in the 2002 study that they were relatively pleased with the number of study areas on campus (1.07 performance gap). Though not as pleased as they could be, the student satisfaction with regard to the adequacy of Library resources and services in 2002 (1.00 performance gap) was better than that of 1997 (1.35 performance gap). This is likely due to the tremendous increase in the availability of electronic resources and the excellent web resources created and made available online by the librarians since the survey in 1997.

The library offered Information Competency Festivals during several semesters. Students were introduced to the term information competency and were asked to evaluate their own information competency skills. Faculty were also asked to evaluate their students' information competency skills. The Information Competency Committee reviewed all of these findings to determine what kinds of skills AVC students need to develop, and these results are being used to determine how best to approach the task of insuring that students have adequate information competency skills. (Ref: II.C.43). Some of the findings of the survey were detailed in section 1.b of this self study.

While the areas within Instructional Resources have done some work on student learning outcomes, work remains to be done to define exactly what students need to learn when they encounter support services and how to assess these services. Throughout Fall 2003, ongoing general discussions about student learning outcomes began, and a special meeting dedicated to student learning outcomes was held in the Learning Center on November 7. At this meeting, faculty and staff asked those attending the upcoming Association for California College Tutorial and Learning Assistance (ACCTLA) Regional Conference to request information from other colleges about how they were defining student learning outcomes. Conference participants returned with information and handouts (Ref: II.C.5). These samples were distributed to all Instructional Resources personnel for review and discussion at their respective meetings.

Ongoing discussion of institutional core values also occurred at the divisional level during two fall division meetings (Ref: II.C.52).   The Library discussed core values prior to the division meeting in November, and the Learning Center discussed student learning outcomes and core values in January. The Learning Center staff decided to include student learning outcomes as part of the tutor training event on February 11 (Ref: II.C.53). At this training conference, the concept of student learning outcomes was discussed, and tutors worked in groups to begin defining what they felt were good ideas for defining student learning outcomes for tutoring (Ref: II.C.54). Tutors' suggestions were discussed at a subsequent staff meeting in the Learning Center (Meeting Summary - Learning Center, February 20, 2004). As a result, tutor/tutee reports in General Tutoring were revised to field test ways to better measure student learning outcomes (Ref: II.C.55).

The Learning Center also held a meeting (Ref: II.C.56) in March to discuss the research on student retention and CAS Standards for learning centers to prepare for the writing of student learning outcomes in Summer 2004. The IMC began the preparation of determining student learning outcomes and met to conduct subsequent planning for 2004-2005 in a half-day retreat in March (Ref: II.C.57). Moreover, the Learning Center had a half-day retreat in May to define plans for the subsequent year (Ref: II.C.58), and the Library met in May (Ref: II.C.59) and developed plans for 2004-2005 (Ref: II.C.60). All of these plans for 2004-2005 include work

on defining student learning outcomes and defining additional ways to measure student learning more effectively. A memo with samples of student learning outcomes from Mesa College was also distributed to all division members to promote additional discussion over the summer on student learning outcomes (Ref: II.C.61).

The IMC constructively evaluates it services and holdings on a regular basis through a suggestion box, student surveys, workshop evaluations and anecdotal information. The IMC conducted a student survey in Fall 2003 to ensure that the IMC is effectively providing learning opportunities and meeting student needs. The responses identified which services are used most, how effectively those services are performed and the benefits students gain from the services. (Ref: II.C.44)

All training sessions are provided in a hands-on style of training. Skill level surveys are given prior to the beginning of training and at the end of the training to identify the learning that takes place. Workshop evaluations are completed at the end of each workshop to assess where improvements can be made in the instruction. (Ref: II.C.45; II.C.46; II.C.47).

The IMC plans to incorporate a faculty/staff survey during the 2004-05 school year in addition to a student survey and to continue providing an opportunity for all constituents to make comments at any time through a suggestion box.

Often, employment in the IMC is the student worker's first paraprofessional job. Much of the learning takes place

through IMC employees modeling of positive and appropriate professional attitudes. Student workers are assessed on a daily basis and take part in a monthly departmental meeting. The meeting gives the student worker an opportunity to suggest changes and additions to IMC services and to thoroughly discuss issues. Student involvement in the planning and improvement of the IMC has shown to be positively affected by high levels of interaction with faculty, staff and students as customers. Written student employee evaluations are made only when verbal evaluations have not been successful in correcting an issue. Tasks that student workers are to complete are written in detail in the IMC manual. The IMC manual also provides a guide to and instructions for IMC services to assist the student worker in learning the daily functions and maintaining consistency is services. (Ref: II.C.48; II.C.22; II.C.47).

The Learning Center is currently working at defining its Student Learning Outcomes (LC23). At the all tutor meeting before the beginning of the Spring semester, tutors and Learning Center staff held a brainstorming session on student learning outcomes. From the draft of SLOs developed at this meeting, General Tutoring and the Language Arts Reading Lab re-wrote their respective tutor reports to try to capture SLOs from the tutorial session. This pilot project is being evaluated during the Summer 2004

session. The Learning Center is holding weekly meetings through Summer to develop and write the Student Learning Outcomes as well as defining ways to measure the accomplishment of SLOs. To help with this project, the staff is examining SLOs from other institutions (Ref: II.C.49).

The Library is a "teaching library." Each encounter with a library staff member has a potential learning outcome for students. Students enhance their information competency skills through interactions with reference librarians, completion of a credit library course or online tutorial, attendance of a term paper clinic. Anecdotal information from faculty and survey responses from students verify the effectiveness of student participation in such activities. (Ref: II.C.50)

Students who are employed in the Library receive extensive training and experience, which are applicable to future employment. They also gain a number of skills or points of information that increase academic success. (Ref: II.C.50)

Students who successfully complete LIB 107 Information Competence master the core information competencies outlined in the ACRL Standards. (Ref: II.C.50). The document also details the student learning outcomes for other library credit courses.

Plan:

- Craft student learning outcomes and determine ways to measure them.

- Continue to discuss and formulate

student learning outcomes and assessment of student learning within all areas of Instructional Resources and other learning support services.

- Plan new Learning Center student workshops within all of its service areas. The Writing Center and Reading Lab, for example, are developing workshops specific to disciplines. (Preparing for Your English Class, Writing a Biology Abstract, Reading for Math/Science, Reading for Nursing).

- Implement in the Writing Center and Library a new online plagiarism detection program and provide faculty training.

- Develop further partnerships between the Learning Center staff and the campus community, increase and update tutor training, and improve the marketing of Learning Center programs and services. (Ref: II.C.51).

- Increase the Library and IMC marketing efforts.

- Participate in all areas in the information competency initiative.

Standard II.C References

II.C.1   Library brochures
II.C.2   Instructional handouts
II.C.3   Brochures for Learning Center areas
II.C.4   IMC Brochures
II.C.5   IMC Student Pocket Guide
II.C.6   IMC Services
II.C.7   Learning Center Workshop List
II.C.8   Learning Center Workshop Evaluation form
II.C.9   Referral forms for the Learning Center
II.C.10   Supplemental Instruction Session Plan
II.C.11   Early Advantage Form
II.C.12   Writing Center Form
II.C.13   Learning Center Contacts
II.C.14   Learning Center Handouts used as learning resources
II.C.15   Learning Center form for Computer/Internet usage, media checkout
II.C.16   Learning Center rules
II.C.17   Course syllabi
II.C.18   College Reading and Learning Assistance (CRLA) certificate
II.C.19   Requirements for tutor training
II.C.20   STAR (Student Transition and Retention) brochures
II.C.21   Open Lab Hours
II.C.22   IMC Departmental Policy and Procedure Manual
II.C.23   Library Annual Data Survey for fiscal year 2002-2003
II.C.24   AP&P Course worksheet for the Library
II.C.25   College & Research Libraries, 1994
II.C.26   Library Program Review, 2000 (p.12 "Size of collection for a single campus")
II.C.27   Library user survey at Antelope Valley College Fall 2002
II.C.28   IMC training manuals
II.C.29   Booklets for special classes offered through the Learning Center
II.C.30   Learning Communities Exit Survey
II.C.31   Sample Schedule of GED classes
II.C.32   2002-2003 FLEX book
II.C.33   Division of the Year proposal
II.C.34   FLEX activities with a Library connection
II.C.35   Letter of appreciation to Learning Center
II.C.36   Conference programs
II.C.37   Abstracts regarding participation in different organizations
II.C.38   Power Point presentations given by Learning Center staff
II.C.39   Communication 45 Memorandum of Understanding
II.C.40   Library Program Review Self-study
II.C.41   Learning Center Program Review Self-study
II.C.42   Instructional Resources Peer Team Report

Notes

Interview Notes

Interview Notes

STANDARD III
Resources

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STANDARD III Resources

A. Human Resources

The institution effectively uses its human, physical, technological, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A Human Resources

The institution employs personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds, by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Description:

According to institutional research conducted in spring 2002, 31% (61) of classified employees are in student services, 29% (56) are in an academic area, 19% (36) are in facilities, 15% (30) are in administration, and 6% (11) are in information technology. (Ref: III. A.33). Staffing in these areas was equally distributed with the greatest increase in the information technology area. In the fall of 2003, 48% of the college's courses

were taught by full time faculty and 52% were taught by adjuncts, falling far short of the goal of 75%/25% set by the state. (Ref: III.A.1). The total number of employees was 816 in spring 2004.. (Ref: III.A.2).

Since the 1998 accreditation self-study, the number of administrators has increased from 23 to 26. (Ref: III.A.3 and III.A.4). The increase is attributable to reclassification of employees. Since 1998, there have been five directors/vice presidents of human resources and five presidents including interim/acting presidents. The number of full time faculty has increased from 137 to 152 and the number of adjunct faculty teaching credit courses has increased from 297 to 374. (Ref: III.A.5). The number of classified employees has increased from 169 in fall 2000 to194 in spring 2002. (Ref: III.A.5). The college has not met the California Community College Chancellor's Office standard of 75% full time faculty and 25% adjunct faculty (Ref: II.A. 6) 48.4% of Full Time Equivalent Faculty was attributable to full-time faculty in fall 2003, compared to 48.83% in fall 2002. The college spent 52.69% of its budget on instruction in 2001-02 compared to 51.89% in 2002-03. (Ref: II.A.1). A college-wide reorganization was instituted in July 2003. This

reorganization is currently being evaluated by a subcommittee of the Strategic Budget and Planning Council.

III.A.1 The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1a   Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective   teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.

Qualifications for faculty positions at Antelope Valley College are based on the minimum qualifications that are established by the State Academic Senate and are approved and adopted by the Board of Governors for California Community Colleges. (Ref: II.A.7). Faculty suggest needs for positions and discuss the qualifications for each position at the division level. (Ref: II.A.8).

Equivalencies to minimum qualifications are discussed among the division faculty and are approved by the Academic Senate. (Ref: I.A.9). Division deans discuss faculty needs with the Vice President, Academic Affairs (VPAA). The VPAA takes the recommendations of the deans (including recommendations for prioritization of needs) to the Cabinet and to the Strategic Planning and Budgeting Council. Discussion to add or replace faculty positions also occurs among the President, VPAA, and Academic Senate president.

Qualifications for administrators are given in the Education Code (Ref: III.A.10, section 87400 et seq.). Division faculty have discussions on the equivalencies to the minimum qualifications (Ref: III.A.11). The results of the discussions are reported to the Academic Senate for discussion and approval. Qualifications for classified staff are determined by managers and classified staff (Ref: III.A.12). The specific needs for each department and division are determined through program review, a process that involves the members of the work unit discussing the status of the work area and forecasting its needs through program review.

The duties and responsibilities for the president and vice presidents are found in Board Policy 2021 – 2026. (Ref: III.A.13). The presidential search committee conducted a search in 2004. The committee's members represented a broad spectrum of the campus and solicited input from a variety of sources regarding the job announcement. The announcement contained all the necessary information and explained the application process. In the 1998 Institutional Self-Study the planning agenda indicated

that "The Director of Human Resources, with the appropriate shared governance committees or bargaining units, will establish current job descriptions for deans." There are no classification specifications for deans, administrators, and faculty positions. Job announcements are written on an "as-needed" basis when new employees are being hired. (Ref: III. A.12).

Hiring priorities are determined by initial discussion among faculty, deans and vice presidents (Ref: III.A.14). The recommendations from the division/ department level of discussion are reported to the Strategic Planning and Budgeting Council for further discussion and input. The president, Academic Senate president, and the president of the AVCFT then collaborate in making the decision on hiring priorities (Ref: III.A.15).

The human resources technicians perform initial screening of candidates for faculty, administrative, and classified positions. Candidates are screened to determine that they meet the minimum specifications for the position under consideration. Candidates are then screened by hiring committees based on selection criteria developed prior to the members of the committee viewing the applications (Ref: III.A.12).

The Procedures and Practices for Hiring of Full and Part-Time Faculty, as indicated in the Faculty Handbook 2001-2002 (Ref: III.A.7, Appendix F), states that "a majority of the membership of the Screening Committee will be faculty". Deans and vice presidents comprise the remainder of the committee membership.

The "Procedures and Practices for Hiring Full and Part-time Faculty" require that all position announcements include the following, "sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic background of community college students" (Ref: III.A.16). Additionally, the provision, "demonstrable potential for effective teaching and/or appropriate support service activity" is also required (position announcements). Interviews for full-time faculty include a teaching demonstration (Ref: III.A.17). but not all interviews for adjunct faculty require it. (Ref: III.A.18).

An audit of faculty and administrators' degrees was conducted in 2003-04. By August 2004, the audit was completed through the adjuncts whose names began with the letter "I". All degrees up to that point were found to be authentic and achieved from accredited institutions. Equivalencies to the minimum qualifications are being developed in many subject areas due to the number of new hires anticipated in 2004-05 (Ref: III. A.9).

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

The tenure and evaluation process for all faculty is documented in the collective bargaining agreement and Board policy. For all faculty, including counselors, full-time instructors and part-time instructors, institutional responsibilities are found in the tenure and evaluation guidelines which are updated yearly if needed as part of the collective bargaining process. Students give input into the evaluation process through classroom evaluations of instructors (Ref: III.A.18).

Adjunct evaluations are conducted by peer faculty or the supervising dean. According to the collective bargaining agreement, adjunct faculty members are to be evaluated in the first semester of employment and every three years afterward. The vice president for academic affairs (VPAA) tracks the timeliness of adjunct evaluations (certificated collective bargaining agreement). The evaluation process for administrators in found in Board policy 3060. The procedure for evaluation is found in policy 3060A.(Ref. III.A.13). Essentially, the process is a 360 degree process involving peers, subordinates, self-evaluation and supervisor. Administrators are evaluated annually for the first three years after appointment, then tri-annually after that. Administrators are evaluated on leadership, communication and coordination, organization and management and professional qualities.

Each classified employee is to be evaluated annually "by May of each year" by the person's immediate supervisor unless the employee was evaluated since February 1 (Ref: III.A.19).

III.A.1c Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

The evaluation covers the broad categories of work quality, work habits, working relationships, meeting commitments, initiative, dependability and reliability, attendance and punctuality, safety and communication skills. The descriptive guidelines for the classified employee performance factors do not relate to student learning outcomes (Ref: III.A.19).

At this time, faculty evaluation and student progress on student learning outcomes are not linked. Currently the only criteria are the four referred to in Board policy: performance in classroom teaching, interaction with students, respect for colleagues and the teaching profession, professional growth. Less than half of employees agree that policies are fairly and consistently applied (40%) and that evaluations are used to encourage and improve performance (49%) (Ref: III.A.20).

III.A.1d The institution upholds a written code of professional ethics for all of its personnel.

Although the district has a written code of ethics for faculty, there is no formal mechanism for adjudicating alleged violations of the code (Ref: III.A.7, pp. 4-5). Administrators, classified staff, and confidential management/supervisory staff do not have a code of ethics. The district does not have an institutional review board for reviewing research concerning human subjects.

III.A.2 The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

The college has not met state goals of 75% full-time faculty and 25% adjunct faculty (48% of courses are taught by full time faculty (Ref: III.A.6). The college barely complies with the 50 Percent Law (the amount of money spent on instruction) (Ref: III.A.1). There is a belief among classified employees that a shortage of support staff exists in many areas (Ref: III.A.21). The college meets the full-time faculty obligation to the Chancellor's Office. In fall 2003, the college reported 151.5 full time equivalent faculty; the college was required by the Chancellor's to have 140.5 full time faculty (Ref: III.A.6).

III.A.3 The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3a   The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

The primary documents that are in place concerning the fair and equal treatment of personnel at the college are:

1.   Board Policy—Nondiscrimination Policy and Complaint Procedure;
2.   Student Equity Plan;
3.   Staff Diversity/Affirmative Action Plan;
4.   Antelope Valley College Federation of Teachers Collective Bargaining Agreement;
5.   Antelope Valley College Classified Employees Collective Bargaining Agreement; Student Code of Conduct

III.A.3a The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

All personnel records and files are kept indefinitely. Current personnel records are kept in the Office of Human Resources and Employee Relations in locked file cabinets with limited access. Old records are shrink-wrapped in plastic and placed in long-term storage. Fifty-five percent of personnel who answered the college survey agreed that personnel records are accurate and 64% agree that the college maintains confidentiality. (Ref: III. A.20). Employees make appointments with the Office of Human Resources and Employee Relations to review their personnel records. There is no procedure for monitoring employees as they view their files. The office maintains employee payroll records in the Los Angeles Office of Education Human Resources System (HRS) in addition to keeping hard copies (Ref: III.A.12).

III.A.4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

There is a shortage of trained equal employment opportunity (EEO) representatives. There are individuals who are continually serving on selection committees because there is no one else. Training for the EEO representatives consists of one videotape, which is viewed at the convenience of the prospective representative. There is no assessment of the EEO representative's knowledge and understanding of the material (Ref: III.A.12). An EEO coordinator position was established and filled, on an interim basis, in August 2003. This position is currently under review (Ref: III.A.22).

Information about the demographic composition of applicant pools is gathered at time of application (Ref: III.A.12). A survey of ethnicity was conducted in conjunction with a visit of the Technical Assistance Team assembled by the California Community College Chancellor's Office in October 2002. (Ref: III.A.23). The research technician tracks demographics of students and staff and publishes the information in the college's Fact Book annually.

There are five diversity goals identified by the EEO/Diversity Advisory Committee (Ref: III.A.24):

1. Promotion of the value of diversity as incorporated in our college mission and as mandated by state law and the Community College Chancellor's Office;
2. Dissemination of information that would inform the campus community about the strengths of diversity;
3. Promotion of a college

environment that is free from prejudice, intimidation, harassment, violence and discrimination;
4. Development of a diversity plan that is accepted by all campus community members;
5. Receive and make recommendations for the allocation of diversity funds for all campus community members and groups.

There is a non-discrimination policy listed on the "About AVC" menu on the AVC website and on all public documents. (Ref: III.A.24). More than half of student respondents (58%) believe the college is proactive in supporting diversity.(Ref. III.A.26). A third are neutral. Fifty-eight percent of all staff agree that the college is proactive in supporting diversity (61% of Caucasian staff and 57% of Minority staff) (Ref: III.A.20). There is a grievance procedure in the college catalog for student complaints (Ref: III.A.4, p. 49).

III.A.4a   The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

To stay abreast of the latest laws and legal changes, the college has supported personnel to attend workshops and training seminars. EEO/Diversity Committee members have attended training on affirmative action and diversity. Human resources staff members have attended ACHRO/EEO Training Institute Programs. In-house training on the Americans with Disabilities Act (ADA), sexual harassment, and equal employment opportunity have been attended by human resources employees,

but the need for training has been identified by the individual employees, not the human resources director (interviews with HR personnel). Persons serving on selection committees receive no training. Thirty-nine percent of college employees agree that the college provides adequate training, and (40%) disagree that the college provides adequate training (Ref: III.A.20).

III.A.4b The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Table 1 shows the demographics of the AVC community, including students, faculty, staff and administrators. Administration most closely mirrors the ethnic distribution in the community and student population. Full-time faculty, adjunct faculty, classified staff, and confidential/management staff do not (Ref: III.A.27).

Table 1:Demographics of the AVC Community: 2003

This table uses the 2000 census data from the U.S. Census Bureau for the AVC Community College District (AVCCD) for the ethnic distribution of the service area.

III.A.4c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

The "Accreditation Self-Study Survey" administered by the Office of Institutional Research in October 2003 addresses employee's perceptions about equal employment opportunities and equity in applying personnel policies and procedures. In the staff survey, 60% of employees agreed the college is proactive in supporting equal employment opportunities. Caucasian and minority staff agreed by the same percentage. Fifty-five percent of staff agreed that the college uses clear selection criteria for employees; 55% of caucasian staff and 50% of minority staff agreed with that statement. Forty percent of staff agreed that personnel policies are fairly and consistently

Ethnicity	FT * Faculty F 2003	PT Faculty F 2003	CMS Staff F 2003	Classified Staff F 2003	Admin 2003	AVC Students 2002-2003	AVCCD Census 2000	Census Ethnicity	Minimum % expected
Asian	3%	4%	8%	1%	0%	3%	3%	Asian	2.3%
Black/Afr. Amer.	8%	8%	19%	15%	19%	18%	12%	Black/Afr.Amer.	8.5%
Filipino & Pac. Is.	1%	0%	0%	2%	0%	2%	0%	Pacific Islander	0.1%
Hispanic	6%	4%	0%	11%	12%	23%	29%	Hispanic	20.1%
Native American	0%	1%	4%	1%	0%	1%	1%	Native American	0.4%
Other Non-White	0%	0%	0%	0%	0%	2%	3%	Others and Multi-racial	
Unknown	3%	16%	0%	1%	8%	3%	0%	Unknown	
White	79%	66%	69%	69%	62%	47%	52%	White	
Total	100%	100%	100%	10%	100%	100%	100%	Total	

applied, while 39% of caucasian staff and 46% of minority staff agreed. (Ref: III.A.20).

III.A.5 The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Staff development funds were cut from the state budget in 2002 (Ref: III.A.28). SPBC minutes). The following programs were unaffected by funding cuts: VTEA, professional development, Faculty Academy, Flex activities, and technology training. Academic Affairs conducts a one-day orientation for new faculty prior to the fall semester, and the college has a college-wide event to begin the fall semester, but attendance at these events is not mandatory. (Ref: III.A.29).

III.A.5a The institution plans professional development activities to meet the needs of its personnel.

Despite cuts to staff development funds by the Chancellor's office, there are several sources of professional development at the college. VTEA professional development funds are available to faculty in vocational areas. The Faculty Academy is still funded. Flex activities are offered each year. Professional development activities concerning diversity topics are offered as part of Flex activities. Information Technology Services conducts limited technology training, but a position approved by the Board of Trustees in 1999 was never funded due to a reduction in state funding for technology. (Ref: III. A. 30).

Orientation for faculty prior to the fall semester is not mandatory. (Ref: III.A.31). Adjunct faculty members are oriented to the college and division by the dean, director or administrative assistant (Ref: III. A.31 and Ref. III. A. 32). Adjunct faculty members are oriented to the course that they will be teaching by the dean or a faculty member in the discipline (Ref: III. A.31).

The need for training is visible in the Office of Human Resources and Employee Relations. The Human Resources personnel indicated that they do not receive regular human resources training for their classifications. They are not members of associations that may offer inexpensive training opportunities. They have attended periodic organization-wide training such as disaster training or training mandated by law such as sexual harassment training (Ref: III.A.12)

III.A.5b With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

The college does not systematically evaluate professional development programs.

III.A.6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Strategic goals for human resources include practicing "the efficient

management of existing resources," increasing "funding resources to provide and sustain the necessary human… resources to succeed in our educational mission," and enhancing and developing "human resources to ensure a well-trained, diverse staff to support the college mission." The goals were developed as part of the college's strategic planning process (Ref: III.A.33). Program reviews indicate a shared governance approach to identifying human resources needs in each department and division. The college evaluates the effectiveness of the number and type of personnel through program reviews and with input from department and division managers, vice presidents and the Strategic Planning and Budgeting Council.

Evaluation:

Antelope Valley College has not had consistent, capable leadership in the Office of Human Resources and Employee Relations. Human Resources employees do their best to function in this chaotic and unstable environment. They have not received training to stay current with the technical and legal aspects of their jobs. Currently, there is no written set of policies and procedures for the Office of Human Resources, which has led to inconsistencies in hiring procedures and document tracking.

Security and confidentiality may be a problem in the Office of Human Resources and Employee Relations. A sign on the door designates it an area restricted to human resources employees. However, the door remains unlocked frequently during business hours. Student workers who work in the office

are not required to sign confidentiality agreements, even though they work directly with employee information. There is no procedure for monitoring employees as they view their files.

Antelope Valley College needs a well qualified HR administrator to bring leadership, consistency, and expertise to this office. The college does not conduct a thorough job analyses of class specifications to determine its job descriptions and duties; therefore, an HR analyst position is also needed.

The college fails to maintain a sufficient number of employees. It falls far short of its commitment to reach the 75/25 ratio of classes taught by full time vs. part time faculty. Support staff has not increased proportionately to the total student headcount, and a classification study has been scheduled for the 2004-2005 academic year.

According to records of the Vice President for Academic Affairs, evaluations are not always done in a timely manner. The academic deans reported that 32 adjunct faculty were not evaluated on schedule in 2002-03 (most recent data available). Supervisors, including deans, are not trained to evaluate employees. Additionally, evaluations of faculty do not include how well they use student-learning outcomes.

The college has not developed Codes of Ethics for its administrators, confidential management, and classified employees nor has it developed a process for resolving ethical conflicts or abuses of the faculty ethics policy.

Antelope Valley College continues to strive to diversify its workforce. However, the faculty does not yet mirror the community it serves. Faculty recruitments are often quick, allowing little time for the development of diversity recruitment strategies. More training on valuing diversity is needed on campus as well as training for persons, especially EEO representatives, serving on selection committees.

Although the campus has excellent in-house faculty development programs, the FLEX program and the faculty academy, faculty and staff have been unable to attend conferences and workshops due to the elimination of staff development money. However, staff development money has been restored for the 2004-2005 budget. The Human Resource Office rarely sponsors any in-house trainings.

The Human Resources Master Plan remains sketchy. Human resources goals are part of the Strategic Plan. However, budgetary constraints in the past few years have yielded a restriction in the number of faculty who could be replaced and have halted progress toward achieving the 75/25 ratio. In 2004, an attempt to add ten new faculty positions is being made.

Plan:

- Hire additional full time faculty in an effort to achieve the goal of the 75/25 law.
- Include student-learning outcomes as part of the faculty evaluation process.
- Train human resources employees on technical and legal matters

pertaining to their jobs.
- Draft a written set of policies and procedures for human resources.
- Develop opportunities for campus-wide training regarding diversity.
- Train managers to evaluate employees; train faculty to evaluate colleagues.
- Implement hiring procedures consistently.
- Hire a human resources administrator who has experience as a human resources analyst and as a human resources administrator.
- Hire a human resources analyst who has extensive professional experience as "second-in-command" in the human resources office.
- Improve human resources documentation techniques.
- Create a database for a variety of recruitment sources.
- Determine the cost-effectiveness of recruitment sources.
- Analyze jobs to recruit more effectively.
- Complete a degree audit of all current faculty and administrators.
- Create an organized training and development schedule for all employees.
- Develop a code of ethics for all campus employees
- Establish an institutional review board.
- Develop a method for adjudicating abuses of the code of ethics.
- Train selection committees on their roles and responsibilities.

Standard III.A References

III.A.1   "Analysis of Compliance of the 50 Percent Law" 2001-02 and 2002-2003   **Notes**

III.A.2   Interview with Marc Beam

III.A.3   AVC Catalog 2002

III.A.4   AVC Catalog 2003

III.A.5   Fact Book

III.A.6   Full-Time Faculty Obligation: Fall 2002 and Fall 2003

III.A.7   Faculty Handbook 2001-2002

III.A.8   Division Meeting Minutes Discussing Equivalencies

III.A.9   Academic Senate Minutes re: Equivalencies to Minimum Qualifications

III.A.10   Education Code, §87400-87488

III.A.11   Division Meeting Minutes Discussing Equivalencies

III.A.12   Interviews with Human Resources

III.A.13   Board of Trustees Policy and Procedures Manual

III.A.14   Division Meeting Minutes Discussing Hiring Priorities

III.A.15   SPBC Minutes re: Hiring Priorities

III.A.16   AB1725 §86360 p.50

III.A.17   Sample of History and Registered Nursing Screening Questions And Scenario

III.A.18   Survey of Deans Conducted by Dr. Karen Cowell, March 2004

III.A.19   Classified Collective Bargaining Agreement

III.A.20   Accreditation Self-Study Survey 2003

III.A.21   Interview with Margie Chavez, Certificated Union President

III.A.22   SPBC Minutes re: EEO Coordinator

III.A.23   Technical Assistance Review Report 2002—California Community Colleges

III.A.24   Staff Diversity/Affirmative Action Plan, Oct. 1994

III.A.25   Non-Discrimination Policy

III.A.26   Accreditation Student Survey

III.A.27   Office of Institutional Research Demographics of AVC Community

III.A.28   SPBC Minutes re: Staff Development Fund Cut

III.A.29   New Faculty Orientation

III.A.30   TTIP Expenditure Certification and Board Minutes

III.A.31   Interviews with Deans

III.A.32   Supplemental Orientation Handbook by Dean Miller

III.A.33   Fact Book, 2003

Interview Notes

STANDARD III Resources

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1 The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

IIIB.1a The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Description:

The Facilities Master Plan (Ref: III.B.1) drives facilities funding requests, so projects listed on the Five-Year Construction Plan (Ref: III.B.2), required annually by the Chancellor's Office, are first identified in the comprehensive plan. Not all projects identified in the comprehensive plan are eligible for state funding, but all projects over $400,000 must be placed on the list, regardless of funding source. Those eligible for state funding remain on the Five-Year Construction Plan until they are funded or rejected by the State, or until the facilities priorities change because of other factors.

Most funding available for facilities maintenance and improvement, including the aforementioned Five-Year Construction Plan, has specific guidelines and/or restrictions. The College regularly applies for state scheduled maintenance funds earmarked for repairs. The availability of these funds varies from year to year, with specific guidelines for the types of projects that qualify. These funds require district matching funds. Each project submitted is then rated against a state formula. Available funding determines the number of projects funded. The College updates the list of projects to be submitted every year based on critical needs that arise, periodic facilities maintenance assessments, the Facility Condition Assessment Report (Ref: III.B.3), and the availability of District matching funds. Projects completed and in process since 1998 are listed in the Facilities & Campus Development project listing (Ref: III.B.4).

The Chancellor's Office requires the College to update its space inventory each year. This document details the type of usage for every space in every building and becomes part of the justification for the Five-Year Construction Plan (Ref:III.B.5). The State uses these figures, along with projected enrollment growth, to develop capacity/load ratios that are considered in the prioritization of projects.

In 2002, the District authorized 3D/

International (3D/I) to assess our current facilities. This assessment found that only 6 of the College's 38 permanent buildings on the campus are in good or fair condition, and 20 buildings have a Facilities Condition Index (FCI) of 50% or greater, which indicates that a building should be considered for replacement (Ref: III.B.3, p.7). The Facilities Master Plan addresses these needs and

a comprehensive list of capital outlay projects has been developed to support a November 2004 bond measure (Ref: III.B.6.)

As construction projects are identified, a long planning process begins, including input from the tenants of the building and appropriate facilities staff charged with maintaining the building after completion. Faculty participants in two of the most recent large projects, the Business Education Building and the Technology Building, appreciated participating in these successful projects. Faculty and staff benefited from working with planning consultants in the design phase. Facilities staff recommended greater communication with the architects in determining materials and finishes. Toward that end, the Facilities Department has extended the length of time plans are available for review and required the different Facilities area heads to review them with appropriate staff. In addition, the Facilities Department is developing standards documents for materials, fixtures, and finishes to aid project architects and facilitate

maintenance.

Evaluation:

The primary focus of all facilities planning is to ensure that facilities are constructed and maintained to assure access, safety, security and a healthful learning and working environment, while meeting instructional and institutional goals. The college recognizes that older facilities do not meet current construction standards and code requirements and addresses upgrades as funds become available. The Strategic Planning and Budget Council Infrastructure sub-group is developing strategies to better communicate facilities planning and budget information.

Plan:

- Pass Bond measure in November 2004
- Continue to apply for and complete major repairs as funds become available.

III.B.1b The institution assures that physical resources at all locations where it offers courses, programs and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Description:

New buildings are all built to state standards. Community colleges are under the Field Act, an extremely stringent building code because of earthquake risk. The college hires a licensed contractor and a state inspector is present during construction to make sure that buildings

are built to specifications. Also, after the Northridge earthquake, a structural engineer was hired to inspect all buildings.

Off campus sites include high school classrooms, which are also built to Field Act requirements, the Airframe and Powerplant program (A&P) at Fox field and the Nursing program, which uses local medical facilities. The local hospitals also have to meet stringent safety requirements. Off campus facilities such as the A&P program are regularly inspected by AVC employees. When AVC used the South Valley site, extensive inspection was done first by AVC employees and AVC provided security. AVC does not provide security at high school sites; however, no high school sites are currently being used. (High schools have their own security, but it is minimal at night.) Facilities that are for less than three years are exempt from Field Act requirements. We do have 4 modular buildings on campus. They are trailers approved by the Department of State Architects.

Scheduled maintenance funds take care of roofs, HVAC, replacing windows and so on—any structural needs. Funds for scheduled maintenance have decreased dramatically. In 2003-04, we have only $211,000 for scheduled maintenance and instructional equipment combined. We expect that none of this money will be available for scheduled maintenance. Scheduled maintenance funds from the state require matching funds (50-50). Most matching funds come from redevelopment funds from the cities of Lancaster and Palmdale. In spring 2004, AVC has $1,376,229 worth of uncompleted schedule maintenance projects that have been approved by

the Chancellor's Office. Each year, the Director of Facilities looks at the Facility Condition Assessment Report (Ref: III. B.3), inventory updates and reports about needed repairs and upgrades from employees and he and his staff prioritize items for the year. That list goes to the Vice President of Business Services for consideration for local funding. More expensive items are funded through scheduled maintenance funds from the state. Presently, the facilities are in fairly good condition (Ref:III.B.7).

Annual Hazard Removal Plan: The state pays for removal of asbestos tiles but not for replacement. The only remaining known hazards are some asbestos tile and a few problem areas in the gymnasium.

Barrier Removal is stymied by budget problems. Some restroom work was done several years ago, but we still have lots of access issues. The new buildings have appropriate access, but some old buildings and areas, including the football and baseball stadiums, still need a few ADA ramps and some concrete repair. Many door handles need to be replaced for ADA compliance. Basically, handicapped faculty say that the campus is generally accessible and in terms of academic programs, access is good. No money from state is available now for these projects. The College has an ADA plan (Ref:III. B.8). We have adaptive PE classes and handicapped access to showers in the PE room. The mailroom door continues to generate numerous complaints; however, it is legal within ADA requirements. The college's architect has been trained in ADA access issues.

Evaluation:

The College survey of staff and students supports the claim that the physical plant is generally accessible (Ref: IIIB.15, #21 and Ref. III.B.17 #24). The main access issues are hours of operation, particularly for the library and the learning resource center and the lack of keys preventing access to rooms.

The campus is generally well-maintained and major safety issues are taken care of. The campus has developed a plan for both signage (Ref: III.B.9) and landscaping (Ref: III.B.10). Rooms were recently renumbered and buildings re-named. Some landscaping is funded through new building money; perimeter landscaping has been done with redevelopment funds. This project has been on going for about 3 years. The major problem is the lack of personnel to maintain the landscaping. Students and staff agreed that the exterior of the campus appears generally well-maintained and inviting (Ref: III.B.17#29 and Ref. III.B.15, #26).

While students and staff provided several pages of suggested repairs, cleanliness of bathrooms and trash were major themes. One particular area of concern is the Ceramics Lab, which has insufficient power, air purificarion and storage space. Poor lighting is another common complaint. Poor lighting seems also to contribute to many students and staff not feeling safe on campus. Statistics bear out that crime incidents have not significantly increased since the last accreditation report (Ref:III.B.14). Vandalism and theft remain major problems.

The College has only 1 custodian per 34,080 square feet of building space (industry standards range from 15,000 square feet to 22,000 square feet per custodian) and only 11 personnel in the maintenance department for an average of 42,364 square feet per maintenance worker. Bathrooms are high priority and are cleaned daily; other areas, such as classrooms and offices, are cleaned on a rotating basis. Maintenance concentrates on safety areas first.

The College would have access to additional classroom space if it could use the buildings built by CSU Bakersfield. Since they are not built to Field Act specifications, we cannot use them at the moment. Legislation is pending (Ref: III.B.11) that would exempt community colleges from the Field Act.

During the first weeks of the semester, parking problems are particularly severe. However, parking lots construction and maintenance are not funded by the state. AVC has added parking spaces along the perimeter of the campus, but additional parking is needed. (Total number of parking spaces is 2,147.)

Plan:

- Implement lighting plan as soon as possible (#12).

- Publish statistics are crime here versus community versus other similar colleges.

- Make sure all staff, including adjunct instructors, have keys to access buildings and classroom.

- Obtain funds for new parking lots by passing a bond.

III.B.2 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institutional plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

See discussion of Facilities Master Plan, Five-Year Construction Plan and Bond Measure in section III.B.1.a.

III.B.2.b Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Description:

The Educational Master Plan update was finished in 2001; a Facility Condition Assessment Report (#3) was completed in March 2003 and the Facilities Master Plan was finished in spring 2004. The Facilities Master Plan is closely linked to projected growth in programs as described in the Educational Master Plan (Ref:III. B.3, pp. 41- 46). The major trend is the increasing use of laboratories not only in areas such as sciences, but in computer science, graphic arts, and mathematics. The architects spent time with the Vice President of Academic Affairs,

who worked closely with the deans in projecting WSCH per program. Meetings were also held with the Athletics Director, administration and management and the Director of Facilities. A space inventory is done annually (Ref: III.B.5).

Each year, the College updates the 5-year construction plan (Ref:III.2). Priorities change depending on changes to the Chancellor's Office rules and other changes for project approval, on whether bonds are available and availability of other funding sources, on program changes and needs, on new information on student enrollment. For example, last year, due to an increase in our lab square footage, our lab/lecture square footage ratio meant we would not place high in state priorities for more lecture or lab space. We changed our plan to make a new theater a high priority since a theater is a "complete campus" project and isn't tied to specific usage formulas. Another example is that we received approval for a HVAC upgrade project. However, the HVAC upgrade in the student services building was too costly so the HVAC in the gymnasium was done instead (Ref: III.B.7). In March 2004, the college held meetingss with the SPBC Infrastructure sub-group to discuss the annual Five-Year Construction Plan. This committee has representatives from all constituencies on campus and campus-wide input was sought through e-mail (Ref: III.B.13).

Evaluation:

AVC has been growing rapidly over the last 15 years. The skyrocketing cost of housing in the Los Angeles Basin continues to drive people to move north and commute to work. Growth rates

for the last four years have been 8.35% (2000-01), 5.87% (2001-02), 6.94% (2002-03), and 8.26% (2003-04). We expect this growth to continue. In order to provide the physical facility needed, AVC must add a significant amount of square footage and begin planning for a second campus. (In Fall 2002, we were able to offer classes at a South Valley Site leased from SR Technics; however, the departure of SR Technics at least temporarily has eliminated that space. The College is negotiating with LAWA (Los Angeles World Airways) to use that site again.) We are currently seriously hampered by a lack of an appropriate facility in the south valley. The College continues to negotiate with the Bushnell family in hopes of obtaining land for a south valley site.

Current standards for funding of projects by the Chancellor's office mean that few projects will be funded unless local funds are available to cover at least 25% of the costs. AVC recognizes the needs for a local bond to generate these funds. In Spring 2002, the college did a study to determine whether it might be success with a bond and determined that it would not. This fall, the college did another campus/community survey and has decided to put a bond totaling $140 million on the November 2004 ballot .

The campus continues to struggle with effective use of instructional space. Our current FTEF to FTES ration (28 to 1) is much improved by many classrooms are smaller than the pedagogical class maximum (i.e., English 101 has a pedagogical maximum of 30 students, but many sections are scheduled in rooms in which Fire Code limits enrollment to 26 or 24.) The college has made a concentrated effort to put the smallest classes in the smallest rooms, but rooms have traditionally been "assigned" to divisions rather than being assigned centrally.

Plan:

- Continue to improve space utilization

AVC Facilities Physical Resources

The *Facilities Master Plan* drives facilities funding requests, so projects listed on the Five-Year Construction Plan, required annually by the Chancellor's Office, are first identified in the comprehensive plan. Not all projects identified in the comprehensive plan are eligible for state funding, but all projects over $400,000 must be placed on the list, regardless of funding source. Those that are eligible for state funding remain on the *Five-Year Construction Plan* until they are funded or rejected by the State, or until the facilities priorities change because of other factors.

Most funding available for facilities maintenance and improvement, including the aforementioned *Five-Year Construction Plan*, has specific guidelines and/or restrictions. The College regularly applies for state scheduled maintenance funds earmarked for repairs to existing structures. The availability of these funds varies from year to year, with specific guidelines for the types of projects that qualify. Awards of these funds require a district match. Each project submitted is then rated against a state formula, with available funding determining the number of projects funded. The College updates the list of projects to be submitted

every year, based on critical needs that arise, periodic facilities maintenance assessments, the 3D/International (3D/I) Facility Condition Assessment, and the ability of the District to meet the match requirements. Projects completed and in process since 1998 are listed in the Facilities & Campus Development project listing.

The Chancellor's Office requires the College to update the space inventory each year. This document details the type of usage for every space in every building and becomes part of the justification for the *Five-Year Construction Plan*. The State uses these figures, along with projected enrollment growth, to develop capacity/load ratios that are considered in the prioritization of projects.

In 2002, the District authorized 3D/I to assess current facilities. 3D/I, a multi-disciplinary company that specializes in the management and design of construction programs for large institutions throughout the United States, found that only 6 of the College's 38 permanent buildings on the campus are in good or fair condition, and 20 buildings have a Facilities Condition Index (FCI) of 50% or greater, which indicates that a building should be considered for replacement. The *Facilities Master Plan* addresses these needs and a comprehensive list of capital outlay projects has been developed to support a November 2004 bond measure. (Ref: III.C.16)

As construction projects are identified, a long planning process begins, including input from the tenants of the building and appropriate facilities staff charged with maintaining the building after

completion. Faculty involved in two of the most recent large projects, the Business Education Building and the Technology Building, appreciated participating in these successful projects. Faculty and staff benefited from working with planning consultants in the design phase.

Facilities staff recommended greater communication with the architects in determining materials and finishes. Toward that end, the Facilities Department has extended the length of time plans are available for review and required the different Facilities area heads to review them with appropriate staff. In addition, the Facilities Department is developing standards documents for materials, fixtures, and finishes to aid project architects and facilitate maintenance.

The primary focus of all facilities planning is to ensure that facilities are constructed and maintained to assure access, safety, security and a healthful learning and working environment, while meeting instructional and institutional goals. The college recognizes that older facilities do not meet current construction standards and code requirements and addresses upgrades as funds become available. The Strategic Planning and Budget Council Infrastructure sub-group is developing strategies to better communicate facilities planning and budget information.

Standard III.B. References

Notes

III.B.1	2003 Facilities Master Plan Update
III.B.2	Five Year Construction Plan, 2005-09
III.B.3	Facility Condition Assessment Report
III.B.4	Facilities and Campus Development Projects Since 1998
III.B.5	2003-04 Annual Space Inventory Report [missing]
III.B.6	Proposed Project Listing for AVCCD, as of 11-10-03
III.B.7	AVC Scheduled Maintenance 1999-2003
III.B.8	Transition Plan Outline of Requirements
III.B.9	AVC Campus Signage
III.B.10	Antelope Valley College Landscape Master Plan, November 2001
III.B.11	AB 3010 Laird
III.B.12	Lighting Plan [missing]
III.B.13	3-1-04 Email from Doug Jensen to Campus/Minutes from Meeting
III.B.14	Crime Statistics From Past Schedules of Classes and, 2003, From Tom Bryant
III.B.15	Student Accreditation Survey, 2003
III.B.16	Bond Measure Projects List
III.B.17	Staff Accreditation Survey, 2003

Interview Notes

Interview Notes

STANDARD III Resources

C. Technology Resources

III.C Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Description:

Since the 1998 accreditation self-study, information technology (IT) resources have increased exponentially at Antelope Valley College (AVC). "Historically, although there were several progressive academic divisions that had contracted the design and implementation of computer classroom/labs to facilitate their programs, prior to 1997 there were no centralized IT services available at AVC. In 1998, AVC completed the implementation of a comprehensive fiber optic network infrastructure that provides campus network services to all existing buildings. This infrastructure has facilitated the expansion of IT services into all faculty offices, as well as into most classrooms and laboratories, where students can now access AVC network and Internet-based services." (Ref: III. C.1) Every employee has access to a computer and telecommunications. As a result, every employee has the opportunity to have college e-mail and voice mail service, Internet access, and a telephone extension. The college has the capability of interactive videoconferencing, which has promoted participation in distance staff development opportunities and has facilitated distance learning. More than 25 servers operate and support campus-wide computing activities and distance learning.

Specialized computer labs support positive student learning outcomes in the areas of math, tutorial services, computer graphics, multimedia, drafting, geography, interior design, business and health sciences. In 2003, the college established an open computer lab for access by all currently enrolled students. The college has implemented technology-training opportunities for faculty and staff to support job requirements.

With the implementation of the SCT Banner Student Information System (Banner), all students can register for classes via the Internet from a home or campus computer, and faculty can input grades, check student transcripts, and access class rosters, among other functions. Use of Banner has facilitated completion of mandatory data reporting at both state and federal levels. In addition, interested faculty and staff have received training in the use of SDA Views, which is a software application that enables users to create relational queries from the Banner database.

Planning for technology resources has been integrated with the District's Institutional Plan. One of the Institutional goals in the area of Infrastructure is to "maintain, expand and take full advantage of our technology and equipment." Developing a Computer and Information Technology Master Plan

has been one of the strategies to enable support of that goal. The Information Technology Committee, a participatory governance committee, developed the most recent draft of the Computer and Information Technology Master Plan for FY 2004 - 2007. This committee facilitates collaboration from a broad range of campus constituent groups on IT related issues. Underlying all institutional goals is the need to maintain a robust information technology infrastructure, and to continue to provide reliable, accessible, high quality information technology services upon which academic programs, student services and operations can depend. Both the Information Technology Services (ITS) operational plan and the Information Technology Committee's operational plan are updated annually to address changing requirements for providing these services, as guided by program reviews and the operational plans of other departments and academic divisions.

III.C.1 The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1a Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Decisions about technology services, support, facilities, hardware and software are made in coordination with the director of ITS. The director also co-chairs the Information Technology Committee, which is a shared governance committee with broad participation from constituent

groups. The committee proposes policies, procedures and guidelines for the use of campus computing resources.

Decisions to purchase and utilize technology resources emanate from the college Institutional Plan, the Educational Master Plan, the Facilities Master Plan, and the Computer and Information Technology Master Plan. The Strategic Planning and Budget Council (SPBC) mandates that one of our institutional goals is to "maintain, expand, and take full advantage of our technology and equipment to serve institutional goals". Funding from the Vocational Technical Education Act (VTEA) has been used to upgrade AutoCAD and computer labs (Ref: III.C.2).Funding through the Title V grant (Ref: III.C.3.p. 50i-p) has given the faculty the opportunity to provide web-based learning and utilize videoconferencing capabilities.

Critical examinations of the individual division program reviews indicate that most divisions address the need for hardware, software and training in technology (Ref: III.C.4. Student Services Program Review; Math/Science Program Review; Fine, Performing, and Media Arts Program Review; Allied Health Program Review; Social and Behavioral Science/FACE Program Review; Business and Computer Studies Program Review).

The Educational Master Plan, which is developed with participation of the educational and student services units of the college, contains division and department plans for technology (Ref: III. C.5).College constituents recommend software and hardware needs to their administrators. The appropriate vice

president and the director of information technology services approve requests based on budget availability and consistency with the Computer and Information Technology Master Plan. The director of information technology also facilitates information technology purchases that are related to grants and contracts (Ref: III.C.6, pg 6-7).

The Facilities Master Plan, also developed with broad participation, contains the plan for the technology infrastructure of the college (Ref: III.C.6, p. 6-7). The latest facility addition to the campus is a technical education building (TE7) that was dedicated in September 2003. This building has numerous computerized features and labs that required collaboration between the Facilities and Maintenance department and the ITS department. Included in the computerized features of the building are the heating and cooling systems, lighting and locks. Future plans for the campus include establishing a computer science and instructional resource center (Ref: III.C.7, p. 37).

Initially, the faculty and students experienced difficulty with the implementation of distance learning and technical support for online classes delivered by interactive videoconferencing. However, faculty and students involved in videoconferenced classes report that the initial problems have been resolved and that the delivery system is working smoothly. At this time, the college still does not have a formal technical support mechanism for online courses being offered via the Internet. Reliability of the system is an ongoing concern of the instructors offering distance learning classes. According to an informal survey

taken of faculty teaching online courses in fall, 2003, faculty report that they provide support for their own online classes.

Reliability, disaster recovery, privacy and security issues are some of the technological challenges that are functioning well throughout the college system. The e-mail system, Banner, Banner Web (also known as eAVC Online Services) and SDA Views software now have password protection for enhanced user safety and privacy. Access is gained through approval of the department/division manager, the vice president of the area, and the director of ITS. "Internet-based services include secure sockets layer (SSL) encryption where required to protect the transmissions of student/employee personal information." (Ref: III.C.1) All college computer stations have anti-virus software installed, and they are updated daily. ITS has instituted a backup plan for all computer services. A back-up and recovery system for all ITS-supported servers was completed in 2001, with continued expansion as servers are added. With the campus-wide migration to the Windows 2000 operating system completed in 2003, all college electronic documents stored in the "My Documents" folders on individual employee workstations are backed up centrally.

III.C.1b The institution provides quality training in the effective application of its information technology to students and personnel.

Methods by which the institution assesses the need for information technology training for faculty and staff include administrative reviews, orientation for new hires, faculty and employee surveys (Ref: III.C.8) and self-initiation by faculty

and staff. There are also key technical users in certain departments who identify and often address training needs for staff, based on job requirements.

The Academic Senate and AP&P committees are discussing the inclusion of Information Competency as a graduation requirement. Therefore, the assessment of a student's competency in the area of information technology will define the need for and effectiveness of training and education. Assessment of student needs is derived from faculty, departmental/divisional reviews, student surveys and self-initiation by students (Ref: III.c.8).

Employees of Antelope Valley College are afforded several avenues in which to learn about information technology. Some faculty share their expertise in online learning by offering seminars and classes through the Flex Program and Faculty Academy. (Ref: III.C.9) Consultants are used in certain divisions and departments to assist faculty and staff with specialized programs such as Banner and Scantron. ITS offers workshops informing personnel on the use of information technology resources available, such as the Intranet, Web mail, and alternative media. Computer security briefings are issued on an as-needed basis. The Telecommunication and Technology Infrastructure Program (TTIP) advisory group recommended that a position be created to develop and provide support for a technology training plan for all employees. Initial funding for the

position was reserved in the TTIP grant awarded to AVC by the state. The Board of Trustees approved a Technical Trainer position on 9/13/1999, but the position was never funded due to the reduction of the state grant.

Students at Antelope Valley College may learn to use information technology resources by enrolling in various credit, noncredit, and not-for-credit courses offered through several departments. (Ref: III.C.10.) Areas such as AVC Online, Career/Transfer Center, the Job Placement Center, the Library, the Learning Center, and the Instructional Media Center also provide tutorials and training sessions. (Ref:III.C.11).
Based on the type of training provided, the institution assesses the effectiveness of training by having participants complete surveys, evaluations, or quizzes. Course grades are given to students completing credit classes. Managers conduct yearly performance evaluations of classified employees under their supervision; the use of information technology may be assessed with a developmental plan defined to include training. Nontenured faculty are assessed on their use of technology in the classroom; recommendations for improvement or further training are provided by the tenure committee members.

There are no college-wide evaluations of the effectiveness of information technology training. Individual training sessions are evaluated upon user completion of the course or class.

III.C.1c The institution systematically plans, acquires, maintains, and upgrades or replaces technology

infrastructure and equipment to meet institutional needs.

Annually during the fall semester, the Information Technology Committee, a participatory governance committee with broad constituent representation, and separately the ITS department, prepare operational plans in support of the Institutional Plan. These operational plans include goals, strategies and tactics developed systematically to enhance the reliability of the institution's IT resources and to assure that the IT resources are continuing to meet the needs of the institution. As an example, Goal 1 in the Information Technology Services Departmental Goals is to "ensure reliability of ITS infrastructure and District IT equipment, computer-based resources, processes and procedures." Strategies supporting this goal call for implementing system redundancy and backups, maintaining high levels of system and infrastructure component availability and reliability, and ensuring consistent application of IT resource standards for all students and employees.

The Information Technology Services Overviews prepared in May 2000, May 2001, August 2001, September 2002 and June 2003 illustrate both the consistency and the progression of IT infrastructure planning, acquisition, maintenance and upgrades.

III.C.1d The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

A significant planning tool used to assure current and reliable IT resources for the institution is the Total Cost of Ownership (TCO) model used in the State Chancellor's Office Technology II Program for all community colleges. Baseline standards for IT resources are met or exceeded at AVC in each standard category represented in the TCO model. Equitable and appropriate distribution, development and utilization of IT resources are assured through the conscientious application of the TCO standards across all AVC functions and programs.

The Information Technology Committee is charged with establishing "priorities for replacement and installation of IT resources to optimally support the educational mission of AVC. The committee is further charged with alerting and briefing the chairperson of pending issues that may impede, strengthen or otherwise impact upon the information technology area." (Ref: III.C.13)

Standardized, (current and cost competitive), computer hardware and software is assured through the ITS departmental review procedure for all District IT purchases. When replacement computers are purchased, older computers are redeployed to enable maximum use of resources. ITS conducts periodic assessments of the District's computer hardware through a network-based computer audit that produces a ranked list. The oldest and "least-featured" computers identified by the audit are targeted for replacement with redeployed or refurbished systems. Replacement is conducted in consultation with the appropriate administrator to ensure the most effective placement of refurbished systems.

III.C.2 Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Technology planning is integrated with institutional planning. All plans of the college incorporate a section dedicated to technology planning. Division and departments are asked to specifically evaluate their technology levels and needs in their program review and also in their contribution to the educational master plan, which includes plans for the next 6-10 years.

In addition, each department is directed annually to prepare operational plans. In these plans, departments establish department goals linked specifically to institutional goals. Goals may or may not be related to information technology needs.   The IT Committee is a participatory governance committee sanctioned by both the College Coordinating Council and the SPBC. The IT Committee is responsible for IT strategic planning for the college and reviews institutional and departmental goals that are IT related. The IT Committee develops its own operational plan, based on the institution's information technology needs. At the end of each year, departments and committees report progress on their operational plans, and update and revise their operational plans for the next year. As a part of this process, the Information Technology Services department maintains a departmental operational plan that is also based on the information technology needs of the institution and consistent

with the direction provided through the IT Committee.

The IT Committee also systematically evaluates the institution's technology resources and makes recommendations for improvement. Again, this is mainly documented through the operational plans and subsequent achievement reports and is also addressed in the Antelope Valley College Computer and Information Technology Plan 2004 – 2007.

Evaluation:

Antelope Valley College lacks a systematic plan for training its employees as well as its students on the use of information technology. Training is needed for faculty and staff as new software packages and databases are placed into use. However, the extent of the need is unknown, nor does the campus have a trainer to provide this training, once the needs have been identified.

The campus does not take full advantage of the student records and administrative data base system.

The campus lacks a plan for the development, maintenance, and evaluation of distance learning, including online courses. No single administrator has the oversight of distance learning, resulting in a division of responsibilities. Distance learning servers have no unified support plan.

Plan:

- Conduct a focused survey on information technology training needs and develop an employee training plan based on needs. (Adapted from 1998 Self-Study, Planning Agenda #27)
- Increase training for faculty, staff and students on use of college-approved software packages and databases.
- In conjunction with other departments, develop a campus training program (including new faculty training, new staff training, etc) that incorporates information technology training common to most job functions (use of e-mail and Internet and basic office software).
- Provide funding (per board approved position, 9/13/1999) for Technical Trainer.
- Upgrade and maintain student records and administrative database system, taking full advantage of additional features/capabilities of database program of benefit to the District.
- Develop a plan to support distance learning servers, faculty teaching online courses, and students enrolled in these courses.

Standard III.C. References

Notes III.C.1   Antelope Valley College Information Technology Services Overview,
Updated: June 16, 2003
Backup Procedures for Banner Database
Computer and Information Technology Plan 2004-2007
Executive Summary of Network Purchase Requests, 3/1999
Hardware and Software Management Procedures, 2/2003
IT Department Job Descriptions for Director, Network Manager, Network Technicians
Institutional Plan for FY 03-06
IT Committee Charter and Mission Statement
IT Committee Notes
ITS Operational Plan FY 02-03: Goal 1 and Associated Strategies and Tactics
ITS Overviews, 5/2000, 5/2001, 8/2001, 9/2002, 6/2003
Redirected Documents for Server backup – Need Description of Procedure
Total Cost of Ownership Requirements Meet or Exceeded (State Chancellor's Office initiative – Part of TTIP Technology II Plan)
TTIP Expenditure Certification Plans (all years)

III.C.2   Application for VTEA Funds, 2000-01, 2001-02, and 2003-04

III.C.3   Title V Grant

III.C.4   Program Reviews Fom Divisions
Student Services Program Review, Math/Science Program Review, Fine, Media and Performing Arts Program Review, Allied Health Program Review, Social and Behavioral Science/FACE Program Review, Business and Computer Studies Program Review

III.C.5   Educational Master Plan, Including Technology Sections,
pgs. 37, 46, 55, 57, 61, 72, 73, 86, 87, 88, 91, 103, 111, 121, 122 123, 125, 126, 130, 136, 139, 140, 147, 151, 160, 163, 166, 169, 179, 183, 189, 192, 195, 205, 210, 218, 221, 224, 232, 242, 256, 259, 263, 269

III.C.6   Grants and Contracts Procedures Manual

III.C.7   Five Year Construction Plan

III.C.8   Student Survey, Accreditation Self Study, 2003

III.C.9   Flex Program Schedules 2002-2003, 2003-2004

III.C.10   Faculty Academy Schedules 2002-2003, 2003-2004

III.C.11   Antelope Valley College Schedule of Classes.

III.C.12   www.avc.edu (Antelope Valley College Home Page and Links to Various Departments)

III.C.13   Accreditation Staff Survey, 2003

III.C.14   IT Committee Charter & Mission Statement

Interview Notes

Interview Notes

STANDARD III Resources

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1 The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1a Financial planning is integrated with and supports all institutional planning.

Description:

The strategic planning process calls for a planning cycle that sets up institutional goals and objectives for 3 years, including a provision that the process itself be evaluated and updated or refined every three years. (Ref: III.D.1, pp.1-2). These goals and objectives are to be updated and evaluated each year. The first planning cycle produced a strategic plan for the years 2003-2006. (Ref: III.D.1, p. 6). The Strategic Planning and Budget Council (SPBC), one of the key planning units on campus, reviews the institutional goals and objectives prior to the development of

annual operational plans. The operational plans are detailed plans based on the District's master plans (*Educational Master Plan* and *Facilities Master Plan* and *Technology Master Plan*) and are the basis for the allocation of new resources. Each departmental budget request must refer to the institutional goal that it supports and include a projected budget requirement. In 2002-03, campus work units developed operational plans based on the institutional goals and submitted them to the SPBC. (Ref: III.D.2).

This strategic planning process sets the overall, long-term goals of the College and short-term goals of the departments; however, the annual financial planning process involves several other entities and the basic process remains unchanged from the previous accreditation report: The Vice-president of Business Services presents a tentative budget (in June) and an adopted budget (in September) to the Board of Trustees based on that year's projected income and fixed expenditures. Expenditures are largely carried over from the previous year's actual expenditures with adjustments for increased costs in worker's compensation or the Public Employees Retirement System (PERS), for example, or collective bargaining agreements. Income figures are from the Apportionment Reports or letters certifying federal revenues or

communications from the Los Angeles County Office of Education (LACOE), for example, regarding Lottery funds. The College Cabinet determines the College's growth goal and allocates funds for additional sections.

Previously, the College Budget Committee was involved in allocation new monies. It solicited requests from the campus, set a list of priorities and, when funds became available, such as confirmed growth monies in the spring, recommended additional expenditures. Several years ago, however, the College Budget Committee was folded into the Strategic Planning and Budget Council. This Council was struggling with understanding, defining and implementing the strategic planning process and, while somewhat involved in making budget recommendations to the college president, was not systematically involved in the budget process. Allocation of new monies was done largely by administration and presented to the committee as informational items.

Evaluation:

The SPBC tried to implement the new planning process in 2001-02, but, at the end of the year, deemed the results inadequate, and the Council revised the process and successfully produced the 2003-06 Strategic Plan. (Ref: III.D.1). However, the financial turmoil of 2002-03 left no discretionary funding to be allocated. Instead, administration imposed a selective hiring freeze and formed an ad hoc Budget Task force to make recommendations on how to implement $1.4 million in cuts at mid-year. (Ref: III.D.3). The college did receive $2.2 million in growth funds in 2002-03. No

growth funds were allocated to ongoing expenditures, which increased the college's reserve. The Budget Task Force was to continue meeting in anticipation of future cuts, but did not meet. The survey reflects employee frustration: Only 19% agreed that institutional guidelines for financial planning are clearly defined; only 13% agree that they are consistently followed (Question Ref. III.D.43 a and b).

In response to frustrations and concerns, the SPBC has made a commitment to address many issues. The meeting of February 26, 2004 (Ref: III.D.17) began discussion of allocations for new positions and replacements of those retiring under this spring's retirement incentive. Several subcommittees that had been moribund were revived, such as the subcommittee charged with resource development. A Budget subcommittee was established as a permanent subcommittee rather than as an ad hoc task force to undertake budget allocation guidelines and strategies.

The erratic, unstable and continually changing nature of state funding makes systematic financial planning nearly impossible. For example, in 2002-03, districts were required to make PERS contributions. These required contributions increased expenditures by $683,000 for 2003-04 (Ref:III.D.4, p. 4-2), but the college received no new state funding. Growth monies had to be allocated to cover these costs. In 2003-04, we anticipate that only half of the money needed to fund growth will be available and we also face a 2% deficit in the funding that was allocated. Therefore, although AVC has a growth cap of 8.62%, there is funding for only 5.42% growth. (Of course, in fall, the Chancellor's Office

informed us that only 3.65% growth funding would be available and so the College's Adopted Budget is based on that assumption. (Ref: III.D.4, p. 1-1). In past years, when AVC's growth cap was higher, AVC was not able to grow because of a shortage of rooms. Now that new buildings have come on line and sections can be added, there isn't state funding for the personnel needed to teachclasses into those rooms.

Plan:

- Define the entire budget process in a budget manual.
- Increase dialogue and discussion in committees/work units on budget process and distribution of funds.
- Complete implementation of the strategic planning process.
- Work with the legislature to create more time to capture growth from new buildings and if growth isn't funded, the growth cap should be carried over and no unfunded mandates.

III.D.1b Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements.

Description:

The Strategic Planning and Budget Council receives information regarding the state budget and its impact on the District. The annual Adopted Budget clearly identifies the assumptions that are the foundation of that year's budget. (Ref:III.D.4, p. 1-1). The annual budget also includes revenues and their projected

expenditures from parking and grants as well as building funds, the cafeteria and bookstore, the child development center, and corporate and community education. Redevelopment funds are included as local revenue in Scheduled Maintenance and Special Projects. (Ref: III.D.4, p. 5-1).

The major source of new on-going revenues is growth funds. The recently revived Enrollment Management Committee has been working to increase AVC's FTES (full-time equivalent student) to FTEF (full-time equivalent faculty) ratio. In fall 2001 AVC generated 25 FTES per FTEF; in fall of 2002, it was 28.4 FTES per FTEF: a 13% increase. (Ref:III.D.5). The College also added instructional time and increased revenues by moving to a condensed calendar in 2002-03. (Ref: III.D.6). The condensed calendar increased the student contact hours (e.g. from 52.5 to 54.5 hour for a 3 unit lecture class). This change generated approximately $650,000 additional general fund revenues while increasing expenditures by only $220,000. A new enrollment procedure, negotiated with the faculty union and put into place in spring 2003, seeks to increase enrollment in sections by adding students into open sections during the first week of classes and by creating waiting lists from which faculty are to add students through the first two weeks of classes. (Ref: III.D.8).

In 2000, AVC received a Title V grant, which will bring $2.5 million to strengthen the institution over five years. This grant provides up to $600,000 for a permanent endowment if AVC can raise funds to match those offered through the grant ($300,000 from the grant and $300,00 from matching funds). The

Foundation is leading efforts to raise matching funds. (Ref: III.D.15). Other areas, such as science, have written grants to local agencies and secured funding for needed updates in equipment. Nursing has received a state grant to expend that program. Recently, a local real estate developer donated $100,000 for purchase of three 9-passenger vans and he has also donated a cart for security through the Foundation and assisted the college in negotiating a very competitive price for additional carts.

Evaluation:

New buildings and improving room utilization has allowed the college to serve more students. (Ref: III.D.7, p. 21), which helped AVC to grow beyond the funded growth cap for the last two years. For many years, funds allocated to the community colleges for growth have not kept pace with the state's growth. AVC has been particularly impacted as the area has been growing rapidly for the last 20 years and continues to do so.

The ever-changing nature of growth caps and the percentage of those caps that will be funded makes planning difficult and led to a major debacle in 2002-03. The state-defined growth cap was 8.54%; however, the college anticipated a growth cap of 13% because of a new facility having been brought on line. The state, however, did not adjust our cap and additional sections and better room utilization in summer 2002 and fall 2003 increased FTES to meet the original cap. Administration did not reduce spring offerings early enough to compensate for the funding shortfall, and 200 sections were cut from the spring 2003 schedule after registration had already begun (Ref: III.D.20); students, who had already begun enrolling in these sections, and adjunct faculty, who had been counting on jobs, were adversely affected.

The 2003-04 year is another example of how state funding makes planning extremely difficult. AVC's growth rate for this year is 8.35%. However, state money allocated for growth will fund less than half of our allowed growth. Since enrollment is already more than 4% over cap—9942 actual FTES with only 9007 FTES funded—(Ref. III.D.13 and Ref. III.D.14), AVC does not plan to add any sections in 2003-04. This phenomenon may well be what accounts for AVC's relatively low utilization rate: it's not that the community lacks interest or doesn't need or want education, but rather that AVC cannot offer enough classes. (AVC is 57 of 72 California community college districts in terms of funding per student from the state.) This recent problem has only exacerbated serious underfunding resulting from the budget crisis of the 1990s. During four years, the state allocated no growth funding at all. AVC added several buildings that increased the square footage by 50% (see 1998 **Institutional Self Study**).

In addition, inadequate funding for technology and instructional equipment in general means that simply replacing broken and outdated equipment is becoming increasingly difficult. To balance the budget in the last two years, all staff development funds and travel and sabbatical monies have been cut, leaving no money for faculty renewal, new programs or innovative projects. After increasing to 58%, the FT/PT ratio has decreased to 48.5% in 2002-03. (Ref: III.D.21).

The increasing reliance on part-time faculty hampers dialogue on student learning outcomes as it is difficult for all faculty even within a discipline to meet because of their very diverse work schedules and other job commitments. For example, no funds are available for mandatory meetings to discuss such issues as completion and retention or to establish, train and norm faculty on rubrics. However, involving all faculty is crucial if the institution is truly to address student learning outcomes.

The fact that we pay our bills and have a 9% reserve and have managed some growth shows that we deal with financial reality. In all years, AVC has spent more than 50% on direct instruction. In 2002-03, 52.69% was spent on direct instructional costs. (Ref: III.D. 22).

Plan:

- Make raising matching funding a priority.
- Lobby for increased growth funding and carrying over unfunded growth caps to subsequent years.

III.D.1c When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Description:

To make sure there are adequate resources to fund all liabilities, the District's budget has to make sure there are adequate

resources to fund all liabilities, the District's budget has historically been established on conservative estimates of available revenue. The potential growth funding available in each year has not been budgeted until actual enrollment figures ensure that the funds will be received. The District receives redevelopment funds from two redevelopment agencies. These funds have been reserved for deferred maintenance and capital outlay projects. (Ref: III.D.4, p. 5-1). See section III.D.2.c for details on financial stability. The District recently (February 2004) negotiated a retirement incentive with faculty and staff.

Evaluation:

The District ended the 2002-03 year with a 9% general fund reserve in anticipation of great financial instability in the state this year. Reserves were increased from the previous year's 5.42% reserve by putting much of the 02-03 growth funds into reserves, by making mid-year cuts, by settling contracts with faculty and staff that gave no pay increase for the second year in a row and shifted some benefits costs to employees. (Ref: III.D.23).

Plan:
none

III.D.1d The institution clearly defines and follows its guidelines and processes for financial planning and budget.

Description:

The District has a process for financial planning and budgeting, outlined in section III.D.1.a. As part of that planning, the District has developed institutional

strategic planning processes that include budget development. Establishing this process was one of the major plans identified in the last accreditation report. The Strategic Planning and Budget Council as well as the Coordinating Council are routinely informed of various planning decisions and expenditures.

Evaluation:

The Strategic Planning and Budget Council understands some of the details of the budget development process; however, the entire planning process is not clearly codified in any document. It's partly defined by practice. The staff survey supports this confusion: only 19% of faculty and staff agree that institutional guidelines for financial planning are clearly defined and only 13% agree that the procedures are consistently followed (Question Ref. III. D.43, a and b).

Plan:

- Formalize these processes into a budget manual and disseminate that information and implement the processes.

III.D.2   To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

III.D.2a Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely and communicated appropriately.

Description:

AVC is a service organization for students, so a majority of funds are allocated to employees who provide services to students (instruction, counseling and other support services). Salaries and benefits comprise 82% of expenditures for the 2002-03 year. (Ref: III.D.4, p. 2-3). The audit reports make no direct statements concerning financial management. For each year of the accreditation period, the audits conclude that financial statements are presented fairly according to accounting principles (regulations). In other words, a "clean audit" was issued. Some major object accounts did have expenditures that exceeded appropriations. For example, in 2001-02, there was excess spending in 37 categories. (Ref: III.D.10, pp. 17-18). For 2002-03, there was excess spending in only 3 appropriation categories. (Ref: III. D.10, p.27). This change is due mainly to the change in reporting during 2002-03 in accordance with new governmental accounting standards. For 2002-03, the final budget called for spending $1.6 million for books and supplies whereas over $5 million was actually spent. These figures are a result of GASB 35 accounting adjustments and do not reflect actual expenditures.

For the 2000-01 academic year, the district had an operating surplus in the general fund in excess of $800,000. For all funds combined for the 2000-01 period, there was an operating surplus of $162,360. (Ref: III.D.9, p.5). For 01-02, the district did deficit spend the general fund by over $210,000 (Ref: III.D. 10, p. 4). For 01-02, overall deficit spending amounted to $40,000. (Ref: III.D.10, p.5). For the 02-03 academic year, the district had an operating surplus in the general fund in excess of $2.2 million--double the previous year—(Ref: III.D.11, p. 41) and an overall operating surplus of $3.5 million.. (Ref: III.D.11, p. 42).

No material weaknesses were found concerning internal control. AVC complied in all material respects with requirement for federal and state funded programs; however, there were reported instances of non-compliance, which were disclosed in the audit report. For the audit period covering 2000-01 year, three of four findings were fully implemented during the 2001-02 academic year. (Ref: III.D.10, pp. 83-84). For the audit period covering 2001-02, only three of seven findings were fully implemented during the 2002-03 period. (Ref: III. D.11, pp. 75-77). Management provided responses to each current findings in the audit report, keeping in mind that implementation might depend upon other entities providing support so that we can satisfactorily take appropriate action in connection with each finding. (Ref. III. D.11, p. 72).

Evaluation:

AVC follows standard accounting practices and maintains adequate internal control.

Although all audits were "clean" audits, a number of recommendations have not been implemented. Management concurs with and is taking steps to address the auditor's recommendation that the district focus more on rectifying prior year audit findings. For example, the incorporation of new software should facilitate the District in accounting for current year capital outlay expenditures along with related depreciation calculations. The full implementation of a written Policies and Procedures Manual for accounting guidelines will also help the District implement all prior-year audit findings. The past year has been particularly difficult for the Business department due to losing or missing several key personnel (an accounting supervisor out on extended sick leave, business office manager left for a new position) and the switch to PeopleSoft by Los Angeles County Office of Education and the additional work necessitated by the conversation.

With lean years forecast for the state in the near future, the District's financial management continues to take a conservative position to protect district assets.

Plan:

- Rectify prior year audit findings.
- Develop written Financial Policies and Procedures Manual.

III.D.2b Appropriate financial information is provided throughout the institution.

Description:

AVC has copies of the budget available

for anyone requesting a copy. Copies are distributed to each department and to each SPBC member. Audit results are contained in the annual audit report with the lead auditor presenting significant information related to the audit at an annual Board of Trustees' meeting. Although this information is available to the campus and the community, generally only those individuals/constituencies directly involved in planning (Board of Trustees, administration, union and faculty leaders, SPBC) are aware of the details.

One of the major recommendations from the last accreditation was to provide fiscal data to managers. There had been some improvement in this area, but 03-04 year has been, well, disastrous. The Los Angeles County of Education, our payroll servicer, converted to PeopleSoft in July and community colleges were last on their list. The county did not provide up to date accounting data for many months. For example, the Board was previously provided with a monthly financial report, providing updates on cash flow, fund balances, revenues and expenditures. No such reports have been provided since June 2003 since the District has not received updated data from the county. The College just completed the September 2003 Quarterly 311 report in February 2004. (Ref: III.D.24).

Evaluation:

The Business Office should be able to provide better data soon. As of December 2003, a new business director was hired and LACOE began furnishing some budget data in spring 2004. The District received information about a new program

that will be available from LACOE that will link position control with budgeting. There is no cost, but it will require training to implement.

Plan:

- Complete conversion to PeopleSoft.
- Provide monthly financial reports to managers and quarterly 311 report on time to the Board of Trustees.
- Implement the Human Resources Position Control Budget software linking budget to positions.

III.D.2c The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Description:

As of 6-30-01, there was over $3.2 million cash in the Los Angeles County Treasury for AVC. (Ref: III.B.9, p. 16). The total cash reserve as of 6-30-02 was over $4.7 million. (Ref: III.B.10, p.16). The total cash in the Los Angeles County Treasury for AVC as of 6-30-03 was over $5.3 million. (Ref: III.B.11, p.17). In every year of the accreditation period, except one, the District has maintained an ending balance in unrestricted funds in excess of the 3% mandated minimum (Ref: III.B.25--see Adopted Budgets for the respective years).

In fact, as of June 30, 2003, the general fund had an unrestricted fund balance of $4.2 million or nearly 11% of the total

general fund expenditures of that year's adopted budget (which had forecast only a 5% reserve). (Ref: III.D.11, p. 39). The adopted budget for 2003-04 projects an unrestricted ending balance of $2.7 million (a 6.5% reserve), meaning that the District is currently predicting a general fund deficit of approximately $1.5 million for 2003-04. With the 2002-03 audit report being issued subsequent to the 2003-04 adopted budget, management is likely to reduce the forecast budget for 2003-04.

The latest budget (Ref: III.D. 4, p. 2-1), shows an unrestricted ending balance of $3.6 million, a 9.0% reserve for 2002-03.

The District receives its revenues in the following manner: all state apportionments for the District go directly to the county treasury. Most federal and state categorical funds, plus lottery monies, are first handled by Sacramento before being received by the District. The college has never had cash flow difficulties during the period of this accreditation review.

The District has joint insurance coverage for liability and property protection and some employee benefits. There appear to be adequate fund balances in 2 of the 3 of these joint venture agreements as of June 30, 2003. The liability and property protection fund has a fund balance of $2.5 million whereas the employee benefits fund has a balance of nearly $1.5 million. However, the worker's compensation fund has a fund balance of (negative) -$1.6 million. Governor Schwarzenegger is actively proposing to overhaul the state's worker's compensation program in order to bring worker's compensation costs

under control in this state.

The District has consistently maintained adequate reserves to cover potential financial emergencies. Additional growth funds (revenues) are not added to the District budget until enrollment figures ensure that funding will be received. As of spring 2004, even given the change in the governor of California and the economic uncertainties, the District's reserve and conservative fiscal management should allow it to maintain financial solvency.

The new reporting requirements effective with the 2002-03 fiscal period allow for reporting of district-wide financial statements. Regarding solvency, as of June 30, 2003, the District has over $39 million of assets (which includes the Foundation), but less than $12 million in liabilities. In addition, the District's liquidity (ability to pay current year obligations) can now be easily tracked. As of June 30, 2003, the combination of cash, investments, and receivables totaled $12.5 million with the liabilities due within one year totaled only $4.6 million.

During this accreditation period, no District employees have been laid off—not even for categorically funded programs. The campus-wide reorganization has been a factor in the control of District expenditures.

Evaluation:

The District is financially solvent and fiscally stable with sufficient reserves to meet emergencies.

Plan:

III.D.2d The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations and institutional investments and assets.

Description:
The Chief Financial Officer signs off on everything over $500 as of fall 2003 as a double check on expenditures.

FINANCIAL AID: The college changed distribution of financial aid to prevent giving aid to students who were no longer enrolled.

GRANTS: Title V is administered by a faculty member. The Academic Affairs Vice-president signs off on expenditure over $500.

CATEGORICAL ACCOUNTS are overseen by an accountant in the Business Office who also works with program managers on all grants, Corporate and Community Education, and the Foster Parent program. The Child Development Center money was overseen by the Business Office Director along with the dean and the Child Development Center manager. Some grant money has been cut back and it is on the borderline of not being self-sufficient.

The **CAFETERIA** will cover its costs this year with vending and pay phones and some reduction of staffing. (In past years, the cafeteria has needed monies from bookstore revenues to break even.). Improvements have been made. The previous accreditation report recommended exploring the impact of

the cafeteria on the budget (plan Ref. III.D.39). Reductions in staffing have improved the bottom line.

BOOKSTORE: continues to cover its own costs. In 2003-04, revenues are projected to exceed expenditures by $75,205, bringing the bookstore reserve to $1.2 million. (Ref: III.D.4, p. 6-1).

COMMUNITY EDUCATION: Community Education is part of the Corporate and Community Education department

CONTRACTUAL RELATIONSHIPS-Corporate and Community Education has several contracts with vendors. The business office tracks and gives accounting support for CCED, but does not monitor these contracts or the Department of Labor grant. The CCED Director and the Vice President of Academic Affairs are responsible for oversight.

INVESTMENTS-all go through LACOE treasury and we get reports. We will get $1,200 for Verizon to put an antenna in stadium. The College sought to raise money through have swap meet on Sundays; however, the city denied our request. TRANS (Tax Revenue Anticipation Notes) interest rates are currently too low for to generate much income and AVC does not currently have a cash flow problem.

FOUNDATION: Established in 1993, AVC's Foundation seeks to increase resources, raise funds and create friends and partnerships in support of the College's mission. Its strategic planning process establishes goals and operational plans in function of the College's strategic

plan. [doc: ref to College strat. Plan and have copy of Foundation goals and op. plans. Cite an example]. The Foundation's Finance Committee and investment policies and procedure assure conservative budgets and balanced investment guidelines. The Foundation and its Board are covered under the District's all Risk blanket policy and its "errors and omissions" coverage.

The Foundation recently updated its policies and procedures for financial planning and accounting, refined guidelines for dispersing funds and scholarships and has increased its activities from 107 scholarships in 2000 to 115 in 2003. As of January 6-30-2003, the Foundation's unrestricted funds total $71,406; temporarily restricted funds total $181-173 and permanently restricted funds total $229,496.

The Foundation submits an annual Program and Budget to the AVC Board of Trustees and is also independently audited annually. Audit findings are presented to the Foundation's Board as well as the AVC Board of Trustees. (Ref: III.D.26). Foundation audits represent implementation of one of the plans (plan Ref. III.D.40) from the previous accreditation report.

All acceptance and transfer of funds, in-kind services or donations from the Foundation to institution departments is done according to written policies and procedures. Written records and signatures are required for all disbursements.

Evaluation:

The institution exercises sound oversight of financial accounts.

Plan:

III.D.2e All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Description:

A college employee oversees monies related to the ASO. Established procedures are followed about collecting and issuing funds. The bookstore, cafeteria, master choral, symphony funds are all handled through the business office. The college has established a new process for grant approval to ensure that proper approvals are obtained and that grants match institutional goals. (Ref: III.D.16). See section III.D.2.f for a discussion of oversight of grants and other monies.

Evaluation:

There is apparently a general perception that the college does not use funds with financial integrity since only 27% felt that "Campus financial resources are used with integrity" (Question Ref. III.D.43f). Investigation does not bear out this perception. The college meets the 50% rule for instructional expenditures; 82% of monies are allocated to salary and benefits, as is common in community colleges. The business office follows standard

accounting practices in oversight of funds, all of which is verified by the independent external auditor.

Plan:

- Publish audit findings more widely. Have managers discuss this perception with work units. The survey did not allow individuals to list specific items/concerns, so specific instances/concerns cannot be addressed.

III.D.2f Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Description:

Department of Labor grant is overseen by Corporate and Community Education and the Vice-President of Academic Affairs and is part of the institution's mission for economic development. An institutional policy and procedure is in place for oversight of vendors.

Plan:

III.D.2g The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Description:

The institution evaluates its management processes through the audit, feedback on compliance issues and from its own internal processes. Right now, we collect revenues, but they are not always put in the right account. Currently, no budget figures are in the ledgers and there are no sub accounts because of the conversion to PeopleSoft. As of February 2004, we have had no report from county since July 1, 2003. LACOE put community colleges at the bottom of the list. (K-12 came first.) We should get updated legers soon. As of February 2004, ledges show expenditures and no appropriations. Matching appropriations to expenditures has, however, been a persistent problem.

Evaluation:

We've started to improve managing financial resources. Enrollment management is a big part of it. Effective management is increasing WSCH in relation to expenses. Providing managers with data and updated ledgers to make decisions has been a persistent problem and has not improved since the last accreditation report.

Plan:

- Improve space utilization through better enrollment management
- Provide budget data to managers through HRPC Budget.

III.D.3 The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Description:

The Key Performance Indicators (KPI's) are the measure of implementation of the strategic institutional plan and should be based on the data from the college and the community. Each operational plan submitted to SPBC was to include measures of success (KPI) for each project/goal. Departments were to determine their own measures of success. They were to meet on a quarterly basis to review progress on operational goals. An end of year report was due to SPBC on May 31, 2003, the first year of the cycle. More than half of the end-of-year reports have not been turned in as of February 2003, which not only has kept the institution from gauging the success of the operational plans, but has hindered any further planning for the year 2003/2004.

Evaluation:

The planning process still lacks a clear connection between planning and resource allocation. We should be able to look at allocations and take them back to departmental operational plans and quantify how much was spent of the money allocated for each plan. Departmental plans should be tied directly to the institutional goals. This does not imply that no plans are being implemented or that no evaluation is going on, it's just not being reported back to SPBC.
For instance, the SPBC itself felt that the first attempt at putting together a strategic plan didn't work, scratched the plan, reevaluated the process and started over. (Ref: III.D.18). The college felt that (and still feels) that it needs to pass a bond in order to fund new facilities.

(Ref: III.D.27). The college surveyed the local community, found the climate not welcoming and delayed the bond initiative. The need for funding is critical and so the issue was reconsidered and the college is going forward with a bond for the November election. (Ref: III.D.28).

The SPBC itself was not considered effective by many participants and many felt it was not participating in decisions, but only being informed of the outcome (Question 43d—44% of respondents disagreed that information was provided in enough time for input before decisions are made). Under Vice-President Tom Brundage, SPBC Co-chair, the committee met on February 26, 2004 to revive and reconstitute itself. A Budget subcommittee has been permanently established and other subcommittees, such as resource development, have been called into action. (Ref: III.D.17). The college has continually revises its 5-year contraction plan and addressed areas such as cafeteria costs. In a major example of integrity, the September 2002-03 budget was presented to the Board with several errors amounting to several hundred thousand dollars. The errors were discovered and fixed and a revised budget presented to the Board, SPBC and the Budget Task Force. (Ref: III.D.12).

Standard III.D. References

Notes

III.D.1   Strategic Plan, January 2003

III.D.2   Binder–Operational Plans

III.D.3   Ad Hoc Budget Task Force, January 2003, Minutes

III.D.4   Adopted Budget 2003-04

III.D.5   E-mail from Donna Redmayne, Enrollment Management Committee
             Co-Chair, Dated April 4, 2003.

III.D.6   2002-03 Calendar–16 Week Semester for Fall and Spring

III.D.7   Facilities Master Plan

III.D.8   Memorandum–New Enrollment Procedure–2-6-03

III.D.9   Audit Report 6-30-01

III.D.10   Audit Report 6-30-02

III.D.11   Audit Report 6-30-03

III.D.12   Revised Adopted Budget Summary, 2002-03

III.D.13   Growth Rates for 2000-01, 2001-02, 2002-03, and 2003-04

III.D.14   Schedule C Recalculations for 2000-01, 2001-02, 2002-03, and 2003-04

III.D.15   Foundation Flyer–Title V Endowment

III.D.16   Grant Approval Form

III.D.17   Minutes, SPBC, February 26, 2004

III.D.18   2002 Strategic Plan (not adopted)

III.D.19   2003-04 Estimated CFTES and State Apportionment

III.D.20   SPBC Minutes from December 2002

III.D.21   2003-04 State Report of Full-Time/Part-Time Ratios and Reports for the
             Previous 5 Years on FT/PT Ration

III.D.22   50% Report for 2002-03

III.D.23   AVCCD and AVCFT Collective Bargaining Agreement, 2003-05

III.D.24   September 2003 Quarterly 311 report

III.D.25   Adopted Budgets for 1998-99, 1999-00, 2000-01, 2001-02 and 2002-03.

III.D.26   Foundation Audits

III.D.27   Proposed Project Listing for AVCCD, Dated 11-10-0

III.D.28   Bond Passage Plan

III.D.29   Summary– AVC Foundation Audited Finances

Interview Notes

Interview Notes

STANDARD IV
Leadership and Governance

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STANDARD IV Leadership and Governance

A. Decision-Making Roles and Processes

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A Decision-Making Roles and Processes

Description:

IV.A.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participatory processes are used to assure effective discussion, planning, and implementation.

Antelope Valley College strives to nurture leadership throughout the organization providing opportunities for faculty, staff, students, and administrators to participate in the decision-making process. The Participatory Governance Policy in the Board Policy Manual outlines the duties of all participatory governance bodies. The policy states, "Participatory governance provides each constituency the opportunity to participate effectively in formulating the college policies and procedures that affect them." (Ref: IV.A.1). The College Coordinating Council has the responsibility for issue management, distributing campus wide issues to the appropriate forum and creating new committees and task forces as needed. (Ref: IV.A.2). Participatory governance committees generally operate by consensus; however, when votes are taken all members, no matter their position, have an equal vote, with the exception of the student representative on the Academic Senate whose vote is advisory (Ref: IV.A.3 and Ref: IV.A.4).

The college's goals and values are clearly articulated in its Philosophy and Mission Statements, which are published in a number of public documents, including the Faculty Handbook, the college catalog, and the college Website. The Mission Statement is followed in the college catalog by a list of values and practices. (Ref: IV.A.5, pg. 52).

Antelope Valley College has, as a part of its Mission Statement, its commitment to professionalism and collegiality. It reads, *"We place student success and student-centered learning as our number one priority though higher educational standards, innovative programs and services, in a*

professional, team-driven environment."

Our list of values statements claims that we

- create and foster relationships to build community;
- believe our collective and individual success requires working together toward shared goals;
- seek innovative solutions and agile responses;
- commit to the highest quality in all our endeavors;
- expect honesty, trust, candor and professionalism from one another.

Antelope Valley College works toward continuous improvement and institutional excellence through fact-based decision making. The most frequently mentioned source for information about institutional performance is the college Fact Book, a reference manual containing demographic data on AVC students, faculty, staff, and the local population within our service area. The Fact Book, available in hard copy and online, contains information gained from a variety of internal and external sources. Some measures of student success are also available in the Fact Book. Student, faculty and staff data come from two primary sources: the California Community Colleges Chancellor's Office (CCCCO) MIS data and our Banner student database. District and service area population data are from the U.S. Census 2000 SF-1 and SF-3 files. Information on institutional outcomes and student success come from various CCCCO reports and Banner student data. The most recent version of the Fact Book available at this writing is 2002. (Ref: IV.A.6).

Some documents are available on reserve in the library, such as Information Competency materials, documents from the faculty academy, two binders of Action Plans for 2001-2002, and the College Plan 2001-2004. However, the head librarian says that Board of Trustees documents are not made available to the library. One must go to the president's office and sit in the conference room to view the documents during regular working hours. Board meeting documents, policies and regulations are available on the college intranet. The Accreditation Self-Study Survey results suggest that staff relies on "data access technology" such as SDA views (a Microsoft Access database that can be used to manipulate our MIS data) to assist with department decisions. The Strategic Planning and Budget Council (SPBC) Strategic Plan Review on the intranet states that SPBC uses information about institutional performance to set goals. (Ref: IV.A.7).

Evaluation:

While it is clear that the *structures* for inclusion of all constituent groups in the planning process have been established, the college has not yet developed an environment where all members of the college community feel comfortable participating. The Coordinating Council needs to redirect its efforts toward the improvement and monitoring of the participatory governance process in decision making.

The Self-Study Survey indicates that most faculty and staff know where to find the Mission Statement and understand what the college's goals are. The respondents can tell what and where the goals and values are, but one respondent thought that the Mission Statement should be more prominent; another says that the Mission Statement "appears two places on the AVC Web site and…is different

in structure and content. In addition, there is confusion between the Mission Statement and the "branding" statement.

A majority of the respondents see a relationship between what they do on a routine basis and the college's mission. However, a majority of the respondents also appear to feel that they have no opportunities, or limited opportunities to offer input on campus budget and planning. Those who commented on their sense of "empowerment and participation" (Ref: IV.A.8, Question #53) suggest that they feel left out of meetings of, for example, the Board of Trustees or the SPBC committee. Others felt that the meetings were not useful, or that they felt intimidated, and were discouraged from offering their ideas and concerns. SPBC's Strategic Plan Review on the intranet, suggests that SPBC uses information about institutional performance to set goals. This has not been the case recently, however. (See response to B2 b & c).

Overall, the college produces a number and a variety of documents regarding institutional excellence, innovation, and empowerment.   The college leadership encourages participation in these projects. However, many of the documents are hard to locate or inaccessible, hard to read, and internally inconsistent. For example, the college's Program Review documents are available only in the Academic Affairs office. The college Fact Book, which serves as a source for information about the college, has not been widely used to assist us in planning and improvement. The College's Educational Master Plan is not widely circulated.

Plan:

- Refocus the efforts of the College Coordinating Council toward monitoring improvement of the participatory governance process.
- Assemble planning documents in the section of the college Website devoted to institutional research.
- Make SPBC processes more efficient.
- Link divisions' program reviews and institutional planning at SPBC.

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

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Description:

The Participatory Governance Policy in the Board Policy Manual outlines the duties of all participatory governance bodies. An example of this is the Strategic Planning and Budget Council, which is the primary planning group on campus. The purpose of the Strategic Planning and Budget Council (SPBC) is to manage the

changes within the institution in order to accomplish the mission and goals of the college in the most efficient and effective way. The SPBC develops a College Plan based on the vision, values and practices of the campus and annually monitors and modifies the Institutional Goals and Objectives of the College Plan. The SPBC evaluates annual Budget Requests and recommends to the President those requests that utilize institutional resources most effectively in accomplishing institutional goals. The president submits budget recommendations to the Board of Trustees for approval. (Ref: IV.A.9).

All campus constituencies, including students, have representation on the council. SPBC is in the process of adjusting its planning mechanisms. Initially, the council tried action plans that were to be derived at the "work unit" level. The work unit planning allowed for individuals to bring forward ideas for improvement during the planning stage. These actions plans were submitted to SPBC and then stored in binders, which were on reserve in the library. This system proved cumbersome and scattered. The next attempt, Operational Plans, resulted in more cohesive plans for entire work units. Work units worked together to develop these plans and then submitted them to the council. The council is waiting for the achievement reports for FY 02-03 to determine how well this mechanism worked. In spring 2004, SPBC subcommittees did report on the success of institutional goals. (Ref: IV.A.10)

The Board of Trustees has requested that all issues, relating to budget and planning be presented to SPBC before submission to the Board of Trustees. In order to run efficiently, the members of the SPBC are assigned to the following subcommittees: Communications, Resources, Programs, and Infrastructure, that report to the voting members of the SPBC.

In addition, the Academic Policies and Procedures Standards and Practices Manual establishes the faculty and administrative roles in curriculum development and revision. (Ref: IV.A.11).

Evaluation:

The Participatory Governance Policy exists in a variety of locations, including in Board Policy 2051, and the roles of the various constituent groups are clearly described. However, the implementation of the policy is uneven, and depends a great deal on the management style of the college administration, especially the superintendent/president. Furthermore, the processes devoted to planning and budgeting are extremely complex, and there is little or no training available for faculty, staff, or students. Every semester, new and untrained members are appointed to these committees, and this impedes the process. (Ref: IV.A2.4).

In addition, while the college's policies call for full participation, there is significant evidence that involvement is hampered by fear on many staff members' parts that their jobs may be in jeopardy if they are too critical of administrative decisions. There is also considerable cynicism on the part of faculty and staff that the authority of the college's Superintendent/President has the potential to negate the decisions of shared governance committees.

Plan:

- Engage in a variety of efforts designed to build trust and communication, such as open forums and dialogues with the president. It will take time to determine whether or not these efforts will be successful.
- Consider reestablishing an independent Office of Institutional Research.

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

Description

Board Policy Section 2000 (procedures section 2051) defines "Procedures for Participatory Governance Committees and Academic and Professional Matters." This document and its appendices define the "procedures related to participatory governance committees" and the prescribed membership of the committees, but does not define "specific appropriate roles for all staff and students." (Ref IV.A.1).

Board Policy Section 5000 (procedures section 5041) defines procedures for "Systematic Program Review." This document is very thorough in its description of program review and planning procedures. For instance, each Student Services program is reviewed individually by a peer review team established from outside of Student

Services to review and evaluate the self-study reports from each cluster (Student Services Program Review document). Although it is not documented, institutional practice has been to include faculty in Student Services program reviews. (Ref: IV.A.12).

College documents such as the Board Policy cited above, the college's Strategic Plan, and the Faculty Handbook (last revised in 2001) articulate and promote collaborative efforts within and among various work groups – for example, these documents spell out the makeup of each shared governance committee. The intent of these governing documents is to improve institutional effectiveness; however, the cumbersome nature of the process impedes the completion of the evaluation cycle.

Current communication efforts include regular updates via email from Public Relations. Board meeting minutes and agendas are posted on the intranet and can be accessed by faculty and staff. A communication sub group of the SPBC was recently reconstructed and will be meeting on a regular basis to discuss ways to improve communication to faculty, staff, and students. The survey indicates that more than a third of the participants agree that they are familiar with the institution's efforts to achieve goals and improve learning. (Ref: IV.A.8).

Evaluation:

A majority of faculty and staff reports reading about important campus meetings. The survey indicates that more than half of staff attend meetings voluntarily or participate on a committee and that they feel comfortable doing so. However, while faculty and staff

feel comfortable participating within their work groups, fewer than half are comfortable working outside of them. On average, only about a third of respondents have attended or presented at campus wide shared governance meetings. The survey indicates that participation rates are higher at smaller department or division meetings, but fewer than 60% attend such meetings. (Ref: IV.A.8).

The survey indicates that only one third of the participants agree that effective communication exists at the college. Comments associated with question regarding communication are generally negative. Some examples are:

-- "I feel a lack of communication between departments, classified, and faculty, etc."

-- "The AVC email updates are helpful but are few and far between and don't contain all of the campus information they could. Often they seem to be a PR tool only."

-- "Sometimes I feel though we get information it is not always complete or accurate."

(Ref: IV.A.8)

Some lack of communication is probably attributable to the concern about potential retaliation on the part of the college administration.

Plan:

The college's new president is committed to open communication and shared governance. New leadership has the potential to ameliorate the concerns expressed above.

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

Description:

The Accrediting Commission has not found fault with the college's honesty and integrity in the past, although revisions to progress reports have been requested.

The Academic Senate Executive Committee reached an agreement with the Board regarding a participatory governance policy with an agreement to the eleven "academic and professional matters" as mandated by Title 5, section 53200.

Rely Primarily---The Board of Trustees of Antelope Valley College will rely primarily on the advice of the Academic Senate for policies and procedures related to the following Academic and Professional Matters:

1) Curriculum, including establishing prerequisites.
2) Degree and certificate requirements.
3) Grading policies.
4) Education program development.
5) Standards or policies regarding student preparation and success.
6) Policies for faculty professional development activities.

*Mutual Agreement---*The Board of Trustees will come to mutual agreement with the Academic Senate for policies and procedures related to the following Academic and Professional Matters:

7) District and college governance structures, as related to faculty roles.
8) Faculty roles and involvement in accreditation processes, including self-study and annual reports.
9) Processes for program review.
10) Processes for institutional planning and budget development.
11) Other academic and professional matters as mutually agreed upon. (Ref: IV.A.1 pg 18).

Other revisions have been made to the faculty Tenure and Evaluation Policy (Ref: IV.A.13) and the Hiring Policy (Ref: IV.A.14). There was a review of the Sexual Harassment Policy (Ref: IV.A.15) by all campus constituents, and an analysis of the Affirmative Action Plan (Ref: IV.A.16) was begun. The Board policy for the Information Technology Committee (Ref: IV.A.17) was revised, evaluated by the campus community, and approved by the Board.

The Board reviews the financial statement and approves all purchases each month. It also reviews Quarterly Financial statements before state submission. All bids are reviewed by the Board to determine if there is any conflict of interest and to maintain compliance with state law. Financial records are audited annually, as are all Financial Aid records. Auditing is done by an external accounting firm, and the results are examined by the Board. Audits have shown Antelope Valley College to be in sound fiscal condition. Recommendations are made by the Strategic Planning and Budget Committee and the Cabinet to be used in deliberations regarding the budget prior to Board approval.

Evaluation:

Although there has been a sincere attempt to respond expeditiously and honestly to recommendations, this has been hampered by the frequent changes at the administrative level. The Progress Report and amended Progress Reports were prepared and submitted detailing the advancement being made in areas needing improvement.

One area of concern in governance was addressed by revision of Board policy for the CCC, including separating procedures from policy. The current Board Policy Manual has separate sections for policy and procedure. The revisions were approved by all constituents and sent to the Board for approval in 2001. Since that time all committees are on a regular cycle for review and a process is in place for development or revision of policies, as needed. The operating procedures for campus-wide committees call for yearly reports and periodic review of each committee's role, function and membership, but this review of membership has not been taking place, nor have the committees been submitting annual reports.

The Board recognizes its responsibility to evaluate its own practices, per Board Policy 8031. (Ref: IV.A.18). Board policy has been scrutinized and revised more than once since the Accreditation visit in 1998, and was very recently sent to all constituents on campus for review. Communication at all levels has been a major area of emphasis, with some success

and some failure. Policies have been put in place to increase communication from the Cabinet, the President, the Vice Presidents and the Public Relations Office. The Board has maintained awareness of situations that could be questionable and have taken action when necessary. For example, when it became known in Fall 2003 that a college administrator had falsified her credentials, the Board began an investigation into the matter and subsequently relieved her of responsibilities at the executive level.

Plan:

- Continue to comply with all recommendations of the commission.

IV.A.5 The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Description:

In Board policy, it is clear that on-campus and community participation in the decision-making process is encouraged, which has the effect of improving the overall decision-making process. (Ref: IV.A.1). Specifically, there is a formal mechanism whereby the institution evaluates its on-going decision-making structures and processes to insure their effectiveness. In part, this is accomplished in a formal manner when the AVC Board of Trustees conducts its annual self evaluation, as put forth in section 1055

of Board Policy (Ref: IV.A.19). The purpose is to improve and strengthen the Board's overall effectiveness, which includes the decision-making process. Likewise, the formal evaluation of the administrative services also contributes to the assessment and improvement of the decision-making process, as administrators and their supervisors examine employee effectiveness.

Evaluation:

The Board of Trustees has a well-defined self-evaluation policy; other college bodies have much less explicit instruments for such review. There is a systematic policy for Program Review, but the results are not widely disseminated, and there is little evidence that recommendations from this process are connected to the college's larger planning process.

Plan:

- Improve the instution's communication processes in order to better inform campus constituencies.
- Develop college Website to centralize access to data, meeting agenda and minutes, notification of events, and so on.
- Consider offering email accounts to students, to enhance our ability to inform them of important college issues and events.

Interview Notes

Interview Notes

STANDARD IV Leadership and Governance

B. Board and Admistrative Organization

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

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

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

Description:

Antelope Valley College has a five member governing board elected by the voters of the college's service area. The board "bears the responsibility for the efficient operation management of the college under its jurisdiction. To meet this responsibility it is the board's intention

to ensure that faculty, staff, and students have the right to express their opinions at the campus level, and the assurance that these opinions will be given every reasonable consideration. In addition, the board recognizes the right of the academic senate to assure primary responsibility for making recommendations in the areas of curriculum and academic standards." (Ref: IVB1.1.)

The board is also responsible for the financial stability of the college. The board "determines all financial policies, considers and adopts the annual budget recommended by President and his/her assistants, and has the power to increase or or decrease the budget as submitted." (Ref: IV.B.1). AVC's 2003-2004 Catalog, pages 52-54, includes the college's philosophy, vision, mission, values, practices, and strategic goals (Ref: IV.A.5).

Our philosophy statement says we are committed to meeting the needs of the community and that students are our primary concern. It also says the "... philosophy is reflected in the curriculum, the student-faculty relationships, the services and resources, and the policies of the college." Within the philosophy statement, there is no content concerning the quality of programs, integrity of institutional actions, or the effectiveness of student learning programs and services. Our Mission Statement does make mention of the quality of programs. It states, "...we take pride in providing quality, comprehensive education for a wide variety of learners."   It also says, "We place student success and student-centered

learning as our #1 priority through higher educational standards, innovative programs and services." The institutional values include a statement regarding excellence, "We commit to the highest quality in all our endeavors," as well as a statement regarding integrity, "We expect honesty, trust, candor and professionalism from one another." Further, our strategic goals also talk about quality of program with statements such as, "Provide the highest quality teaching, learning, and student success."

The college's Board Policy Manual specifies practices that are consistent with this standard: "All curriculum changes and additions will be examined for recommendation of adoption or non-adoption by an Academic Policy and Procedures Committee. After examining the Committee's evaluation of the curriculum, the Academic Senate will forward the curriculum to the President for placement on the agenda of the Board of Trustees." (Ref: IV.B.5).

Evaluation:

The college's strategic goals include language about the quality of programs with statements such as, "Provide the highest quality teaching, learning, and student success." However, it is difficult to find any statements that would qualify as statements about effectiveness of student learning programs and services. Documents that might include such statements about effectiveness of student learning programs and services, such as the 2002 Fact Book, the Noel Levitz Survey or the Self Study Survey, contained data, but analysis of the data does not lead to any evidence of the effectiveness of student learning programs and services. As stated above, the college has improved its efforts

in data collection, but still has a long way to go before the data is intrinsically linked to planning and evaluation.

Plan:

No plan.

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

It is assumed that the above is true; no evidence to the contrary can be found.

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

As a general principle, the board relies on the academic senate and its subcommittee on academic policies and procedures to ensure academic integrity of the college's academic offerings.

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

California Education code 70902 states: "In carrying out the powers and duties specified in subdivision (b) or other provisions of statute, the governing board of each community college district shall

have full authority to adopt rules and regulations, not inconsistent with the regulations of the board of governors and the laws of this state, that are necessary and proper to executing these prescribed functions." (Ref: IV.B.6).

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

The governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures. This is specified in Board Policy section 1000, and is available to the public (Ref: IV.B.7).

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

Board Policy 1055 calls for annual self-evaluation.   Board Policy is currently under revision, in part, because it is not a very "user-friendly" document. It is the board's practice to conduct annual self evaluations.

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

The Board Policy Manual contains four subsections defining the orientation procedures, which include the recommendation of attendance by the

new member at related conferences and seminars. It also contains a revised procedure for an annual rotation of Board Officers. The new member is placed as the fifth member, thus allowing time for member development prior to serving as a board officer. The President/ Superintendent or designee thereof is assigned the responsibility of familiarizing the new member regarding the board's responsibilities for the educational programs and total college activities. The Board Policy does not speak precisely to the accreditation process. The Board has a formal, written method of providing for continuing membership and staggered terms of office that specifies elections every second year with each Trustee serving a four year term. The Trustees are elected by a three-two rotation process.

While no direct provision is made for the board to learn about accreditation standards and expectations, one member of the board currently sits on the accreditation steering committee, and the liaison officer regularly updates the board on the status of accreditation.

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

Section 1055.1 requires an annual review; preferably during the Spring semester of the college. The Board Policy Manual lists a definite set of objectives for self-evaluation including "(a) Recognize the strengths and weaknesses of Board operation, and (b) Formulate ways for improving Board operation." If these objectives are followed, as they appear to have been in the past, the review should be

a viable productive process. Board policy section 1055 also states, "Each trustee/participant is expected to refrain from defaming or ridiculing a fellow trustee. Suggestions for improvement shall be kept on a positive professional basis, and the suggestions shall be noted in a subsequent evaluation." The President of the Board is most often the chair. The officer rotation process will ensure job development expertise required for the leadership of a successful review.

Because the evaluation is anonymous, the participants can be honest. The process is directed toward improvement of board operation, and is likely to be successful. Evidence that this process is working is that twice in recent memory, board policy has been revised. However, some members of the college community have questioned the quality of the instrument used, especially in the lack of comments about the process itself.

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

Each year the board conducts a self-evaluation of its performance. The board has developed a two page form for evaluating itself. (Ref: IV.B.8). Before the evaluation takes place, trustees are asked if they wish to change the form. Each trustee completes the form anonymously and turns the form in to the President's Administrative Assistant. The assistant tallies the results and returns the results to the President of the Board. The results are discussed and methods of improving weaknesses are developed.

The board has a code of ethics (Ref: IV.B.9) that includes a clearly defined

policy for dealing with behavior that violates its code. It lists 10 codes that each trustee is expected to follow and clearly defines what a trustee can and cannot receive from publishers, manufacturers or agents. Neither of these policies states the process that would take place should a trustee violate the policy. The procedures section of the Board Policy Manual includes no process or procedure for assuring that this set of principles is followed. There is no documented record of any disciplinary action ever being initiated. The current trustees' longevity and their respective positions within the college district illustrate the fact that the members probably have not been guilty of violating the policy.

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

There is no formal training provided for the board concerning accreditation standards. However, the accreditation officer communicates with the board on the status of accreditation and reaccredidation. In addition, at least one member of the Board of Trustees has joined the self-study team, and attended a WASC workshop. No explicit mention of the accreditation process can be found in board policy. Neither is there any explicit mention of student learning outcomes. However, the board of Trustees has approved a number of college documents and processes that specifically relate to student learning. For instance, the board approves changes to the Academic Policies and Procedures manual, the college's mission statement and goals, new and revised courses, et cetera.. In addition, minutes of the board meetings reveal an on-going concern for the

centrality of student learning. Since no formal training takes place, the awareness of accreditation standards is uneven and unsystematic.

The college requires board action prior to the submission of any reports to the accrediting agency.

IVB.1j The governing board has the responsibility for selecting and evaluating the college chief administrator. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the college.

There is an annual evaluation of the president by the board, which yearly defines goals for the president to pursue.

Policy describing selection of the chief administrator does not exist in writing, however, the process for selecting a chief administrator has been informally established. For the 2000-01 search, the college trustees chose a consultant and followed his advice regarding procedures for the search. For the search of 2003-04, the board, due to financial constraints, decided to conduct the search in-house, using the same procedures used for the previous search.

Delegation of authority is addressed in Board Policy 2012, Administrative Policies, and states that "The responsibility for executing or implementing Board policies rests with the President. In the implementation of these policies the President shall exercise discretion as to what constitutes adequate procedures. Normally, the Board will not interfere

with administrative augmentation of Board policies unless such judgment is arbitrary or inequitable as evidenced by adverse community reaction, employee dissatisfaction or student dissatisfaction. Upon request, the President shall provide the Board with current Administrative Procedures used to implement Board policies." (Ref: IV.B.10).

Delegation of authority is also addressed in Board Policy 3022, Responsibilities of Cabinet-Level Administrators, President, Duties of the President (Rev. IV.B.11). A few of the duties which apply to delegation of authority are: 3022.1(a) As chief executive to the Board, direct, administer, and supervise all divisions and units of the college system, with authority to delegate as may be appropriate. 3022.2(c) Assign, subject to Board approval, employees-both classified and academic-with clear definition of duties. 3022.4(a) Be responsible for the general organization and administration of the college. 3022.4(b) Define and delegate to administrative and supervisory personnel specific duties and assignments. 3022.5(b) Delegate to subordinates any of the authority and duties entrusted to him/her by the Board, but retain responsibility for the execution of authority and powers so delegated. 3022.5(c) Perform other duties characteristically assigned to the chief executive and administrative official of the District and exercise discretionary authority over all matters, within legal limits, not covered by Board policy.

Evaluation:

The only statement in the contract addressing delegation of authority reads as follows: "Larios [previous chief administrator] shall perform his duties and responsibilities as set forth in the

California Education Code and the formal job description developed by the Board, as well as rules and regulations of the Board of Governors of the California Community Colleges, and rules, regulations, policies and directives of the Board, including but not limited to Board Policy 3022." (see previous paragraph.)

However, it is clear that all parties do not understand the concept of delegation of authority. The most obvious example is the reorganization of the college's administrative structure in Spring 2003. Since the administrative structure is delegated to the president, and since it does not fall into any of the areas where the board relies primarily on advice from the academic senate, the college president asserted his right to conduct the reorganization outside of the shared governance process. Input from campus constituencies was sought by the administration, but there was little confidence that it was considered in the reorganization. Moreover, many on campus felt disenfranchised as the reorganization took place.

Insofar as it is possible, the Board maintains a hands-off policy toward the daily management of the college. Trustees remain accessible by email and telephone to all members of the college community and the community at large. In times of crisis, the Board has been known to step in to resolve untenable situations.

The Board's evaluation of the chief administrator includes mechanisms for evaluating performance on implementing Board policies and achieving institutional goals.

The president arranges to have a special presentation at almost every Board

meeting. These presentations highlight a particular area of the campus and give the Board detailed information about that area. The Board often requests a presentation from specific areas of interest.

The president also sends each trustee an update letter each month. This letter includes information about what is happening on campus, updates on issues concerning the Board, and information about legislative activities affecting community colleges.

The Board is informed in these three areas as follows:

Educational quality - The Board receives information regarding educational quality in many different ways. New programs and courses are explained in detail when they are approved by the Board. Special presentations are made at Board meetings which often include information about the success of particular programs or services. Also, the president includes information about educational quality in the monthly letter to the Board. However, these presentations have not, to date, concerned institutional effectiveness or student learning outcomes.

Legal Matters - The Board is updated at every board meeting regarding current litigation and possible litigation. Any information received by the president regarding possible litigation is shared with the Board immediately.

Financial Integrity - The Board receives information regarding financial matters in a variety of ways. Any information received by the college regarding legislation or possible legislation that would affect our budget is sent to the Board immediately. The Chief Financial

Officer keeps the Board well informed about the status of the budget, and during negotiations the Board receives regular updates as to how negotiations could affect the budget.

Plan:

- Include discussions of institutional effectiveness and student learning outcomes in future presentations to the Board of Trustees.

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

Description/Evaluation:

It is difficult to make any global statements regarding the policies and practices of the President/Superintendent over the period since our last accreditation. Since that time, we have had 5 different people in that office: one outgoing, three interim, and one who served in the position for more than one year. The bulk of the observations, analysis and discussion in this section will refer to the longest serving member of this group, who was with us until early August of 2003. In March 2004, the college appointed a new president. It is hoped that the new president will follow through on his commitments to reform our efforts in the areas included in this standard.

The job description of the President includes the planning, oversight and evaluation of his staff. The Board Policy Manual (Section 3021) also stipulates his

responsibilities in this area. Board Policy Manual also states his duty to "Define and delegate to administrative and supervisory personnel specific duties and assignments," and "Delegate to subordinates any of the authority and duties entrusted to him/her by the Board, but retain responsibility for the execution of authority and powers so delegated" (Ref: IV.B.12).

The former President was not in the habit of or responsible for instituting collegial processes. However, the Participatory Governance policy in the Board Policy Manual outlines the duties of all participatory governance bodies in this regard, especially the College Coordinating Council and Strategic Planning and Budget Committee. The President flagrantly violated those policies on some occasions, such as when he decided that the Security Personnel on campus would henceforth be armed.

The former President had several vehicles for communication with the campus community at large, most of them used only sporadically. For a brief while, the President had informal get-togethers with staff and students, but these were meant more as conversations than as forums for expressing goals and direction in any organized fashion. The current President has reinstituted this custom, but he has attempted to make them theme-based, so that he can express specific ideas and plans and get informal feedback. (Ref: IV.B.13).

The former President also spoke occasionally through the campus newsletter, called *Around AVC*, and in times of great crisis, wrote campus-wide memos that were distributed to faculty and staff. These generally explained the necessity for changes in policy or procedure, or reinforced

earlier communications to campus-wide committees. When asked, he spoke at campus-wide events, such as Graduation and the Women's Conference. In these latter cases, he spoke ceremonially, and the emphasis was on values. The current president also speaks in these modes. Additionally, he sends out information on topics of interest to campus leadership (primarily) via email.

Finally, the former President worked to present materials of interest to himself and his office at board meetings, by encouraging special reports to the board of events, programs and issues of special interest. Since the board meetings are public, and since they are the only place one might find a "meeting of the whole campus community," this served as a means of communication with the entire campus community. The current president has continued, and even increased this practice.

During the former President's tenure, the office responsible for Institutional Research expanded and changed focus somewhat. The President worked closely with the Director of this office. He had at his disposal an excellent researcher. The whole campus has access to the Fact book, a compilation of vital statistics concerning the campus. At the same time, however, the college's director of research departed, and the position was recast to include Institutional Advancement and Public Relations. The research technician became solely responsible for conducting research at the college.

There is no evidence, beyond the expansion of the Research office, that the past President valued a culture of evidence. There is no direct evidence that the President valued student learning.

However, it is telling that in the severe budget crisis of the past two years, not a single full-time faculty position was eliminated.

The Research office, under the past President's tenure, reported directly to the President. Due to the severe shortage of administrative personnel, the current President has delegated responsibility for that Office to the Interim Vice-President of Academic Affairs.

The Facilities Master Plan and the Institutional Master Plan both show evidence that demographic data, budget data, survey data and so forth have been used in the planning and resource allocation process. The place of the President in this process is not easy to locate in documentary evidence. The connection with research on student learning in this process is also not clear, except insofar as mandates from the Academic Policies and Procedures Committee regarding class size, course content and materials have been adhered to.

Various memos and the minutes of Board meetings, the College Coordinating Council, SPBC, and Administrative Council suggest that the President communicated and assured implementation of statutes, regulations and Board Policy and maintained consistency between practice, policy and mission. For instance, a December 12, 2002 memo regarding the institution of a hiring freeze refers to both Title 5 and policies consistent with Categorical Funding sources. (Ref, IV.B.14).

The former President was a member of many community groups, and worked to increase his contacts within the

community. He was, for instance, a member of the Antelope Valley Board of Trade, the Greater Antelope Valley Economic Alliance and the Lancaster West Rotary. We have no documentary evidence as to the effectiveness of his efforts.

The current President is very active and well known in the community. We have no documentary evidence of his effectiveness.

Plan:

- It is hoped that the new president, appointed March 25, 2004, will introduce a period of stable leadership that will contribute to our ability to adhere to the standard above.

Standard IV References

IV.A.1	Board Policy 2051
IV.A.5	AVC Catalog
IV.A.6	Fact Book
IV.A.7	Strategic Planning and Budget web site
IV.A.8	AVC Staff Survey
IV.A.9	Governance Process Diagram
IV.A.10	Annual Report
IV.A.11	AP&P Standards and Practices Manual
IV.A.12	Board Policy Section 5041
IV.A.13	Tenure and Evaluation Policy
IV.A.14	Hiring Policy
IV.A.15	Sexual Harassment Policy
IV.A.16	Affirmative Action Plan
IV.A.17	Information Technology Committee Board Policy
IV.A.18	Board Policy Section 8000
IV.A.19	Board Policy Section 1055
IV.B.1	Board Policy 1031.1
IV.B.2	Board Policy 9145
IV.B.3	Board Policy 6010
IV.B.4	Board Policy 6130
IV.B.5	Board Policy concerning curriculum change
IV.B.6	Educational Code 70902
IV.B.7	Board Policy Section 1000
IV.B.8	Board Evaluation Form
IV.B.9	Board Policy 1050
IV.B.10	Board Policy 2012
IV.B.11	Board Policy 3022
IV.B.12	Board Policy Manual Section 3021
IV.B.13	Sample Dialog with the President topics
IV.B.14	Memos and Minutes

Interview Notes

Interview Notes

PLANNING
AGENDA

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Planning Agenda for the Accreditation Self-Study
Programs

The plans identified in the 2004 Accreditation Self –Study Rport were submitted to the Strategic Planning and Budget Council. SPBC views the self-study process as an internal scan. Together with the key findings of the Educational Master Plan and any external scanning processes, the SPBC will identify the strategic goals for the next five-year cycle. These strategic goals will be submitted to the campus for review and refinement. The campus work units will then create operational plans with measurable objectives to accomplish these goals. The SPBC will evaluate the progress to these goals and publish the results in its annual report.

PLANNING SUMMARY

The plans may be summarized as follows:

Student Learning Outcomes

1. Continue to develop, implement, and evaluate measurable student learning outcomes for student services and student support services.
2. Conduct a campus-wide dialogue on institutional student learning outcomes and program-level student learning outcomes.
3. Revise faculty evaluations to include student learning outcomes and effective delivery methods.
4. Report measures of student learning to the Board of Trustees; publish student learning outcomes annually.

Dialogue

1. Build trust by communicating through a variety of venues for campus-wide and community dialogue.
2. Publish agendas and minutes of all participatory governance committees on their Websites.
3. Investigate other venues for classified discussion of participatory governance issues.

Institutional Commitments

1. Increase the exposure of the mission by including it in more documents and training sessions.
2. Reinforce our commitment as an institution to student learning by reviewing our current performance and developing plans to improve student learning,
3. Evaluate and improve student access to services, both online and face-to-face.
4. Expand current and develop new programs for the affective development of our students.

Organization

1. Evaluate the organizational structure of Antelope Valley College to assure its effectiveness in producing student learning.
2. Hire sufficient faculty, staff, and administrators to provide programs that develop and support student learning.

3. Develop an organized and cohesive professional development program for faculty, staff, and administration.

Evaluation, Planning, and Improvement

1. Continue to refine the strategic planning and budgeting process for continuous evaluation and improvement. Communicate the process as well as the results more effectively with the campus and the community.
2. Continue to use both qualitative and quantitative data to guide the planning and budgeting process.

Institutional Integrity

1. Ensure the functioning of participatory governance through monitoring and oversight of the process by the College Coordinating Council.
2. Evaluate and improve campus publications, both hard copy and online.
3. Develop a code of ethics for all campus employees and a method for adjudicating abuses.

The Strategic Planning and Budget Council organizes its planning processes around four strategic areas: Programs, Communication, Infrastructure, and Resources. The details of the standards plans were grouped according to their relationship to the SPBC institutional areas. SPBC will encourage work units to use these plans in creating their operational plans for the next planning cycle.

PROGRAMS

Student Learning Outcomes

1. Define student learning outcomes related to access and refine evaluation mechanisms to better determine how well these services are meeting the needs of students.
2. Develop student learning outcomes for all student activities and create measures to appropriately measure their effectiveness.
3. Define student learning outcomes for all areas of Student Services and develop evaluation tools to measure them
4. Craft student learning outcomes and ways to measure them for the IMC
5. Continue to discuss and formulate student learning outcomes and assessment of student learning within all areas of Instructional Resources and other learning support services.
6. Create evaluation instruments for Counseling Services
7. Create campus-wide dialogue on institutional student learning outcomes
8. Hold campus-wide discussions about program level student learning outcomes.
9. Include institutional effectiveness and student learning outcomes in future presentations to the Board of Trustees
10. Include student learning outcomes as part of the faculty evaluation process.

Student Support

1. Update brochures on academic programs to ensure clarity, accuracy, and consistency.
2. Implement online an application

option and online orientation.

3. Evaluate recruitment and registration approaches.

4. Implement onsite assessment testing at local high schools.

5. Evaluate and revise the catalog, Fact Sheets, Student Handbook, and Schedule of Classes to ensure consistency and accuracy.

6. Provide hands-on assistance to students on how to complete the online application, how to access grades and financial aid status, how to register and drop/add online, how to pay online, and how to find critical information on the Web.

7. Continue to build relationships and increase understanding with the high school personnel regarding the benefits of attendance at AVC.

8. Strengthen ties with CSUB and UCLA to create a more seamless transition from the community college to a four-year institution.

9. Assess student needs at the new South Valley Site and develop evaluation tools to determine that services are appropriate, comprehensive, and reliable regardless of service location.

10. Create a program for crisis intervention to augment the current level of services and to provide a quick-response approach to address students in immediate crisis.

11. Continue to expand student activities by providing an environment where increased personal and civic responsibility and intellectual, aesthetic, and personal development are valued.

12. Offer web-based Compass testing.

13. Conduct another Library-user survey in Fall 2004 and attempt to gain wider student participation by promoting the survey during off-peak hours, evenings and Saturdays.

14. Develop a Learning Center presence at any satellite AVC campus site by providing brochures, handouts, and workshops.

15. Convert the multimedia catalog to the same Horizon format as the AVC Library catalog so that it will become accessible to anyone who has Internet access.

16. Provide access, via an IMC web page, to services, equipment and multimedia information. The web page will be available in Fall 2004.

17. Conduct an inventory/shelf audit in the IMC to determine collection status. This will enable staff to make needed corrections to the catalog and restore its effectiveness.

18. Introduce users, via a series of streamed videos, to additional library services and demonstrate their use.

Improving Student Learning

1. Distribute to all faculty, through the Academic Senate President, the guidelines for creating an effective syllabus at the start of each semester to ensure that new faculty are aware of this critical information.

2. Continue to work with discipline faculty to provide Learning Center services that meet student needs.

3. Formulate a proposal from the Information Competency Committee that defines the graduation requirement.

4. Incorporate information competency into courses with the assistance of librarians.

5. Utilize a new online plagiarism detection program by the Writing

Center Learning Specialist in workshops on avoiding plagiarism and citing sources properly.

6. Develop additional tools to meet student needs in accordance with the upcoming AVC information competency graduation requirement.

7. Continue to provide campus activities that promote cultural awareness and appreciation for diversity

8. Offer some of the face-to-face library credit courses online in the future and additional courses will be developed

9. Plan new Learning Center student workshops within all of its service areas. The Writing Center and Reading Lab, for example, are developing workshops specific to disciplines. (Preparing for Your English Class, Writing a Biology Abstract, Reading for Math/Science, Reading for Nursing)

10. Implement in the Writing Center and Library a new online plagiarism detection program and provide faculty training.

11. Increase and update tutor training.

12. Develop Writing Center and Reading Lab workshops specific to disciplines.

13. Revise the faculty evaluation criteria to more effectively include recommendations for improvement.

14. Revise the Tenure and Evaluation Policy to include effective delivery modes.

Improving Programs

Develop a Program Discontinuation Policy

COMMUNICATIONS

Internal Dialogue

1. Improve communication processes in order to better inform campus constituencies.

2. Engage in a variety of efforts designed to build trust and communication, such as open forums and dialogues with the President.

3. Encourage all committees to document their meetings and disseminate the information.

4. Encourage shared governance representatives to more fully and regularly communicate with their constituent groups, not only to disseminate information but also to solicit feedback.

5. Improve communication flow between SPBC and the campus community.

6. Integrate discussions about the planning process into regularly scheduled campus events, such as the opening day activities.

7. Increase dialogue and discussion in committees/work units on budget process and distribution of funds.

8. Publish audit findings more widely. Have managers discuss this perception with work units.

9. Revise the mission statement through SPBC; disseminate the revised mission throughout campus for consensus.

10. Continue to review the mission on a regular basis, but increase communication among college stakeholders to ensure that they are aware of the comprehensive nature of the community college mission.

11. Expand employee exposure to the mission statement by including it in an Employee Handbook, a

Faculty Handbook, develop new employee trainings and orientations, and formally include the mission statement in full- and part-time faculty training and orientations.

12. Hold college forums where individuals can bring forward issues and ideas in support of the college's mission to increase communication and promote dialogue.

13. Develop better communications between counselors and the campus

Student Learning Outcomes Discussions

1. Create campus-wide dialogue on institutional student learning outcomes

2. Hold campus-wide discussions about program level student learning outcomes.

3. Include institutional effectiveness and student learning outcomes in future presentations to the Board of Trustees

Electronic Communication

1. Develop college website to centralize access to data, meeting agenda and minutes, notification of events, and so on.

2. Offer email accounts to students, to enhance our ability to inform them of important college issues and events.

3. Create Web pages for campus-wide organizations and ensuring that meeting agendas, minutes and reports are posted in a timely fashion.

4. Implement an SPBC website current with agendas, minutes, and other documents readily available.

5. Revise Student Services website.

Marketing/Public Image

1. Clearly delineate the supporting elements or guiding principles from the mission statement itself when including it in publications (tying back to the mission).

2. Insert the policy on Academic Freedom in the college catalog and in the Student Handbook

3. Publish crime statistics and compare campus crime versus community versus other similar colleges.

4. Develop further partnerships between the Learning Center staff and the campus community, and improve the marketing of Learning Center programs and services.

5. Increase the Library and IMC marketing efforts.

INFRASTRUCTURE

Technological

1. Continue to monitor, maintain and upgrade the IMC's current videoconference system to meet the growing demand for use.

2. Upgrade and maintain student records and administrative database system, taking full advantage of additional features/capabilities of databases program of benefit to the District.

3. Develop a plan to support distance learning servers, faculty teaching online courses, and students enrolled in these courses.

Facilities

1. Continue to apply for funds and complete major repairs as funds become available.

2. Implement lighting plan as soon as possible.
3. Make sure all staff, including adjunct instructors, have keys to access buildings and classrooms.
4. Obtain funds for new parking lots by passing a bond.
5. Continue to improve space utilization.

RESOURCES

Human Resources

1. Develop a method for adjudicating abuses of the code of ethics.
2. Develop a code of ethics for all campus employees.
3. Establish an institutional review board.
4. Implement hiring procedures consistently.
5. Analyze jobs to recruit more effectively.
6. Complete a degree audit of all current faculty and administrators.
7. Implement the Human Resources Position Control Budget software linking budget to positions.
8. Draft a written set of policies and procedures for Human Resources.
9. Improve human resources documentation techniques.
10. Create a database for a variety of recruitment sources.

Training
   a. Create an organized training and development schedule for all employees.
   b. Develop opportunities for campus-wide training regarding diversity.
   c. Train managers to evaluate employees; train faculty to evaluate colleagues.
   d. Provide training for counselors.
   e. Train selection committees on their roles and responsibilities.
   f. Create campus-wide training and dialogue on identifying and assessing student learning outcomes.
   g. Offer additional training for web page development.
   h. Create a plan to provide more opportunities for Banner and web-based training for faculty, staff, and Information and Welcome Center student personnel, as new online resources are made available.
   i. Add a number of new training sessions in the IMC beginning in the Fall 2004 semester.
   j. Plan a number of Flex and Faculty Academy programs for 2004-2005 from the Library and Learning Center including sessions on information competency, plagiarism, and training on various electronic databases.
   k. Present a six-hour Faculty Academy training by the Information Competency Committee on information competency standards, methods, and infusion into the curriculum.
   l. Design, through members of the Information Competency Committee, a variety of information competency training opportunities for faculty.
   m. Train human resources employees on technical and legal matters pertaining to their jobs.
   n. Conduct a focused survey on information technology training needs and develop an employee

training plan based on needs. (Adapted from 1998 Self-Study, Planning Agenda #27)

o. Increase training for faculty, staff and students on use of college-approved software packages and databases.

p. In conjunction with other departments, develop a campus training program (including new faculty training, new staff training, etc) that incorporates information technology training common to most job functions (use of e-mail and Internet and basic office software).

Staffing

a. Hire additional full time faculty in an effort to achieve the goal of the 75/25 law.

b. Continue to place the addition of an IMC technician at the top of its budget priority list.

c. Hire additional staff in ITS and in Maintenance and Facilities.

d. Consider reestablishing an independent Office of Institutional Research.

e. Consider hiring a research analyst.

f. Hire a human resources administrator who has experience as a human resources analyst and as a human resources administrator.

g. Hire a human resources analyst who has extensive professional experience as "second-in-command" in the human resources office.

h. Provide funding (per board approved position, 9/13/1999) for Technical Trainer.

Evaluation

a. Revise the faculty evaluation criteria to more effectively include recommendations for improvement.

b. Revise the Tenure and Evaluation Policy to include effective delivery modes.

c. Include student learning outcomes as part of the faculty evaluation process.

Fiscal Resources

1. Acquire funding to resolve the frequent problems with the print network for the Library reference computers.
2. Pass bond measure in November 2004
3. Define the entire budget process in a budget manual.
4. Complete implementation of the strategic planning process.
5. Complete conversion to PeopleSoft Financial.
6. Work with the legislature to create more time to capture growth from new buildings, and if growth isn't funded, the growth cap should be carried over.
7. Make raising matching funds a priority.
8. Lobby for increased growth funding and carrying over unfunded growth caps to subsequent year.
9. Rectify prior year audit findings.
10. Develop written Financial Policies and Procedures Manual.
11. Provide monthly financial reports to managers and quarterly 311 report on time to the Board of Trustees.
12. Provide budget data to managers through HRPC Budget.
13. Lobby against unfunded mandates.

Equipment

1. Provide locked files for Admissions and Records.
2. Continue to maintain IMC's current holdings and services while making every effort to upgrade the multimedia, equipment and services as needed.
3. Continue partnerships with constituents across the campus to identify new equipment, multimedia and services as the need arises.
4. Provide a more generous and reliable allocation for library books.
5. Use TTIP funds to identify and purchase for the library a collection of e-books (electronic books), a new category that CCL recently added to the core collection recommendation.
6. Replace some older computers and printers in the Library, which experience significant down time.
7. Replace problematic circulation computers in the Library.

SPBC will use these plans to refine, evaluate and implement the strategic planning process:

PLANNING AND RESEARCH

Planning

1. Train the campus community at both the administrative and work-unit level to develop a clearer understanding of how the planning processes tie into the mission of the college and to student learning outcomes.
2. Continue to refine and communicate the strategic planning process.
3. Assess work-unit progress towards achieving institutional goals on a regular basis.
4. Ensure that there is training to enable staff and faculty to gain proficiency in writing measurable objectives, in particular student-learning outcomes.
5. Reaffirm the connection among various college planning documents.
6. Emphasize the connection between planning and resource allocation.
7. Continue to strengthen the role of the SPBC Budget Task Force in assessing resource priorities.
8. Integrate the Program Review recommendations into the Strategic Planning and Budget Council process.
9. Encourage a wider use of the Educational Master Plan for planning at the division/department level.
10. Assemble planning documents in the section of the college website devoted to institutional research.
11. Make SPBC processes more efficient.
12. Link divisions' program reviews and institutional planning at SPBC.

Research

1. Implement impact studies for the new prerequisites.
2. Determine the effectiveness of recruitment sources.
3. Investigate the possibility of internally evaluating locally administered tests or evaluation tools for test bias.
4. Collect data on student experiential learning.
5. Investigate ways of tracking students as they leave AVC.
6. Ensure that the institutional research office is involved in the creation of measurable goals and measures of success.
7. Utilize the research office to procure the required data – both quantitative

and qualitative – to make better
decisions with regard to program/
project initiation and success

8. Encourage further use of data-
    driven decision-making through the
    utilization of institutional research
    resources to better determine
    measurable outcomes and assessment
    techniques

9. Use the National Student
    Clearinghouse Enrollment Search
    services as well as anecdotal data to get
    a clearer picture of our transfer rates.

10. Develop a format for standardized
    reporting of anecdotal evidence of
    employment rates and employer
    satisfaction.

11. Develop an organized and consistent
    method of data collection across
    campus.

12. Research success rates of students in
    courses using new methodologies
    compared to traditional courses as
    well as their success rate in subsequent
    courses.

13. Conduct follow up studies of online
    instruction.

14. Evaluate the success rates of students
    in learning communities.

15. Prioritize institutional research in
    assessing student learning outcomes at
    the course, program, certificate, and
    degree levels across the campus.

16. Standardize the procedure for
    collecting, reporting, and interpreting
    student learning outcomes data.

Enrollment Management
Improve space utilization through better
enrollment management

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Appendix

Results of Self-Study Surveys
for AVC Staff & Students

ANTELOPE VALLEY COLLEGE

Fall 2003

Table of Contents

List of Tables & Charts

Methodology & Limitations

During the summer of 2003 the Research Technician met with the Accreditation Steering Committee and four standard sub-committees to design two surveys to collect data for the upcoming self-study. Members referred to the AVC 1997 Self-Study Survey and the *ACCJC Guide to Evaluating Institutions* (June 2000) when designing questions for the 2003 staff survey. A team of six administrators reviewed the final version and the office of institutional research sent it to peers at other community colleges for testing and validation. The approved instrument was given online and on paper to all faculty and staff during the first six weeks of the fall 2003 semester. A similar version was developed for students with input from the student government Associated Student Organization (ASO) and administered both online and on paper during the same period.

A Representative Sample for the Staff Survey

The fall 2003 accreditation self-study survey is based on responses from 313 faculty and staff out of a population of 790 current AVC employees. Responses are based entirely on self-selected volunteers rather than a randomly selected 'sample' therefore readers are cautioned to avoid making inferences to the entire group of current employees.

Table 1 compares the staff participation rates from the 1997 and 2003 accreditation self-study surveys. The table shows that participation rates have increased in 2003 across all employee roles, although adjunct faculty are still underrepresented. Overall 68% of all full-time staff participated in 2003.

Table 1. Comparison of 1997 and 2003 Staff Participation Rates by Employee Role

Employee Role	1997 Population	1997 Responded	1997 Percent Sampled	2003 Population	2003 Responded	2003 Percent Sampled
Administrators	17	7	41%	25	20	80%
Full-Time Faculty	112	59	53%	147	98	67%
Adjunct Faculty	306	45	15%	422	67	16%
Classified/CMS	141	53	38%	188	125	66%
Short-Term Hourly	--	3	--	8	3	38%
Total Full Time Staff	270	119	44%	360	243	**68%**
Grand Total	576	167	29%	790	313	40%

Full-time response rates vary by department from 0 to 100%, with a 70% average across all departments. Only Extended Opportunities Programs & Services (EOP&S) and Campus Security failed to participate in the self-study survey. To simplify analysis, departments were grouped into three areas: academic instruction, administrative support and student services. Based on unduplicated responses, all three areas have 65-70% full-time participation. It is important to note the differences between employee assignments based on the tracked surveys using Human Resources (HR) data and responses to question #56 about work areas. Employees are assigned to only one work area in HR, while many individuals reported multiple work areas on the survey. Question #56 was designed to capture data showing overlapping responsibilities for all staff due to the recent campus reorganization.

The survey also allowed participants to select multiple ethnicities and specifically identify other ethnic origins. Fourteen percent declined to state ethnicity. The known ethnic distribution of the sample resembles the fall 2001 staff with 8% African American, 3% Asian Pacific and Filipino, 65% Caucasian, 4% Hispanic, 1% Native American, and 6% choosing other or multiple ethnicities. Of all 313 respondents, 36% are male and 54% are female. Ten percent declined to state gender.

Finally, the sample reflects employees with similar experience (see Charts 1 and 2).

Chart 1. Length of Service for Respondents in 2003 Self-Study Survey	**Chart 2. Length of Service for All Full-Time AVC Employees in Fall 2003**
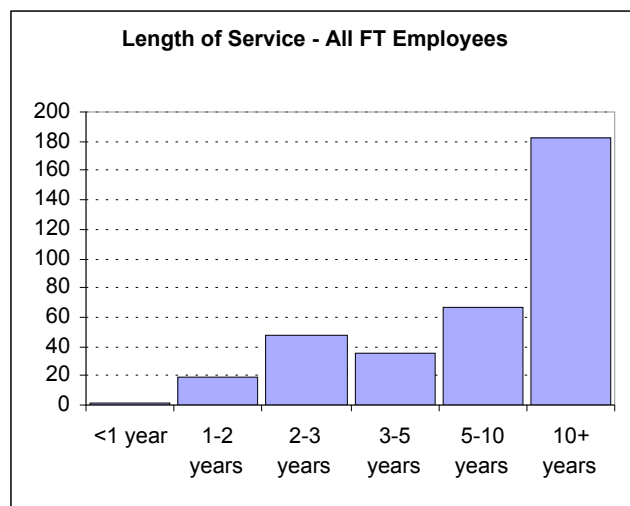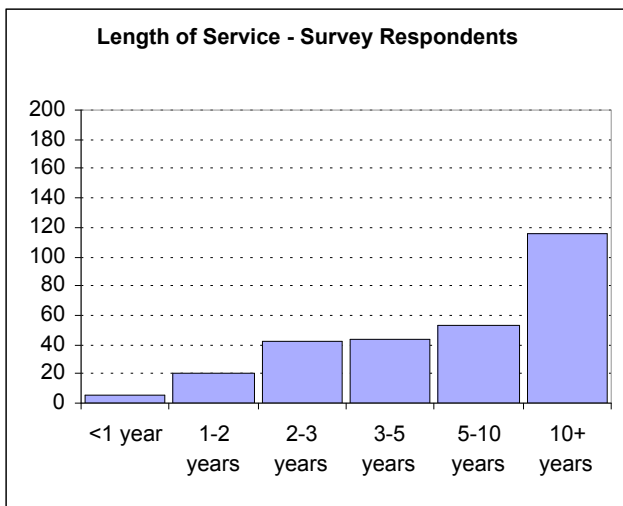
The survey question asked employees: *How long have you attended classes and/or worked for AVC?* The survey sample resembles the full-time staff with a right skew towards more experience. Respondents include both current and former students that now work for the district. Open responses such as "[I have] too little experience to respond" came from adjunct faculty and new employees that either self-selected out of the survey entirely or skipped most questions. One hundred sixteen staff (41%) responded that they have attended classes and/or worked for AVC for more than ten years.

Student Responses - Not A Representative Sample, But Worthwhile Data

The fall 2003 Student Perception Survey received 586 valid responses from a population of over 11,800 currently enrolled students. Within that total there are three samples: 221 randomly selected, 335 self-selected respondents, and 30 former students currently not enrolled in fall 2003. Approximately 1,000 students were in the stratified random sample before census. A list of selected classes is available upon request. The student survey closed October 10 and 221 out of 917 responded (unduplicated students after census) for a 24% participation rate.

The 24% participation rate for the random sample is too low to make meaningful comparisons to the entire student population, but the 335 additional responses from the self-selected sample will help our analysis. Overall the combined sample is small, but not too small to use. Significant differences between the 30 former students and the other two samples were found on ten questions. (A statistically significant difference between groups is defined as a Pearson chi-square of .05 or less). Analyses for these ten questions will exclude former students and be clearly identified on the results.

Student responses were matched to Banner student data using names and birth dates to validate participation, eliminate duplicate surveys and obtain demographic data for both enrolled and former students. Table 2 compares fall 2002 students to the survey sample.

Table 2. Comparison of Fall 2002 Student Body to Fall 2003 Survey Respondents

	Fall 2002 population		Fall 2003 Survey Sample	
	f	*%*	*f*	*%*
Total	*12,628*	100%	*586*	100%
Female	**7,940**	**63%**	**428**	**73%**
African American	2,060	16%	79	13%
Asian Pacific/Filipino	688	5%	34	6%
Hispanic	2,909	23%	133	23%
Caucasian	6,228	49%	303	52%
Other ethnic origins	743	6%	33	6%
First Time Any College	**4,378**	**35%**	**297**	**51%**
Day Student	**8,656**	**69%**	**512**	**87%**
Half Time Student 0.5 to 5.5 units	4,741	38%	54	9%
Part Time Student 6.0 to 11.5 units	4,430	35%	237	40%
Full Time Student 12+ units	**3,321**	**26%**	**263**	**45%**
Non-Credit Student	136	1%	24	4%
Under 20 years	3,735	30%	182	31%
20-24 years	2,982	24%	173	30%
25-29 years	1,247	10%	77	13%
30-39 years	1,937	15%	82	14%
40-49 years	1,861	15%	60	10%
50 or older	852	7%	12	2%

Based on all 586 responses, the survey sample resembles the fall 2002 student body with the following exceptions: **the student survey has a higher percentage of female, first-time college, full-time, day students**, **and a lower percentage of part-time credit students taking less than six units.** Respondents' educational goals are mostly degree and transfer rather than vocational, certificate, basic skills or lifelong learning. Readers need to keep this bias in mind when considering student responses since the sample is not representative and we cannot make inferences to the entire student body.

Chart 3. Years of Attendance of Student Respondents
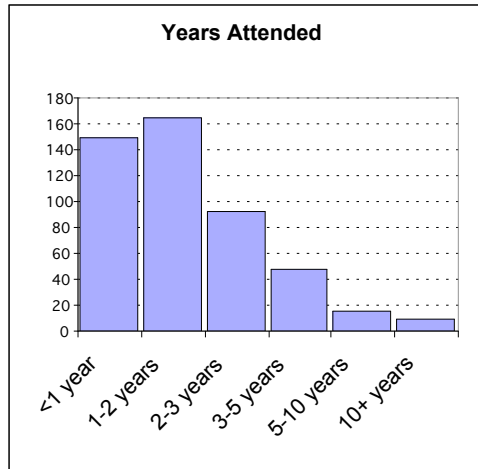
How long have you attended classes at AVC?

The sample represents students with a variety of experience at AVC (see Chart 3). As a two-year community college, it is not surprising to see a left skew to the data – most students have attended AVC less than two years. It is reassuring to see that a third (31%) have attended less than a year, a third (34%) have attended between one and two years, and the remaining third have attended in a somewhat normal distribution of increasing years on campus.

Executive Summary

In fall 2003 the office of institutional research at Antelope Valley College conducted surveys of the staff and students to collect evidence in support of the accreditation self study. The following key findings are grouped by the six themes listed in the <u>Guide to Evaluating Institutions Using ACCJC Standards</u> *(June 2002).*

Institutional Commitments - *Both surveys asked questions about the college mission and other promises (either stated or implied) that reflect the district's commitment to student learning such as academic freedom, access to support services, faculty and staff diversity, and campus safety.*

Compared to the 1997 survey, 8% more faculty and staff agreed the college supports academic freedom and there was a 20% drop in those that disagreed.

Students reported problems with the hours of operation in the bookstore and Cafeteria, and some instructors did not have keys to their classrooms.

A little more than half of the faculty and staff agreed the district meets its commitment to diversity: 60% agreed the college is proactive in supporting equal employment opportunities and 58% agreed the college promotes diversity.

Most staff and students believe the campus is safe overall, with requests from female staff and students for better lighting at night and increased security in the parking lots.

One of the interesting findings was that many students consider the college vision and values to be our mission.

Institutional Integrity – *The standards expect that an institution encourage a self-reflective attitude and honesty with all stakeholders. To measure this, both surveys asked about academic honesty and academic integrity. Questions about leadership, institutional effectiveness and consistency are discussed in other themes and often have mixed or split results with similar percents agreed and disagreed.*

Students' perceptions suggest cheating and plagiarism have decreased, while faculty and staff are less optimistic.

Only 30% of staff and 39% of student respondents agreed that AVC faculty and staff distinguish between personal convictions and proven conclusions.

Dialogue – "*The standards are designed to facilitate college engagement in inclusive, informed, and intentional dialogue about institutional quality and improvement." The self-study surveys focused more on information dissemination and communication, although both are essential to dialogue.*

The majority of faculty and staff are familiar with the college mission statement and other campus documents, although fewer have read or reviewed planning documents and shared governance. Very few students are familiar with any of these documents, except the Student Code of Conduct and the college catalog.

Both staff and students rely on multiple sources of information. Peers seem to be a major source of information (more than administrators and representatives) as well as electronic sources such as AVC e-mail updates and the Web. Students indicate an expectation to find more information online and over 80% of students have e-mail – a potential source of disseminating campus information.

Fifty percent of staff and students agreed that we maintain an ongoing dialogue about continuous improvement, while only 41% consider the discussion to be collegial.

Faculty and staff are split on whether administration fosters effective communication among campus constituencies: 31% agreed and 40% disagreed. Students are also split.

A majority of faculty and staff agreed there is adequate opportunities to participate in various meetings and most feel comfortable participating within their own departments, however opportunities and comfort levels decrease dramatically outside of their own departments. Students feel unwelcome, uninformed, and uncomfortable in most settings.

Only 21% of staff agreed the campus widely discusses achievement reports.

Evaluation, Planning & Improvement – *The standards require "a planning cycle comprised of evaluation, goal setting, resource distribution, implementation and reevaluation." Responses to many of the institutional effectiveness and financial planning questions show splits of agreed and disagreed. For example: 32% agreed and 30% disagreed that the role of leadership and the institution's governance and decision-making processes are regularly evaluated to assure institutional integrity and effectiveness show.*

Student responses consistently reflect they are uninvolved in campus planning either by choice, due to a lack of interest, or conflicts with other priorities; or due to a lack of information and awareness that students are welcome to participate.

Staff responses suggest there are differences between practice, policy and perceptions. For example, many staff responded that their individual work units practice planning more than the college as a whole.

72% agreed their work unit states its goals clearly, while 43% agreed the campus states its goals clearly. Only 32% of staff agreed that institutional goals are measurable.

85% discussed budget issues within their departments, while only 39% discussed budget issues with a member of the Strategic Planning & Budget Council (SPBC).

63% used data to support campus decisions in general and 71% analyzed data related to outcomes within their work unit. Only 44% analyzed data or conducted research related to institutional effectiveness last year.

Only 38% responded that program review is helpful (down from 40% in 1997). Thirty-seven percent have never developed operational plans or revised departmental goals; and 58% have not written achievement reports although 44% agreed that their work unit produces an annual achievement report and 48% agreed their unit discusses them.

Organization – *"The institution must have in place the organizational means to . . . evaluate the effectiveness of programs . . . and to make improvements." Key findings from the staff survey suggest there are two major weaknesses in organizational support: strategic planning and staff development.*

Staff disagreed in higher numbers to every question about SPBC than to any other campus organization. Responses on financial planning and institutional effectiveness are especially negative (see Table 17d). Faculty and staff agreed they have adequate opportunities to participate but disagreed that the process and communication are effective. Students agreed that communication and shared governance are effective although they have inadequate opportunities to participate. It seems that student responses are somewhat naïve since they cannot evaluate the effectiveness without participating and their open responses on other questions suggest a need for better information about meetings, minutes and agendas.

In 1997, 35% agreed and 40% disagreed that the college has an effective shared governance process. In 2003, 28% agreed and 31% disagreed.

In 1997, 40% of staff respondents agreed and 30% disagreed that the administration provides effective leadership. In 2003, 33% agreed and 27% disagreed.

75% of students responded they do not know who their student government (ASO) representatives are and most open responses state that students do not know what ASO does.

The other weakness in campus organization was staff development (training). With the exception of improved training in technology, faculty and staff disagreed that the college provides adequate training in job-related tasks and employment selection criteria. In 1997, 48% agreed the college provides adequate opportunities to staff for professional development. In 2003, only 39% of staff agreed and 45% responded they never received training in their job duties last year.

Student Learning Outcomes – *The two self-study surveys did not focus on Student Learning Outcomes, although some questions reveal positive findings.*

Over half of the faculty and staff respondents discussed student learning objectives and outcomes with students and other faculty.

Over 80% of faculty stated that they design courses based on the Course Outline of Record (COR) and cover all topics by the end of the term.

73% state they always provide additional feedback to students other than a grade.

Peer evaluations and tenure review are verifying that instructors use the COR with clearly stated objectives in all cases over 60% of the time.

Students responded that they receive a syllabus with clearly listed learning objectives in all cases (76%), but only half (56%) stated that all of their instructors cover all topics by the end of the term. Only 42% stated that every instructor provided additional feedback other than the grade.

Future Studies – *Both self-study surveys are rich with potential for additional analyses. Responses to questions can be compared to other questions (called cross-tabs) and data can be disaggregated to discover whether there are differences between groups based on campus role, work area, or length of service. The research office recommends further study to enhance these findings, such as focus groups and requests for disaggregated data. Additional requests are always welcome.*

Findings

Survey questions were originally organized around the four main standards, although many questions overlap areas. To facilitate the use of these results, these findings are organized by key words. Data tables will show both staff and student responses with the corresponding question numbers from each survey.

For comparison, recommendations and results from the last two self-studies are included where relevant. Note that counts of the 1997 survey responses are estimated based upon the percentages provided in the summary. The complete summary of the 1997 Self-Study Survey is available in the Accreditation Office. Unless otherwise noted, the following results combine agree with strongly agree (as agreed) and disagree with strongly disagree (as disagreed).

Table 3. Academic Freedom

	1997 Staff Survey n=167	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Valid**
i2	The Board and Administration support the faculty's exercise of academic freedom.	17	32	40	42	20	150
		11%	21%	27%	28%	13%	100%
i3	Faculty respect and protect the academic freedom of their colleagues.	2	12	28	62	45	149
		1%	8%	19%	42%	30%	100%

	2003 Staff Survey n = 313	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Valid**
#12	AVC administrators support academic freedom.	10	27	114	113	28	292
		3%	9%	39%	39%	10%	100%
#12	AVC faculty respect and protect the academic freedom of their peers.	5	11	98	138	36	288
		2%	4%	34%	48%	13%	100%

In 1997, 41% of faculty and staff agreed the Board and Administration support academic freedom. In 2003, there was a slight increase: 49% of the staff agreed that administrators support academic freedom. Note the 2003 survey removed the Board from the question intentionally. The percentage of staff that disagreed AVC administrators support academic freedom dropped from 32% in 1997 to 12% in 2003.

In 1997, 72% of all staff agreed AVC faculty respect and protect the academic freedom of their peers, although it is impossible to isolate only faculty responses from these data. The 2003 survey shows only 61% of all staff agreed however if we isolate 2003 faculty responses to the question, 69% agreed (see Table 3a).

Table 3a. Academic Freedom by Campus Role

	2003 Staff Survey	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Valid**
#12	AVC faculty respect and protect the academic freedom of their peers.	3	7	37	84	24	155
	faculty only n = 155	2%	5%	24%	54%	15%	100%
#12	AVC faculty respect and protect the academic freedom of their peers.	2	4	61	51	12	130
	other staff n = 130	2%	3%	47%	39%	9%	100%

Table 4. Academic Standards & Academic Honesty

#13	2003 Student Survey n = 586 In your opinion, how have academic standards changed?	Lowered	Remained the same	Increased	Valid
Academic standards in my discipline/major have		35	303	130	468
		7%	65%	28%	100%
Academic standards on campus overall have		52	275	134	461
		11%	60%	29%	100%
The number of students committing plagiarism has		181	188	58	427
		42%	44%	14%	100%
The number of students cheating has		175	203	51	429
		41%	47%	12%	100%

#13	2003 Staff Survey n = 313 In your opinion, how have academic standards changed?	Lowered	Remained the same	Increased	Valid
Academic standards in my discipline/major have		25	120	63	208
		12%	58%	30%	100%
Academic standards on campus overall have		61	117	40	218
		28%	54%	18%	100%
Students' entry level skills have		142	69	15	226
		63%	31%	7%	100%
The number of students committing plagiarism has		9	64	93	166
		5%	39%	56%	100%
The number of students cheating has		19	75	74	168
		11%	45%	44%	100%

The majority of student respondents (60-65%) believe academic standards have remained the same, while students are split on academic honesty. About 40% believe cheating and plagiarism have lowered and 40% believe that cheating and plagiarism have remained the same. About half (54-58%) of faculty and staff believe our academic standards have remained the same, although 63% believe students' entry-level skills have lowered. Half of the faculty and staff (56%) believe plagiarism has increased, while faculty and staff responses are evenly split on cheating: 44% think it has increased, 45% think it has remained the same. See the following three charts for comparisons between staff and student perceptions.

Chart 4. Staff and Student Perceptions on Academic Standards Overall

10
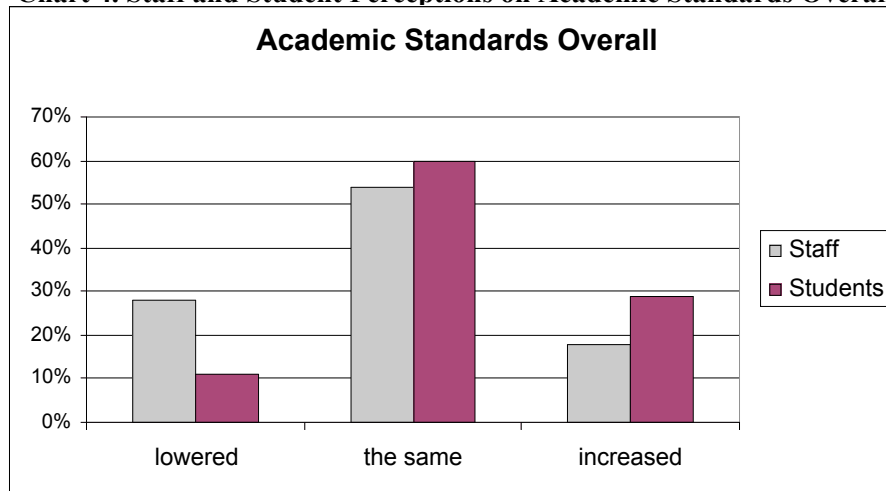
Chart 5. Staff and Student Perceptions on the Number of Students Committing Plagiarism

Plagiarism
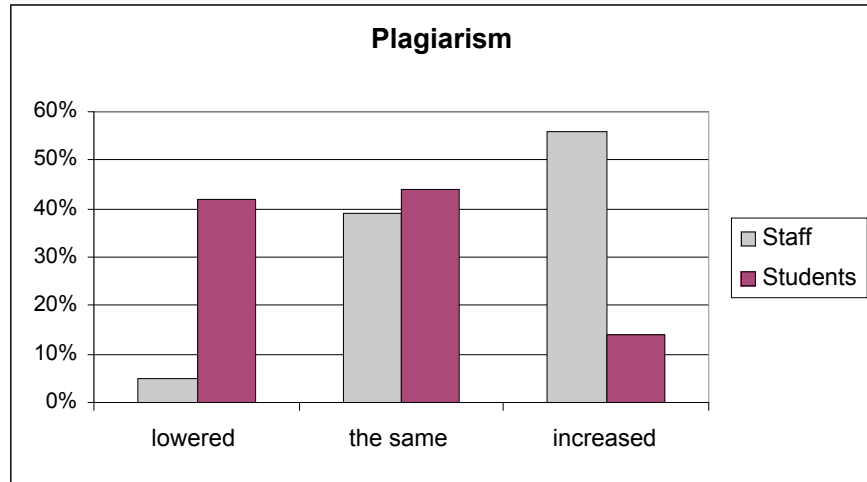
Chart 6. Staff and Student Perceptions on the Number of Students Cheating

Cheating

Table 4a. Academic Integrity – Personal Convictions vs. Proven Conclusions

1997 Staff Survey n=167		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
i8	Faculty and other college staff distinguish between personal conviction and proven conclusions and present data fairly and objectively to students and others.	2	15	48	58	17	140
		1%	11%	35%	42%	12%	100%

2003 Staff Survey #8 n = 313	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
Faculty and staff distinguish between personal convictions and proven conclusions.	11	64	125	79	10	289
	4%	22%	43%	27%	3%	100%
Faculty and staff present relevant data fairly and objectively to students and others.	5	31	119	123	14	292
	2%	11%	41%	42%	5%	100%

2003 Student Survey #10 n = 586	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
Faculty and staff distinguish between personal convictions and proven conclusions.	14	38	246	164	31	493
	3%	8%	50%	33%	6%	100%
Faculty and staff present relevant data fairly and objectively to students and others.	9	42	169	228	53	501
	2%	8%	34%	46%	11%	100%

In 1997, 54% of faculty and staff respondents agreed that AVC faculty and other college staff distinguish between personal convictions and proven conclusions when presenting data to students and others. Unfortunately the 1997 question is 'double-barreled' since it also asks whether they present data fairly and objectively which makes accurate analysis and comparisons more difficult.

The 2003 version split the two questions with the following results: 30% of staff and 39% of student respondents agree that AVC faculty and staff distinguish between personal convictions and proven conclusions, while 47% of staff and 57% of student respondents agree faculty and staff present relevant data fairly and objectively to students and others.

Table 5. Access

2003 Student Survey n = 556 (excluding former students) In the past year, how often have you had problems #20 accessing the following areas?	**Never**	**1-5 times**	**6-10 times**	**11 or more times**	**Valid**
Bookstore	251	145	29	17	442
	57%	33%	7%	4%	100%
Cafeteria	305	80	14	13	412
	74%	19%	3%	3%	100%
Classrooms	297	103	16	23	439
	68%	23%	4%	5%	100%
Computer Labs	276	67	10	7	360
	77%	19%	3%	2%	100%
Faculty Offices	290	68	15	5	378
	77%	18%	4%	1%	100%
Gym & Pool	253	32	3	2	290
	87%	11%	1%	1%	100%
Library	346	64	4	6	420
	82%	15%	1%	1%	100%
Learning Center	334	42	6	8	390
	86%	11%	2%	2%	100%
Student Services	319	65	19	8	411
	78%	16%	5%	2%	100%

2003 Staff Survey n = 313 In the past year, how often have you had problems #23 accessing the following areas?	**Never**	**1-5 times**	**6-10 times**	**11 or more times**	**Valid**
Bookstore	204	52	3	2	261
	78%	20%	1%	1%	100%
Cafeteria	204	39	4	9	256
	80%	15%	2%	4%	100%
Classrooms	193	44	6	5	248
	78%	18%	2%	2%	100%
Computer Labs	157	18	3	4	182
	86%	10%	2%	2%	100%

Last year the majority of student respondents (57-87%) never experienced problems accessing campus areas. Forty-three percent had difficulty accessing the bookstore and 32% had difficulty accessing classrooms at least one time in the past year. Ten percent or more had difficulty accessing the other areas listed above including the Cafeteria (26%), Library (18%) and Learning Center (14%). Less than ten percent had problems accessing athletic courts and fields. Student responses to question #21 gave the following reasons for these problems: hours of operation for the bookstore, Cafeteria, Library, and Learning Center, and instructors had no key to the classrooms.

Staff also had some difficulty accessing the bookstore, classrooms and Cafeteria -- but only a few times in each case. Similar to students, staff problems were due to hours of operation and no keys to classrooms.

Table 6. Communication – Staff Familiar with Planning & Policy Documents

2003 Staff Survey n = 313 #46 In the past year have you read or reviewed the following campus documents?	I read it	I reviewed portions	I looked but could not find it	I don't know what this is	I didn't look	Valid
The college mission statement	172	59	2	5	37	275
	63%	21%	1%	2%	13%	100%
AVC Educational Master Plan	42	96	7	19	100	264
	16%	36%	3%	7%	38%	100%
AVC Facilities Master Plan	23	83	10	24	128	268
	9%	31%	4%	9%	48%	100%
AVC Technology Master Plan	34	61	13	24	128	260
	13%	23%	5%	9%	49%	100%
AVC Board Policy	34	90	7	10	125	266
	13%	34%	3%	4%	47%	100%
The campus policy on academic freedom	83	64	6	18	91	262
	32%	24%	2%	7%	35%	100%
The student code of conduct and campus policy on academic honesty (plagiarism)	151	63	4	6	46	270
	56%	23%	1%	2%	17%	100%
The AVC Faculty Code of Ethics	96	56	3	16	94	265
	36%	21%	1%	6%	35%	100%
The AVC catalog	107	143	0	3	22	275
	39%	52%	0%	1%	8%	100%
AVC Computer Use Guidelines	122	86	5	5	51	269
	45%	32%	2%	2%	19%	100%
The college budget	39	95	13	5	108	260
	15%	37%	5%	2%	42%	100%
The Equal Employment Opportunity policy (formerly called Staff Diversity/Affirmative Action Plan)	50	64	9	10	129	262
	19%	24%	3%	4%	49%	100%
AB 1725 on shared governance	39	48	5	23	141	256
	15%	19%	2%	9%	55%	100%

The majority of staff respondents have read: the college mission statement, the student code of conduct and the policy on academic honesty. About a third have read the policy on academic freedom and the faculty code of ethics. Nearly half have read the AVC Computer Use Guidelines. A third or more have reviewed portions of the Education Master Plan, the college budget and the AVC catalog. However, most faculty and staff responded that they didn't look for any of the master planning documents, board policy, academic freedom, the faculty code of ethics, the college budget, EEO policy, or AB-1725. Less than 5% looked but could not find any of these documents.

Table 6a. Communication – Students Familiar with Planning & Policy Documents

2003 Student Survey excluding former students (n= 556) In the past year have you read or reviewed the #48 following campus documents?	I read it	I reviewed portions	I looked but could not find it	I don't know what this is	I didn't look	Valid
The college mission statement	91	76	10	23	202	402
	23%	19%	2%	6%	50%	100%
AVC Educational Master Plan	24	49	15	58	254	400
	6%	12%	4%	15%	64%	100%
AVC Facilities Master Plan	20	30	14	62	272	398
	5%	8%	4%	16%	68%	100%
AVC Technology Master Plan	16	33	11	65	269	394
	4%	8%	3%	16%	68%	100%
AVC Board Policy	33	47	7	43	264	394
	8%	12%	2%	11%	67%	100%
The campus policy on academic freedom	47	61	7	33	245	393
	12%	16%	2%	8%	62%	100%
The student code of conduct and campus policy on academic honesty (plagiarism)	162	84	6	9	142	403
	40%	21%	1%	2%	35%	100%
The AVC Faculty Code of Ethics	66	70	8	27	227	398
	17%	18%	2%	7%	57%	100%
The AVC catalog	202	109	9	5	82	407
	50%	27%	2%	1%	20%	100%
AVC Computer Use Guidelines	110	78	8	18	181	395
	28%	20%	2%	5%	46%	100%
The college budget	33	57	18	19	263	390
	8%	15%	5%	5%	67%	100%
The Equal Employment Opportunity policy (formerly called Staff Diversity/Affirmative Action Plan)	58	53	8	32	244	395
	15%	13%	2%	8%	62%	100%
AB 1725 on shared governance	8	12	8	70	296	394
	2%	3%	2%	18%	75%	100%

Clearly the majority of students have not looked for most campus policies and documents, except the college catalog. Fifteen to eighteen percent of student respondents don't know what master planning documents or AB 1725 are. Over 60% have read or reviewed portions of the student code of conduct. Almost as many have read or reviewed the AVC Computer Use Guidelines (48%) and the college mission (42%). One-fourth to one-third (28-35%) have read or reviewed policies on academic freedom, faculty code of ethics, and EEO. Only 20% have read or reviewed portions of AVC Board policy.

Table 6b. Communication – Sources of Campus Information for Staff & Students

2003 Staff Survey n = 313 Where do you get information on important #51 college issues? Check all that apply.	f	%
AVC e-mail updates	235	75%
My co-workers	193	62%
My dean or director	190	61%
My union representatives	102	33%
External sources (i.e. A.V. Press)	101	32%
My committee representatives	95	30%
My supervisor	82	26%
Other administrators	65	21%
My vice president	62	20%

2003 Student Survey n = 586 Where do you get information on important #52 college issues? Check all that apply.	f	%
Other students	243	41%
AVC faculty	213	36%
AVC staff	188	32%
External sources (i.e. AV Press)	132	23%
AVC administrators	120	20%
AVC e-mail updates	77	13%
AVC deans or directors	73	12%
ASO representatives	58	10%

In the 2003 staff survey AVC e-mail updates are the most popular source for campus information. Almost as many staff get information from other co-workers and the dean/director of their work unit. These results are mostly from online surveys; therefore respondents are more comfortable with electronic media. The research office is aware of

anecdotal evidence that not all staff use AVC e-mail, especially adjunct faculty. The
SPBC Internal Survey (spring 2002) recommended multiple methods of distributing
information to improve campus-wide access to accurate information.

Student respondents get most information about AVC from other students, followed by
faculty and staff. Only 10% of student respondents get information from student
government (ASO) representatives. Other sources of campus information include the
student newspaper and AVC web page. Student comments suggest that students expect to
find most information online although a sample bias may exist due to the number of
online surveys received.

Responses from questions #30 and #31 show 83% of student respondents have a personal
e-mail address. Of those, 44% provided AVC their e-mail address and another 22% did
not know they could.

Table 6c. Communication – Minutes and Agendas for Staff & Students

2003 Staff Survey n = 313 Where can you find the agenda/minutes for each of the following campus committees and councils? #47	In my campus mailbox or e-mail	Posted in my work area	Online via AVC Web or Intranet	In various internal documents	I looked, but could not find	I haven't looked
Academic Policy & Procedures (AP&P)	89	17	60	44	6	102
	28%	5%	19%	14%	2%	33%
Academic Senate	100	9	53	36	8	97
	32%	3%	17%	12%	3%	31%
Associated Student Organization (ASO)	30	7	28	30	10	167
	10%	2%	9%	10%	3%	53%
AVC Board of Trustees	52	11	79	41	12	102
	17%	4%	25%	13%	4%	33%
College Coordinating Council (CCC)	21	4	25	28	19	165
	7%	1%	8%	9%	6%	53%
Strategic Budget & Planning Council (SPBC)	45	9	36	38	15	131
	14%	3%	12%	12%	5%	42%

2003 Student Survey n = 586 Where can you find the agenda/minutes for each of the following campus committees and councils? #47	In my campus mailbox or e-mail	Posted in public areas	Online via AVC Web or Intranet	In various internal documents	I looked, but could not find	I haven't looked
Academic Policy & Procedures (AP&P)	--	47	77	42	7	294
	--	8%	13%	7%	1%	50%
Academic Senate	--	25	43	29	13	327
	--	4%	7%	5%	2%	56%
Associated Student Organization (ASO)	--	60	57	29	7	298
	--	10%	10%	5%	1%	51%
AVC Board of Trustees	--	36	58	39	8	306
	--	6%	10%	7%	1%	52%
College Coordinating Council (CCC)	--	22	40	17	13	339
	--	4%	7%	3%	2%	58%
Strategic Budget & Planning Council (SPBC)	--	29	46	24	11	329
	--	5%	8%	4%	2%	56%

One-third to one-half of faculty and staff responded they haven't looked for minutes or
agendas for AP&P, Academic Senate, Board of Trustees, ASO, CCC, and SPBC. This
was consistently the most common response although 28% said they find AP&P and
Academic Senate minutes/agenda in their campus mail and information from the Board

of Trustees online. The majority of student respondents haven't looked for agendas or minutes although students that do look expect to find them online.

Table 6d. Campus Dialogue

2003 Staff Survey #7 n = 313	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
The campus maintains an ongoing dialogue about continuous improvement.	21	49	78	119	29	296
	7%	17%	26%	40%	10%	100%
The campus maintains a collegial dialogue about continuous improvement.	22	56	97	102	20	297
	7%	19%	33%	34%	7%	100%

2003 Student Survey #10 n = 586	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
The campus maintains an ongoing collegial dialogue about continuous improvement.	16	67	168	202	44	497
	3%	13%	34%	41%	9%	100%

Fifty percent of faculty and staff agreed that we maintain an ongoing dialogue, although less (41%) considered it collegial. Student responses are similar: 50% agreed that the campus maintains an ongoing collegial dialogue.

Table 7. Staff Discussions about the College Mission, Planning, & Student Learning

2003 Staff Survey n = 313 #3. Respondents discussed topic at least 3 times in the past year with each group.	The College Mission		Institutional Planning		Student Learning Objectives & Outcomes	
Discuss w/ students	70	22%	49	16%	173	55%
Discuss w/ friends & public	82	26%	73	23%	122	39%
Discuss w/ campus staff	89	28%	129	41%	147	47%
Discuss w/ AVC faculty	97	31%	134	43%	166	53%
Discuss w/ administrators	66	21%	114	36%	114	36%
Discuss w/ SPBC members	32	10%	55	18%	38	12%
Discuss w/ AP&P or Senate	37	12%	56	18%	73	23%
Discuss at staff mtgs	81	26%	123	39%	137	44%
Discuss at committee	53	17%	103	33%	104	33%

Almost half of AVC faculty and staff have discussed Student Learning Outcomes (SLO) and objectives with other faculty. More than half discussed SLO with students. About one-third discussed the college mission with other AVC faculty and over 40% discussed institutional planning with other faculty and staff. Fewer staff discussed the mission or planning with SPBC members and students.

Table 7a. Student Discussions about the College Mission, Planning, & Student Learning

2003 Student Survey n = 586 #8. Respondents discussed topic at least 3 times in the past year with each group.	The College Mission		Institutional Planning		Student Learning Objectives & Outcomes	
Discuss w/ other students	43	7%	127	22%	332	57%
Discuss w/ friends & public	37	6%	140	24%	312	53%
Discuss w/ campus staff	40	7%	131	22%	163	28%
Discuss w/ AVC faculty	47	8%	140	24%	180	31%
Discuss w/ administrators	33	6%	73	12%	95	16%
Discuss w/ ASO or SPBC representatives	25	4%	35	6%	54	9%

On average, 7% of student respondents discussed the college mission with others, although half as many students (4%) discussed the mission with ASO or SPBC. An average of 21% of student respondents discussed institutional planning with others (again, except ASO or SPBC) and a majority discussed student learning objectives and outcomes, especially with other students and their friends.

Table 8. Facilities – Staff Responses

2003 Staff Survey n = 313	Unattractive & Uninviting	2	3	4	Attractive & Inviting
#29 Does the exterior campus look attractive and inviting?	2	12	56	107	109
	1%	4%	20%	37%	38%

2003 Staff Survey n = 313	Many areas need maint.	2	3	4	Campus is well-maint.
#30 How well-maintained is the interior campus?	51	54	89	49	40
	18%	19%	31%	17%	14%

Overall, faculty and staff find the exterior campus attractive and inviting. Seventy-five percent rate it 4 or 5 on the above scale; however 37% believe many interior areas need maintenance with a rating of 1 or 2. Staff comments listed trash on campus, cleanliness of restrooms and comfort (heat/cooling) of classrooms.

Table 8a. Facilities – Student Responses

2003 Student Survey excluding former students n = 556	Unattractive & Uninviting	2	3	4	Attractive & Inviting
#26 Does the exterior campus look attractive and inviting?	9	35	146	142	121
	2%	8%	32%	31%	27%

2003 Student Survey all students n = 586	Many areas need maint.	2	3	4	Campus is well-maint.
#27 How well-maintained is the interior campus?	34	52	131	160	95
	7%	11%	28%	34%	20%

Student respondents' perceptions are that the exterior campus is attractive and inviting. Fifty-eight percent rate it 4 or 5 and nearly as many (54%) believe the interior campus is well-maintained. Student suggestions focused on improved cleanliness especially in the bathrooms, better seating and improved heating/cooling in classrooms.

Table 8b. Classroom Facilities – Faculty Responses

2003 Staff Survey faculty only n=156	My classrooms need upgrades	2	My classrooms are adequate	4	My classrooms are superior
#32 How adequate are the classroom facilities (desks, tables, chairs, white boards) that you use?	26	16	53	32	18
	18%	11%	37%	22%	12%

Faculty rated AVC classrooms as adequate (37%) with approximately a third rating them superior (34% rated 4 or 5) and 29% stating that classrooms need upgrades (rated 1 or 2). Staff comments emphasized the need for improved audio-visual technology and better whiteboards.

Table 9. Governance – 1997 Staff Responses

1997 Staff Survey n = 167		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
g12	The College President fosters effective communication between self, faculty, staff and students.	52	13	33	27	23	149
		35%	9%	22%	18%	16%	100%
g32	I believe the college has developed an effective shared governance process.	27	32	37	37	15	147
		18%	22%	25%	25%	10%	100%
g33	I have adequate opportunity to participate in the governance of this institution.	20	25	38	32	23	139
		14%	18%	28%	23%	17%	100%

The past two self-studies recommended the college evaluate the governance structure (1992) and review shared governance (1998). In the 1997 self-study survey, 44% of staff respondents disagreed that the College President fosters effective communication. Staff were split (35% agreed, 40% disagreed) on effective shared governance and (40% agreed, 32% disagreed) on opportunities to participate in the governance of the institution.

Table 9a. Governance – 2003 Staff Responses

2003 Staff Survey #50 n = 313	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
Administration fosters effective communication among campus constituencies.	48	58	74	75	9	264
	18%	22%	28%	28%	3%	100%
The college has developed an effective participatory governance process.	26	56	109	70	4	265
	10%	21%	41%	26%	2%	100%
I have adequate opportunity to participate in the governance of this institution.	13	52	94	86	18	263
	5%	20%	36%	33%	7%	100%

In 2003 faculty and staff were still split on these questions. Thirty-one percent agreed the administration fosters effective communication, while 40% disagreed; 28% agreed the college has an effective participatory governance process, while 31% disagreed; and 40% agreed, 25% disagreed that they have adequate opportunties to participate in governance.

Table 9b. Governance – 2003 Student Responses

2003 Student Survey #51 excluding former students n = 556	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
Administration fosters effective communication among campus constituencies.	15	37	251	63	15	381
	4%	10%	66%	17%	4%	100%
The college has developed an effective participatory governance process.	11	39	266	56	10	382
	3%	10%	70%	15%	3%	100%
I have adequate opportunity to participate in the governance of this institution.	22	55	252	42	15	386
	6%	14%	65%	11%	4%	100%

Student respondents were mostly neutral on these questions, however 5-7% more students agreed (18-21%) than disagreed (13-14%) about effective participatory governance and administration fostering communication. Twenty percent of student respondents disagreed they have adequate opportunities to participate in governance.

It is interesting that students' perceptions are somewhat opposite to those of faculty and staff. More students agreed that communication and participatory governance are effective although they have inadequate opportunities, while more staff agreed they have adequate opportunities, but communication and governance are ineffective.

Table 10. Associated Student Organization Representatives

2003 Student Survey #45 excluding former students n = 556	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
I know who my ASO representatives are.	219	91	69	22	12	413
	53%	22%	17%	5%	3%	100%
I know how to contact my ASO representatives.	201	99	68	31	14	413
	49%	24%	16%	8%	3%	100%

Only 17% of student respondents voted in the last ASO election. Another 3% were not sure. Only 8-11% of student respondents know how to contact an ASO representative whether or not they know the ASO representative by name.

Table 10a. Associated Student Organization

2003 Student Survey n = 586 #44. What do you think the ASO does?	f	%
Attend meetings with campus decision-makers	300	51%
Represent students' interests regarding campus decisions and institutional planning	283	48%
Learn about and participate in shared governance	234	40%
Collect and distribute funds to support programs and services based on student input	178	30%
Sponsor the general tutoring program	131	22%
Support meals for AVC athletes during away games	87	15%
Provide text books on reserve in the campus library	62	11%

Half (51%) of the student respondents think the ASO meets with campus decision-makers and 48% think ASO represents students' interests, while 40% think the ASO learns about and participates in shared governance. Most of the open responses stated that students did not know what the ASO does.

Table 10b. Finding Information About ASO & Shared Governance

2003 Student Survey n = 586 #46. Respondents can find written documentation	Associated Student Organization		Shared Governance	
In the college catalog	178	30%	70	12%
In the schedule of classes	110	19%	46	8%
Online via AVC web or Intranet	150	26%	75	13%
Posted in public areas on campus	110	19%	47	8%
In the student handbook	150	26%	68	12%
In various internal documents	68	12%	38	6%
I looked, but could not find	24	4%	15	3%
I haven't looked	234	40%	248	42%

Most student respondents haven't looked for written information on the ASO or shared governance. Of those that can find this info, about one-fourth can find ASO information in the college catalog, online, or in the student handbook. The numbers are much lower for student respondents that can find documents on shared governance.

Human Resources

Three recommendations from the 1992 self-study were:
- Review the Affirmative Action plan
- Continue and increase efforts to pursue underrepresented groups
- Hire a personnel director

Five recommendations from the 1998 self-study were similar:
- Review affirmative action and [campus] diversity
- Review current job descriptions for faculty and administrators
- Review employee evaluation policies
- Review clear and equitable personnel policies
- Communicate personnel policies to all

Table 11. Human Resources – 1997 Staff Responses

1997 Staff Survey n = 167	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
f6 The confidentiality of personal information is protected.	8	15	27	52	42	144
	6%	10%	19%	36%	29%	100%
f7 The institution provides appropriate opportunities to all categories of staff to continued professional development, consistent with the institutional mission.	23	23	32	47	25	150
	16%	16%	21%	31%	17%	100%

Two-thirds (65%) of the respondents in the 1997 staff self-study survey agreed that confidentiality of personal information was protected, but less than half (48%) agreed that the college provides adequate opportunities for professional development.

Table 11a. Human Resources – 2003 Staff Responses

2003 Staff Survey #22 n = 313	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
The college is proactive and consistent in supporting Equal Employment Opportunities.	13	27	76	132	42	290
	4%	9%	26%	46%	14%	100%
Personnel policies and procedures are fairly and consistently applied.	27	69	79	92	22	289
	9%	24%	27%	32%	8%	100%
The college uses clear criteria for selecting applications to interview for open positions.	12	33	85	121	36	287
	4%	11%	30%	42%	13%	100%
The information in my personnel record is accurate and complete.	4	19	100	111	37	271
	1%	7%	37%	41%	14%	100%
The college uses annual evaluations to encourage and improve employee performance.	26	47	71	107	32	283
	9%	17%	25%	38%	11%	100%
The college promotes sensitity to and understanding of the diverse academic socioeconomic cultural disability and ethnic backgrounds of its employees.	13	27	78	123	44	285
	5%	9%	27%	43%	15%	100%
The college provides adequate opportunities for training to support faculty and staff in performing their jobs.	38	76	61	78	30	283
	13%	27%	22%	28%	11%	100%
Human Resources is sensitive to and maintains the confidentiality of personnel records and information.	16	10	76	126	56	284
	6%	4%	27%	44%	20%	100%

In the 2003 staff survey more than half of all faculty and staff agreed the college is proactive in supporting equal employment opportunities (60%); uses clear selection criteria (55%); personnel records are accurate (55%); promotes diversity (58%); and maintains confidentiality (64%). However less than half agree that policies are fairly and consistently applied (40%); evaluations are used to encourage and improve performance (49%); and the college provides adequate training (39%).

More than half of student respondents (58%) believe the college is proactive in supporting diversity. A third are neutral.

Table 11b. Human Resources – Staff Training

2003 Staff Survey n = 313 #20 In the past year, how often have you . . .	**Never**	**1-5 times**	**6-10 times**	**11 or more times**	**Valid**
Served on a hiring committee	190	99	2	1	292
	65%	34%	1%	0%	100%
Received training on selection criteria recruitment and minimum qualifications for open positions	219	61	1	3	284
	77%	21%	0%	1%	100%
Received training in Equal Employment Opportunity guidelines	219	62	--	3	284
	77%	22%	--	1%	100%
Received training in your job responsibilities (i.e. staff training or professional development)	129	118	23	18	288
	45%	41%	8%	6%	100%

In 2003 only a third of faculty and staff have served on a hiring committee… and it seems that only two-thirds of those received training on selection criteria or EEO guidelines. Almost half (45%) of all respondents never received training in their job duties during the past year.

Table 12. Institutional Effectiveness – 1997 Staff Responses

1997 Staff Survey n=167	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Valid**
e1 The College has clear expectations of institutional effectiveness and accountablility.	18	33	37	38	13	140
	13%	24%	26%	27%	10%	100%
i9 The institution regularly evalutates and revises institutional policies, practices and publications to ensure integrity in all representations about its mission, programs and services.	13	28	43	37	18	140
	10%	20%	31%	26%	13%	100%
e4 The College has clearly stated institutional outcomes.	22	28	42	27	8	127
	17%	22%	33%	21%	7%	100%
e5 The College has clear documentation that institutional outcomes have been achieved.	25	37	30	17	3	112
	22%	33%	27%	15%	3%	100%
m2 I am on a committee that uses the mission statement as a guide for decision-making.	30	12	7	8	23	80
	38%	15%	8%	10%	29%	100%

In 1997 staff respondents were evenly split (37% agreed, 37% disagreed) on the college's expectations of institutional effectiveness and accountability. The gap was higher (39% agreed, 30% disagreed) on regular evaluations of policies, practices and publications. However only 28% of the staff respondents agreed the college had clearly stated institutional outcomes in 1997 and 55% disagreed the college has clear documentation that institutional outcomes had been achieved. Less than half of all staff surveyed responded to question m2 about being on a committee . . . and 53% of those that responded disagreed the committee uses the mission as a guide for decision-making.

Table 12a. Institutional Effectiveness – 2003 Staff Responses

2003 Staff Survey #7 n = 313	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
The campus states its goals clearly.	20	46	102	111	18	297
	7%	15%	34%	37%	6%	100%
The campus states its objectives in measurable terms.	15	51	135	81	13	295
	5%	17%	46%	27%	4%	100%
The campus uses the mission statement in decision-making.	17	37	115	112	15	296
	6%	13%	39%	38%	5%	100%

2003 Staff Survey #8 n = 313	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
My work unit states its goals clearly.	7	19	59	146	69	300
	2%	6%	20%	49%	23%	100%
My work unit states its objectives in measurable terms.	8	29	83	115	60	295
	3%	10%	28%	39%	20%	100%
My work unit sets goals consistent with the college mission.	7	11	56	147	74	295
	2%	4%	19%	50%	25%	100%

In 2003, faculty and staff responded more favorably and fewer respondents skipped these questions. Forty-three percent agreed that the campus states its goals clearly although only 32% agreed the campus states its objectives in measurable terms. Forty-three percent also agreed the campus uses the mission statement in decision-making. The numbers are much higher when faculty and staff are asked about their individual division or department as shown in responses to question #8 above.

Table 12b. Institutional Effectiveness – 2003 Student Responses

2003 Student Survey #10 n = 586	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
The campus states its goals clearly.	17	46	216	181	39	499
	3%	9%	43%	36%	8%	100%
Decisions made by campus administrators are aligned with the mission statement.	19	35	278	143	20	495
	4%	7%	56%	29%	4%	100%

More student respondents agreed (44%) than disagreed (12%) that the campus states its goals clearly. A third of students agreed that decisions made by campus administrators are aligned with the mission statement.

Table 12c. Institutional Effectiveness – Using Institutional Data

2003 Staff Survey n = 313 #5 In the past year, how often have you . . .	None	1-5 times	6-10 times	11 or more times	Valid
Used qualitative or quantitative data to support campus decisions	93	98	29	29	249
	37%	39%	12%	12%	100%
Analyzed data or conducted research related to outcomes in your work unit	79	123	27	39	268
	29%	46%	10%	15%	100%
Analyzed data or conducted research related to institutional effectiveness	133	75	15	15	238
	56%	32%	6%	6%	100%
Used research data to support changes in policy	128	96	18	12	254
	50%	38%	7%	5%	100%

2003 Student Survey excluding former students n = 556 #9 In the past year, how often have you . . .	None	1-5 times	6-10 times	11 or more times	Valid
Analyzed data related to institutional effectiveness	343	79	10	6	438
	78%	18%	2%	1%	100%
Used research data to support changes in policy	364	59	11	4	438
	83%	13%	3%	1%	100%

In 2003, 63% of faculty and staff respondents used qualitative or quantitative data at least 1-5 times to support campus decisions. More staff (71%) analyzed data related to outcomes within their work units. Half or more of all staff respondents stated they never analyzed data or conducted research related to institutional effectiveness (56%) or used research to support changes in policy (50%).

More than 75% of student respondents have no experience using data related to institutional effectiveness or to support changes in policy.

Table 13. Leadership – 1997 Staff Responses

1997 Staff Survey n=167	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
g13 The administration provides effective, efficient leadership and management to support the teaching/learning environment.	12	32	45	38	20	147
	8%	22%	31%	26%	14%	100%

In 1997, 40% of staff respondents agreed and 30% disagreed that the administration provides effective leadership.

Table 13a. Leadership – 2003 Staff Responses

2003 Staff Survey #49 n = 313	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
Institutional leaders provide effective efficient leadership and management to support the teaching/learning environment.	27	44	105	73	17	266
	10%	17%	39%	27%	6%	100%
Institutional leaders create an environment for empowerment innovation and institutional excellence.	24	49	99	82	17	271
	9%	18%	37%	30%	6%	100%
The role of leadership and the institution's governance and decision-making processes are regularly evaluated to assure institutional integrity and effectiveness.	27	53	101	74	11	266
	10%	20%	38%	28%	4%	100%
Institutional leaders establish a collegial process that sets values goals and priorities.	21	48	93	85	19	266
	8%	18%	35%	32%	7%	100%
Institutional leaders work and communicate effectively with the communities served by the college.	21	48	106	78	13	266
	8%	18%	40%	29%	5%	100%

In 2003, 33% of staff respondents agreed and 27% disagreed that institutional leaders provide effective leadership. The margin was much closer on the question about regularly evaluating the role of leadership: 32% agreed and 30% disagreed. More staff agreed than disagreed with an 8-13% difference on the remaining three parts of question #49 above.

Table 13b. Leadership – 2003 Student Responses

2003 Student Survey #50 excluding former students n = 556	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
Institutional leaders create an environment for empowerment innovation and institutional excellence.	13	29	224	95	23	384
	3%	8%	58%	25%	6%	100%
The role of leadership and the institution's governance and decision-making processes are regularly evaluated to assure institutional integrity and effectiveness.	14	28	259	68	14	383
	4%	7%	68%	18%	4%	100%
Institutional leaders establish a collegial process that sets values goals and priorities.	12	16	240	94	22	384
	3%	4%	63%	24%	6%	100%
Institutional leaders work and communicate effectively with the communities served by the college.	15	26	253	72	14	380
	4%	7%	67%	19%	4%	100%
Institutional leaders provide effective efficient leadership and management to support the teaching/learning environment.	15	20	245	75	24	379
	4%	5%	65%	20%	6%	100%

Student respondents mostly chose neutral or skipped these questions, however more agreed than disagreed on all items.

Table 14. Mission – Staff Responses

2003 Staff Survey n = 313 #1. Which are part of the AVC mission?	Yes	%
Mission - Transfer Education	243	78%
Mission - Vocational & Technical Education	243	78%
Mission - Workforce Preparation	220	70%
Mission - Professional Development	214	68%
Mission - Personal Enrichment	210	67%
Mission - Student Success	208	66%
Mission - Provide quality education…	194	62%
Mission - Student Support Services	189	60%
Mission - Student-Centered Learning	176	56%
Mission - Transitional Education	173	55%
Mission - Basic Skills	172	55%
Mission - Higher Standards	156	50%
Mission - Innovative Programs	154	49%
Mission - Economic Development	128	41%
Mission - Professional Team-Driven Environment	106	34%
2003 Staff Survey n = 313 #2. Where could you find the mission statement?		
Mission - In the college catalog	232	74%
Mission - Online via AVC Web or Intranet	199	64%
Mission - In the schedule of classes	92	29%
Mission - In various internal documents	92	29%
Mission - I haven't looked	45	14%
Mission - I looked but cannot find it	6	2%

Upon the recommendation of the 1991 self-study the Board adopted a new mission statement in April 1992. In the 1997 self-study survey 63% of staff respondents agreed they were familiar with the college mission statement.

In 2003, 74% of faculty and staff could find the college mission and mission statement in the catalog and online. Staff comments suggested that it is difficult to find; that it is should be more prominently placed and clearly written instead of contradictory versions in several places; and Associate degrees are missing. In response to question #4 on the staff survey, 90% of faculty and staff feel an average to strong relationship between the college mission and what they do on a routine basis.

All of the above items are published in the Antelope Valley College Catalog on pages 52-53 under the vision, mission, and values of the college. Responses to question #1 are ranked in descending order by frequency. Four of the five priorities listed in the college mission received the highest number of responses (transfer education; vocational and technical education; workforce preparation; and personal enrichment and professional development). Staff responses matched the first three items in order of their placement in the college catalog. Fewer staff (55%) included basic skills as part of the mission, although it is listed fifth in the college catalog. Student support services followed student success and the vision statement: *To provide quality education that enriches lives and builds futures*. The least often selected item was "professional team-driven environment."

Table 14a. Mission – Student Responses

2003 Student Survey n = 586 #5. Which are part of the AVC mission?	Yes	%	Rank by Students	Rank by Staff
Mission - Student Success	346	59%	1	6
Mission - Provide quality education…	332	57%	2	7
Mission - Transfer Education	329	56%	3	1
Mission - Student Support Services	312	53%	4	8
Mission - Higher Standards	302	52%	5	12
Mission - Personal Enrichment	298	51%	6	5
Mission - Student-Centered Learning	296	51%	7	9
Mission - Professional Development	272	46%	8	4
Mission - Vocational & Technical Education	271	46%	9	2
Mission - Workforce Preparation	257	44%	10	3
Mission - Basic Skills	241	41%	11	11
Mission - Innovative Programs	202	34%	12	13
Mission - Economic Development	194	33%	13	14
Mission - Transitional Education	194	33%	14	10
Mission - Professional Team-Driven Environment	151	26%	15	15
2003 Student Survey n = 586 #6. Where could you find the mission statement?				
Mission - In the college catalog	279	48%		
Mission - Online via AVC Web or Intranet	230	39%		
Mission - I haven't looked	211	36%		
Mission - In the schedule of classes	167	28%		
Mission - In various internal documents	52	9%		
Mission - I looked but cannot find it	17	3%		

In 2003, students could find the college mission and mission statement in the catalog (48%) and online (39%). Comments from students reiterate the need for clarity, consistency and better communication. In response to student survey question #7, 75% of student respondents feel an average to strong relationship between their daily activities and the college mission. Note the student sample is biased toward transfer and degree educational goals as reflected in the above table.

Responses to question #5 are ranked in descending order by the frequency of student responses. Staff rankings from Table 14 are listed for comparison. Student responses are quite different from staff. More students selected values (student success and student-centered learning) and the vision statement (*To provide quality education that enriches lives and builds futures*) than specific parts of the college mission, such as transfer education or student support services. Students also chose "professional team-driven environment" least often.

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Table 15. Participation

2003 Staff Survey n = 313 #48 During the past year . . .	**A committee meeting**	**A task force or work group**	**SPBC**	**A Board of Trustees meeting**
I was invited to attend	167	85	42	107
	53%	27%	13%	34%
I was invited to participate or present at	125	62	27	62
	40%	20%	9%	20%
I attended voluntarily	119	59	21	101
	38%	19%	7%	32%
I participated or presented at	110	51	21	32
	35%	16%	7%	10%
I became a member or representative on	105	49	24	4
	34%	16%	8%	1%
I chaired or co-chaired	36	18	3	1
	12%	6%	1%	0%
I read e-mails, memos, minutes from	179	115	83	120
	57%	37%	27%	38%

2003 Student Survey excluding former students n = 556 #49 During the past year . . .	**A committee meeting**	**Associated Student Organization**	**SPBC**	**A Board of Trustees meeting**
I was invited to attend	33	42	4	8
	6%	8%	1%	1%
I was invited to participate or present at	14	21	3	3
	3%	4%	1%	1%
I attended voluntarily	13	15	2	5
	2%	3%	0%	1%
I participated or presented at	7	8	3	4
	1%	1%	1%	1%
I became a representative on	8	4	3	3
	1%	1%	1%	1%
I read e-mails, memos, minutes from	19	24	5	6
	3%	4%	1%	1%

More than half of faculty and staff responded that they were invited to attend a committee meeting (53%) and read e-mails, memos, or minutes (57%). About one-third were invited to participate, present, or become members on committees. Half as many participate on task forces or work groups and even less (7-13%) participate in SPBC. About one-third of faculty and staff attend Board meetings and read their announcements.

Very few student respondents were invited to attend committees and half of those read e-mails, memos, or minutes. Slightly more students participate in ASO and again, half read the e-mails, memos or minutes.

Table 15a. Participation – Staff Comfort Levels

2003 Staff Survey #52 n = 313	I am able to attend	I feel comfortable attending	I feel comfortable voicing my opinion
Staff meetings in my department	181	169	184
	58%	54%	59%
Staff meetings in other departments	48	30	26
	15%	10%	8%
Committee meetings	132	106	104
	42%	34%	33%
Division meetings	135	110	116
	43%	35%	37%
SPBC meetings	54	33	25
	17%	11%	8%
Board of Trustee meetings	128	86	39
	41%	27%	12%

A majority of faculty and staff responded that they are able to attend (58%) and feel comfortable participating (54-59%) in staff meetings within their own departments. About 40% are also able to attend committee and division meetings, but only a third feel comfortable attending and voicing their opinions. The same is true for Board of Trustee meetings, where 40% are able to attend but 27% feel comfortable attending and only 12% would feel comfortable voicing their opinions. Even fewer staff are able to attend SPBC or staff meetings outside their own areas (15-17%). Less than 10% of faculty and staff feel comfortable voicing their opinions in those settings. The most common reasons staff give for being unable to participate are perceptions that meetings are closed; or they are not invited/not welcomed; there is a lack of information on when and where meetings are held; conflicting times with other meetings or work responsibilities; or a lack of relevance. There are several comments about staff feeling stifled or reprimanded for speaking up and a bit of indifference from those who are uninterested in participating.

Table 15b. Participation – Student Comfort Levels

2003 Student Survey #53 excluding former students n = 556	I am able to attend	I feel comfortable attending	I feel comfortable voicing my opinion
Staff meetings	75	42	39
	13%	8%	7%
Committee meetings	61	45	37
	11%	8%	7%
Division meetings	61	36	31
	11%	6%	6%
SPBC meetings	61	30	31
	11%	5%	6%
Board of Trustee meetings	68	35	27
	12%	6%	5%

A little more than 10% of student respondents are able to attend various campus meetings. An average of 7% feel comfortable attending and most of them also feel comfortable voicing their opinions. Most student comments reflect a lack of information about meeting times and places. Several students are just not interested. Some feel unwelcome. Many students have schedule conflicts with classes or work or family.

Strategic Planning

The following six recommendations are from the 1992 self-study:
- Use demographic information to serve as a basis for planning and for evaluating and prioritizing program and budget proposals.
- The college should develop mechanisms for integrating and prioritizing planning proposals from all campus segments . . . and for tying planning decisions to budget allocations.
- Rapid completion of planning and priorities by Board and staff
- Strategic planning for growth
- Complete 5-year master plan
- Internal auditing of Business Services

The following three recommendations are from the 1998 self-study:
- Systematic planning process be implemented
- Formalize an integrated planning process with links…
- Provide fiscal data to managers

Table 16. Strategic Planning – 2003 Staff Responses

2003 Staff Survey n = 313 In the past year, how often have you #6 worked with your department on . . .	None	1-5 times	6-10 times	11 or more times	Valid
Developing an operational plan	111	147	28	11	297
	37%	49%	9%	4%	100%
Revising a department goal	110	154	23	8	295
	37%	52%	8%	3%	100%
Writing an achievement report	165	101	12	7	285
	58%	35%	4%	2%	100%

In 2003, more than a third of staff respondents (37%) never developed operational plans or revised departmental goals. More than half (58%) never wrote achievement reports.

Table 16a. Strategic Planning Within Departments

2003 Staff Survey #9 n = 313	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
My work unit produces an annual achievement report based on the above goals and objectives.	20	50	93	99	29	291
	7%	17%	32%	34%	10%	100%
My work unit discusses achievement reports.	18	54	82	110	31	295
	6%	18%	28%	37%	11%	100%
My work unit uses findings from institutional research and our annual achievement reports to revise operational plans departmental goals and objectives.	19	44	109	95	28	295
	6%	15%	37%	32%	9%	100%
The campus widely discusses achievement reports to revise institutional plans goals and objectives.	22	70	135	53	8	288
	8%	24%	47%	18%	3%	100%

Less than half of faculty and staff agreed that their work unit produces an annual achievement report (44%), discusses achievement reports (48%), and uses findings to revise departmental goals (41%). Half as many (21%) agreed that the campus discusses these reports widely.

Table 17. Financial Planning – 1997 Staff Responses

1997 Staff Survey n=167	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
e8 I have been adequately involved in planning and evaluation activities for my area of responsibility.	18	23	27	38	28	135
	14%	17%	20%	28%	21%	100%
f1 Within my service area or division, I am involved in the allocation of funds.	28	13	12	28	23	105
	27%	13%	11%	27%	22%	100%
f2 Within my service area or division, I believe that there is a fair method for determining allocation of funds.	17	17	28	32	23	117
	14%	14%	24%	27%	20%	100%
f3 Long range financial planning supports the facilities and educational master plans.	18	17	25	28	17	105
	17%	16%	24%	27%	16%	100%
f4 Institutional guidelines and processes for financial planning are clearly defined and followed.	23	32	25	18	3	102
	23%	31%	25%	18%	3%	100%
f5 The college makes effective use of the financial resources provided through the planning and budgeting process.	12	30	43	22	7	114
	10%	26%	38%	19%	6%	100%
f6 There is adequate participation by faculty, classified staff and administration in the college bugdet development process.	22	23	37	28	8	119
	18%	20%	31%	24%	7%	100%

In 1997 half of staff respondents (49%) agreed they were adequately involved in planning activities (question e8) and 49% agreed they were involved in the allocation of funds within their service area or division (question f1).

There was an almost equal distribution on the question of adequate participation by each campus role: 38% disagreed, 31% were neutral and 31% agreed (question f6). See Table 17b for a comparison to 2003 staff responses.

More than half of staff respondents (54%) disagreed that institutional guidelines were clearly defined and followed in 1997 (question f4). Note the double-barreled question. See Table 17d for a comparison to 2003 staff responses.

Faculty and staff were also split on whether long-range financial planning supported the facilities and educational master plans: 43% agreed, 33% disagreed (question f3).

In 1997, 25% agreed and 36% disagreed that the college makes effective use of resources through the college planning and budget process (question f5).

Finally 47% agreed there was a fair method for determining allocation of funds within their department (question f2).

Table 17a. Financial Planning – 2003 Staff Responses on Departmental Budgets

2003 Staff Survey n = 313 #40 In the past year, how often have you …	Never	1-5 times	6-10 times	11 or more times	Valid
Discussed budget issues with others in your department	41	114	47	75	277
	15%	41%	17%	27%	100%
Reviewed your department's budget	111	88	23	50	272
	41%	32%	8%	18%	100%
Collaborated on plans to better allocate financial resources	121	80	31	33	265
	46%	30%	12%	12%	100%
Discussed budget & planning issues with a member of SPBC	161	64	15	26	266
	61%	24%	6%	10%	100%
Attended SPBC meetings	221	24	6	14	265
	83%	9%	2%	5%	100%

In 2003, 85% of faculty and staff discussed budget issues with others in their departments at least 1-5 times last year. However 41% have never reviewed their department's budget, 46% have never collaborated on plans to allocate resources, and 61% never discussed budget and planning issues with members of SPBC. Eighty-three percent have never attended SPBC.

Two-thirds of student respondents have never discussed budget issues with others in their major. A fourth discussed it 1-5 times last year. Only a fraction have ever attended an SPBC meeting or discussed budget issues with SPBC.

Table 17b. Financial Planning – 2003 Staff Responses

2003 Staff Survey n = 313	Not Involved	2	3	4	Very Involved	Valid
#41 How involved are you in the planning and allocation of funds within your department?	117	54	37	22	50	280
	42%	19%	13%	8%	18%	100%

2003 Staff Survey n = 313	Not Valued	2	3	4	Very Valued	Valid
#42 In your opinion, how valued is your input regarding the planning and allocation of funds within your department?	68	52	54	41	53	268
	25%	19%	20%	15%	20%	100%

On a five-point scale, 42% of staff responded they are not involved in financial planning within their departments and 18% are very involved. However there is a nearly even distribution of responses on how valued opinions are across the scale with approximately 20% feeling very valued to 25% feeling not valued. When examined by campus role the data reveal that administrators and confidential-management-supervisory feel much more involved in financial planning than full-time faculty, classified professionals and adjunct instructors (see Table 17c).

Table 17c. Financial Planning – Employee Involvement by Campus Role

#41	2003 Staff Survey n = 313 How involved are you in the planning and allocation of funds within your department?	Not Involved	2	3	4	Very Involved	Valid
Administrators		3	3	2	1	8	17
		18%	18%	12%	6%	47%	100%
Full-Time Faculty		30	21	12	8	15	86
		35%	24%	14%	9%	17%	100%
Adjunct Faculty		31	7	6	2	6	52
		60%	13%	12%	4%	12%	100%
Confidential Management		2	2	2	2	9	17
		12%	12%	12%	12%	53%	100%
Classified Professionals		40	17	14	8	10	89
		45%	19%	16%	9%	11%	100%
All Respondents (n=313)		117	54	37	22	50	280
		42%	19%	13%	8%	18%	100%

#44. Regarding input on the campus budget and planning, in your opinion how many OPPORTUNITIES (or requests) for input does each of the following groups have before a decision is made?

All Respondents (n=313)	No Opportunities	Limited Opportunities	Adequate Opportunities	Ample Opportunities	Valid
Administrators	8	10	87	109	214
	4%	5%	41%	51%	100%
Full-Time Faculty	11	77	109	15	212
	5%	36%	51%	7%	100%
Adjunct Faculty	61	109	43	5	218
	28%	50%	20%	2%	100%
Confidential Management	13	60	96	20	189
	7%	32%	51%	11%	100%
Classified Staff	35	117	63	6	221
	16%	53%	29%	3%	100%
Students	70	105	31	7	213
	33%	49%	15%	3%	100%

In general, staff perceptions indicate that administrators have ample opportunities; full-time faculty and confidential-management-supervisory (CMS) staff have adequate opportunities; and adjunct faculty, classified staff and students have limited opportunities to participate in financial planning. When responses are separated by role, the findings are more subjective. Administrators rate themselves a bit lower than the rest of staff. Administrators believe they have adequate opportunities rather than ample and they have more opportunities than they take based upon their answers to question #45. (Data tables for specific questions are available upon request). This suggests that interpretations of what is adequate or ample are relative to each campus role. In general, administrators' perceptions of how much participation is adequate (or appropriate) for an administrator differ with what non-administrators consider is adequate or appropriate. Or, faculty and staff responses may be more about their perceptions of administrators' opportunities to participate, rather than administrators' actual participation.

Table 17d. Financial Planning and Institutional Effectiveness – 2003 Staff Responses

2003 Staff Survey #43 n = 313	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
Institutional guidelines for financial planning are clearly defined.	22	67	115	44	6	254
	9%	26%	45%	17%	2%	100%
Institutional procedures for finanical planning are consistently followed.	33	54	131	30	2	250
	13%	22%	52%	12%	1%	100%
The college widely disseminates information regarding the budget and planning process.	30	76	83	63	5	257
	12%	30%	32%	25%	2%	100%
The college disseminates information regarding the budget and planning in time to allow constituents to provide input before decisions are made.	44	70	93	45	3	255
	17%	27%	36%	18%	1%	100%
Institutional spending and budget procedures are clearly connected to institutional goals.	24	51	120	50	5	250
	10%	20%	48%	20%	2%	100%
Campus financial resources are used with integrity.	30	41	116	61	8	256
	12%	16%	45%	24%	3%	100%
The budget and planning process is becoming more effective.	28	42	120	55	7	252
	11%	17%	48%	22%	3%	100%

2003 Staff Survey #49 n = 313	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
Institutional leaders provide fair (equitable) distribution of resources that are adequate to support the effective operations of the college.	25	58	106	67	9	265
	9%	22%	40%	25%	3%	100%

The 2003 survey split the 1997 double-barreled question (f4). In 2003 only 19% of faculty and staff agreed that institutional guidelines for financial planning are clearly defined and only 13% agreed such procedures were consistently followed.

27% of staff agreed the college widely disseminates information regarding the budget and planning process and only 19% agreed such dissemination was timely enough to allow input before decisions were made.

22% of faculty and staff agreed that institutional spending and budget procedures are clearly connected to institutional goals.

27% of faculty and staff agreed that campus financial resources are used with integrity.

25% of faculty and staff believe the budget and planning process is becoming more effective.

28% of faculty and staff agreed that institutional leaders provide fair (equitable) distribution of resources that are adequate to support the effective operations of the college.

Student respondents chose mostly neutral or skipped these questions, although more disagreed than agreed that the college disseminates information regarding budget and planning or that the process is becoming more effective. The great majority (86%) of student respondents are not involved in the planning and allocation of funds and 48% feel their opinions are not valued. Student respondents feel that most constituents have adequate opportunities to participate in the budget and planning process, except the limited opportunities for students themselves. Students are split on whether resources are used with integrity (24% agreed, 17% disagreed).

Table 18. Program Review

1997 Staff Survey n = 167		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
e6	Program reviews contribute to improvement of programs and services.	10	27	42	35	17	130
		8%	21%	32%	27%	13%	100%
e9	Research, evaluation and planning lead to improvement of programs and services.	12	17	22	48	47	145
		8%	11%	15%	33%	32%	100%

2003 Staff Survey n = 313		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
#12	The program review process is a useful tool for making changes in my division.	14	33	131	96	14	288
		5%	11%	45%	33%	5%	100%

In 1997, 40% of faculty and staff respondents agreed that program reviews contribute to improvement, while 65% agreed that research, evaluation and planning lead to improvement of programs and services. Note the second question fails to distinguish between research in general and campus research activities that lead to improvements at AVC. This question was asked before the district created the office of institutional research in 1999. One recommendation from the 1998 self-study was to use quantitative and qualitative data in program review, including student services and business services.

In 2003, survey responses show 38% of faculty and staff agreed that the program review process is a useful tool for making changes within their division.

Table 19. Campus Safety

2003 Staff Survey n = 313 #25 How safe do you feel when on campus?	Not Safe	2	3	4	Very Safe	Valid
During the day	1	4	37	79	162	283
	0%	1%	13%	28%	57%	100%
At night	23	53	63	69	74	282
	8%	19%	22%	24%	26%	100%

	Poorly Lit	2	3	4	Well Lit	Valid
#26 Is the lighting on campus adequate?	26	56	83	79	44	288
	9%	19%	29%	27%	15%	100%

	None	1-5 times	6-10 times	11 or more times	Not Sure	Valid
#27 In the past month, how often have you observed security officers on campus?	1	34	40	207	6	288
	0%	12%	14%	72%	2%	100%

2003 Student Survey excluding former students n = 556 #22 How safe do you feel when on campus?	Not Safe	2	3	4	Very Safe	Valid
During the day	4	6	59	116	257	442
	1%	1%	13%	26%	58%	100%
At night	46	88	135	82	77	428
	11%	21%	32%	19%	18%	100%

	Poorly Lit	2	3	4	Well Lit	Valid
#23 Is the lighting on campus adequate?	46	76	162	98	68	450
	10%	17%	36%	22%	15%	100%

	None	1-5 times	6-10 times	11 or more times	Not Sure	Valid
#24 In the past month, how often have you observed security officers on campus?	13	105	98	213	22	451
	3%	23%	22%	47%	5%	100%

Three-fourths of the faculty and staff feel safe (28%) or very safe (57%) during the day and only a very few do not feel safe at all. Half as many (26%) feel very safe at night. There is a statistically significant difference by gender. Females feel less safe at night. Those who feel the campus is poorly lit (27%) also feel unsafe. The overall visibility of security officers is high, even among those who feel unsafe, although visibility of security seems to have a weaker effect on staff perceptions of safety. Most open responses from staff are about the need for better lighting on campus and increased security in the parking lots.

Similar responses show that students feel safe (26%) or very safe (58%) on campus during the day while only 18% feel very safe at night. This is likely an effect of sample bias (gender) and corresponds to student perceptions of how well lit the campus is at night. Almost half (47%) of student respondents report security is highly visible. Open responses from students focus on bathrooms, cleanliness of the BE building, temperature of various classrooms and many comments about the need for better lighting on campus and increased security in the parking lots.

Table 20. Student Learning Outcomes – Faculty Responses

2003 Staff Survey faculty only n = 156 #16	Not aware that I could	In no cases	In some cases	In all cases	Valid
I have received the course outline of record for each course I teach.	5	1	15	127	148
	3%	1%	10%	86%	100%
I designed my course syllabus for each course based upon the course outline of record.	3	5	19	118	145
	2%	3%	13%	81%	100%
I used AVC's "Guidelines for Creating a Course Syllabus" when designing my syllabus.	15	20	23	84	142
	11%	14%	16%	59%	100%
By the end of the semester I covered all topics listed under "Contents" found on the course outline of record.	3	3	22	118	146
	2%	2%	15%	81%	100%
I designed all assignments and tests regardless of type based upon the "measurable objectives" found on the course outline of record.	4	7	39	95	145
	3%	5%	27%	66%	100%
I assigned a final grade based upon my evaluation of assignments and tests.	1	1	2	143	147
	1%	1%	1%	97%	100%
I provided students with additional feedback other than a grade regarding their ability to meet the stated objectives for the course.	2	4	33	108	147
	1%	3%	22%	73%	100%

2003 Staff Survey #17 faculty only n = 156	In no cases	In some cases	In all cases	Valid
I used end-of-semester evaluations from my students to make changes to my course(s).	12	82	48	142
	8%	58%	34%	100%
I reviewed new textbooks and instructional materials for the course(s) I teach.	11	43	90	144
	8%	30%	63%	100%
I revised my syllabus.	2	41	98	141
	1%	29%	70%	100%
I revised my assignments and tests.	3	54	84	141
	2%	38%	60%	100%

Only 156 faculty answered this section, although a very high percentage responded that they have received the course outline of record (COR) in all cases and design their syllabus from the COR. Eleven percent are unaware they could use the *Guidelines for Creating a Syllabus*. Eighty-one percent of faculty stated that they cover all topics by the end of the term. Two-thirds design assessments based on measurable objectives in the COR in all cases and 73% provide students additional feedback in all cases. Ninety-two percent of faculty respondents use student end-of-term evaluations to revise their courses,

at least in some cases. Sixty to seventy percent of faculty review new textbooks and revise the course syllabus, assignments and tests.

Table 20a. Student Learning Outcomes – Faculty Evaluations

2003 Staff Survey #19 faculty & peer eval only n = 82	I didn't check	In no cases	In some cases	In all cases	Valid
The instructor's syllabus matched the course outline of record.	10	--	17	42	69
	14%	--	25%	61%	100%
The course objectives were clearly stated in measurable terms.	3	--	19	47	69
	4%	--	28%	68%	100%
The course objectives were assessed by various instruments (assignments projects quizzes and tests).	2	--	14	52	68
	3%	--	21%	76%	100%
The instructor provided students with additional feedback other than a grade regarding their ability to meet the stated objectives for the course.	9	1	21	38	69
	13%	1%	30%	55%	100%

Only 82 faculty answered this section and very few (2 to 10) did not check if the syllabus matches the COR; if the course objectives are stated clearly; if the objectives are assessed by various instruments; or whether the instructor provides additional feedback. Between 25 and 30% of faculty involved in tenure review do all these things in some cases and 55-76% of faculty do them in all cases.

Table 20b. Student Learning Outcomes – Student Responses

2003 Student Survey #17 returning students only n = 313	In no cases	In some cases	In all cases	Valid
I received a course syllabus for each course I attended.	3	47	256	306
	1%	15%	84%	100%
The course syllabus clearly listed learning objectives.	3	70	233	306
	1%	23%	76%	100%
By the end of the semester the instructor covered all topics and objectives listed on the syllabus.	2	131	168	301
	1%	44%	56%	100%
My instructor provided me with additional feedback other than a grade regarding their ability to meet the stated objectives for the course.	39	137	125	301
	13%	46%	42%	100%
My final grade based upon assignments and tests.	1	97	206	304
	0%	32%	68%	100%
I completed an end-of-semester evaluation for my course.	62	147	92	301
	21%	49%	31%	100%

The majority of student respondents (84%) state that they received a syllabus for every course, and almost as many (76%) state their syllabus clearly listed learning objectives in

all cases. Only half (56%) of students stated their instructors cover all topics by the end
of the term in all cases – compared to 81% of faculty that state they cover everything in
all cases (see Table 20).

The same holds for instructors providing additional feedback. Student respondents stated
that half of their instructors provide feedback in all cases, half in some cases – compared
to 73% of faculty that stated they provide additional feedback in all cases and 22% in
some cases (see Table 20). Faculty involved in peer evaluations noted that 55% provide
additional feedback in all cases and 30% in some cases (see Table 20a).

Two thirds of students state their final grade is based on assignments and grades in all
cases, one-third in some cases. Nearly half of student respondents completed instructor
evaluations in some cases, one-third in all cases.

Table 21. Academic Support Services – 2003 Staff Responses including Faculty

2003 Staff Survey n = 313 #11 In the past year, how often have you . . .	Never	Occasionally	Monthly	Weekly	Daily	Valid
Used an electronic or online database for research	64	107	29	49	47	296
	22%	36%	10%	17%	16%	100%
Used the reserve textbook services in the Library	187	68	13	15	12	295
	63%	23%	4%	5%	4%	100%
Used the Learning Center for tutoring workshops or support services	165	79	14	21	16	295
	56%	27%	5%	7%	5%	100%
Referred a student to the Learning Center for tutoring workshops or support services	38	99	45	76	41	299
	13%	33%	15%	25%	14%	100%
Referred a student to the Library for books or to see a reference librarian	48	116	49	62	23	298
	16%	39%	16%	21%	8%	100%
Referred a student to student services	28	104	53	62	51	298
	9%	35%	18%	21%	17%	100%

Regardless of campus role, 4 out of 5 faculty and staff use electronic databases at least
occasionally, although only one-third use the reserve textbook services. Less than half
use the Learning Center while 87% refer students to the Learning Center, Library and
student services. Responses are similar for faculty only (see Table 21a).

Table 21a. Academic Support Services – 2003 Faculty Responses Only

2003 Staff Survey #11 faculty only n = 151	Never	Occasionally	Monthly	Weekly	Daily	Valid
Used an electronic or online database for research	28	51	12	29	24	144
	19%	35%	8%	20%	17%	100%
Used the reserve textbook services in the Library	82	36	10	8	6	142
	58%	25%	7%	6%	4%	100%
Used the Learning Center for tutoring workshops or support services	70	44	8	10	11	143
	49%	31%	6%	7%	8%	100%
Referred a student to the Learning Center for tutoring workshops or support services	19	45	24	33	23	144
	13%	31%	17%	23%	16%	100%
Referred a student to the Library for books or to see a reference librarian	21	58	23	30	12	144
	15%	40%	16%	21%	8%	100%
Referred a student to student services	14	59	29	28	14	144
	10%	41%	20%	19%	10%	100%

Table 21b. Academic Support Services – Student Responses

2003 Student Survey n = 586 #12 In the past year, how often have you . . .	Never	Occasionally	Monthly	Weekly	Daily	Valid
Used the Library for books and periodicals	108	192	75	85	28	488
	22%	39%	15%	17%	6%	100%
Used the services of an AVC reference librarian	184	207	45	44	9	489
	38%	42%	9%	9%	2%	100%
Used an electronic or online database for research	102	160	74	107	45	488
	21%	33%	15%	22%	9%	100%
Used the reserve textbook services in the Library	249	138	35	48	16	486
	51%	28%	7%	10%	3%	100%
Used the Learning Center for tutoring workshops or support services	224	139	44	54	22	483
	46%	29%	9%	11%	5%	100%
Referred another student to the Learning Center for tutoring workshops or support services	201	179	37	44	26	487
	41%	37%	8%	9%	5%	100%
Referred another student to the Library for books or to see a reference librarian	185	202	43	40	18	488
	38%	41%	9%	8%	4%	100%
Referred another student to student services	185	178	45	48	31	487
	38%	37%	9%	10%	6%	100%

About one-third of student respondents occasionally use the resources listed: Library, Learning Center, online databases, reserve textbooks, etc. A little more than a third refer other students to these services. Half (51%) of student respondents have never used the reserve textbook services and nearly half have never used the Learning Center for tutoring or workshops, nor referred another student. At least a third have never used the reference librarians or referred students to the Library or student services.

Table 22. Accurate and Consistent Student Information

#14	SSV Staff n = 48		Non-SSV Staff n = 265		Students n = 586	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
The information students receive from admissions about registration is accurate and complete.	28	6	110	35	297	48
	67%	14%	51%	16%	64%	10%
The information students receive from admissions about registration is consistent.	26	6	103	43	296	49
	62%	14%	49%	20%	64%	11%
The information students receive from counselors about academic advising is accurate and complete.	18	10	44	90	213	96
	42%	23%	21%	43%	48%	22%
The information students receive from counselors about academic advising is consistent.	13	11	52	85	212	100
	31%	26%	25%	42%	48%	23%
The information students receive from other student services is accurate and complete.	22	6	71	28	228	36
	54%	15%	35%	14%	52%	8%
The information students receive from other student services is consistent.	18	10	65	27	228	41
	44%	24%	32%	13%	53%	9%

On the above questions, responses from the 48 faculty and staff in student services (SSV) vary significantly with responses from non-SSV faculty and staff. There is a 16-21% gap between the two groups agreement on the accuracy and completeness of any information students receive. More SSV staff agreed there is accuracy and completeness than non-SSV staff.

Student responses are much closer to SSV staff responses with one exception. Only 31% of SSV staff agreed there is consistency in academic advising, while 48% of students agreed. More students agreed that the information they receive from counselors about academic advising is consistent, however if a student worked with only one counselor, she is inherently more likely to experience consistency.

Responses to questions about the accuracy, completeness and consistency of information in Student Services (SSV) reveal an interesting finding. Staff within student services agreed in similar numbers with students that the information students receive is accurate, complete and consistent – while faculty and staff outside of student services disagreed, especially on the consistency of academic advising from counselors. This difference may be a result of students seeking information from only one counselor, which could lead students to a perception of consistency until they consult a second counselor. Perceptions of non-SSV faculty and staff may be informed (i.e. those who resolve inconsistencies) or uninformed (based on hearsay or past experience).

Table 22a. Accurate and Consistent Student Information – Student Responses

2003 Student Survey n = 586 #14 Please respond to the following	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Valid**
The information students receive from admissions about registration is accurate and complete.	15	33	118	219	78	463
	3%	7%	25%	47%	17%	100%
The information students receive from admissions about registration is consistent.	16	33	114	222	74	459
	3%	7%	25%	48%	16%	100%
The information students receive from counselors about academic advising is accurate and complete.	33	63	137	146	67	446
	7%	14%	31%	33%	15%	100%
The information students receive from counselors about academic advising is consistent.	35	65	130	150	62	442
	8%	15%	29%	34%	14%	100%
The information students receive from other student services is accurate and complete.	10	26	178	178	50	442
	2%	6%	40%	40%	11%	100%
The information students receive from other student services is consistent.	10	31	165	175	53	434
	2%	7%	38%	40%	12%	100%

Student respondents mostly agreed that the information they receive from admissions and other student services is consistent, accurate and complete, although academic advising from counselors gets the lowest marks with 21-23% of student respondents disagreed.

Table 23. Academic Technology Resources – 2003 Staff Responses

2003 Staff Survey n = 313 #35 In the past year, how often have you …	**Never**	**1-5 times**	**6-10 times**	**11 or more times**	**Valid**
Provided training for students in the effective application of information technology	89	68	16	45	218
	41%	31%	7%	21%	100%
Used a campus computer lab	114	55	8	53	230
	50%	24%	3%	23%	100%
Referred a student to a campus computer lab	45	67	41	100	253
	18%	26%	16%	40%	100%
Used the Learning Center or Library information technology resources	98	67	21	51	237
	41%	28%	9%	22%	100%
Referred a student to the Learning Center or Library for information technology resources	30	78	40	115	263
	11%	30%	15%	44%	100%

Over half of faculty and staff provided students training (59%), used a computer lab (50%), or used the Learning Center and Library technology resources (59%) at least once last year. Many referred students eleven or more times to AVC computer labs (40%) or referred them to the Learning Center or Library (44%) for academic technology.

Table 23a. Academic Technology Resources – Student Responses

2003 Student Survey n = 586 #32 In the past year, how often have you …	**Never**	**1-5 times**	**6-10 times**	**11 or more times**	**Valid**
Provided training for other students in the effective application of information technology	350	51	11	12	424
	83%	12%	3%	3%	100%
Used a campus computer lab	190	142	38	75	445
	43%	32%	9%	17%	100%
Referred another student to a campus computer lab	225	149	27	35	436
	52%	34%	6%	8%	100%
Used the Learning Center or Library information technology resources	159	158	53	75	445
	36%	36%	12%	17%	100%
Referred another student to the Learning Center or Library for information technology resources	195	167	28	49	439
	44%	38%	6%	11%	100%

In 2003, 83% of student respondents never provided training for other students in the effective use of technology. Also 52% of respondents never referred other students to a campus computer lab, and 43% never used a campus computer lab. Between a third and half have never used the Learning Center or Library technology resources, nor referred other students to those resources. Over half used technology resources in campus computer labs (57%) or used the Library or Learning Center (54%) at least once last year. Fifty-six percent referred other students to these resources.

Table 23b. Administrative Technology – 1997 Staff Responses

1997 Staff Survey n=167		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
i6	The ITS network services that I use are reliable and available when I need them.	7	8	17	28	10	70
		10%	12%	24%	40%	14%	100%
i9	Hands-on in-house training sessions are an essential service and should continue to be offered by ITS.	5	5	7	20	63	100
		5%	5%	7%	20%	63%	100%

In 1997 only 54% of staff surveyed agreed that technology was reliable and 83% agreed that hands-on training was essential and should be offered by ITS.

Table 23c. Administrative Technology – 2003 Staff Responses

2003 Staff Survey n = 313 #38 Please respond to the following	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
The computers and information technology I use are RELIABLE and available when I need them.	16	31	52	136	44	279
	6%	11%	19%	49%	16%	100%
The information technology in my department needs to be EVALUATED to determine if it is working efficiently.	15	42	96	81	38	272
	6%	15%	35%	30%	14%	100%
The information technology in my department needs to be UPGRADED or REPLACED.	9	40	81	82	61	273
	3%	15%	30%	30%	22%	100%
My department systematically PLANS for computer and information technology upgrades.	29	47	85	82	28	271
	11%	17%	31%	30%	10%	100%
I need to LEARN how to more effectively use campus technology.	21	26	83	113	33	276
	8%	9%	30%	41%	12%	100%
Other staff/students NEED TRAINING in the effective use of information technology in my work area.	6	20	92	106	52	276
	2%	7%	33%	38%	19%	100%

2003 Staff Survey n = 313 #35 In the past year, how often have you …	Never	1-5 times	6-10 times	11 or more times	Valid
Integrated your information technology needs within departmental operational plans	86	96	19	28	229
	38%	42%	8%	12%	100%
Upgraded or replaced computers and information technology in your department	84	128	13	13	238
	35%	54%	5%	5%	100%
Opportunities (you were invited) to attend staff training in the use of information technology related to your job	57	169	27	11	264
	22%	64%	10%	4%	100%

In 2003, 65% of staff agreed that [administrative] technology was reliable.

78% of staff had opportunities to attend job-related training in technology at least once in 2003, while 53% agreed they [still] needed to learn how to use technology more effectively.

Most staff responded that they integrated technology into planning (62%), and upgraded or replaced computers (65%) within their departments at least once in 2003.

Table 23b. Technology – Student Responses

2003 Student Survey excluding former students n = 556 #35 Please respond to the following	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Valid
The computers and information technology I use are RELIABLE and available when I need them.	7	18	124	205	83	437
	2%	4%	28%	47%	19%	100%
The information technology in my major needs to be EVALUATED to determine if it is working efficiently.	13	48	253	91	27	432
	3%	11%	59%	21%	6%	100%
The information technology in my major needs to be UPGRADED or REPLACED.	18	87	246	54	25	430
	4%	20%	57%	13%	6%	100%
I need to LEARN how to more effectively use campus technology.	61	86	163	97	27	434
	14%	20%	38%	22%	6%	100%
Staff and student workers NEED TRAINING in the effective use of information technology for the programs and services I use.	32	77	221	77	30	437
	7%	18%	51%	18%	7%	100%

Student respondents agreed that technology is reliable (66%), while most are neutral on other questions. There is an almost equal split on students that agreed/disagreed they need to learn how to use technology more effectively, as well as that other students and staff need technology training for various programs and services they use.

Table 23c. Technology and Student Learning

2003 Staff Survey n = 313	Hinder	2	3	Support	5	6	Enhance	Valid
#36 How well do computers and information technology support you and your department in achieving the department's mission?	6	9	8	60	37	48	113	281
	2%	3%	3%	21%	13%	17%	40%	100%
#37 How well do computers and information technology support student learning?	1	7	8	70	37	47	103	273
	0%	3%	3%	26%	14%	17%	38%	100%

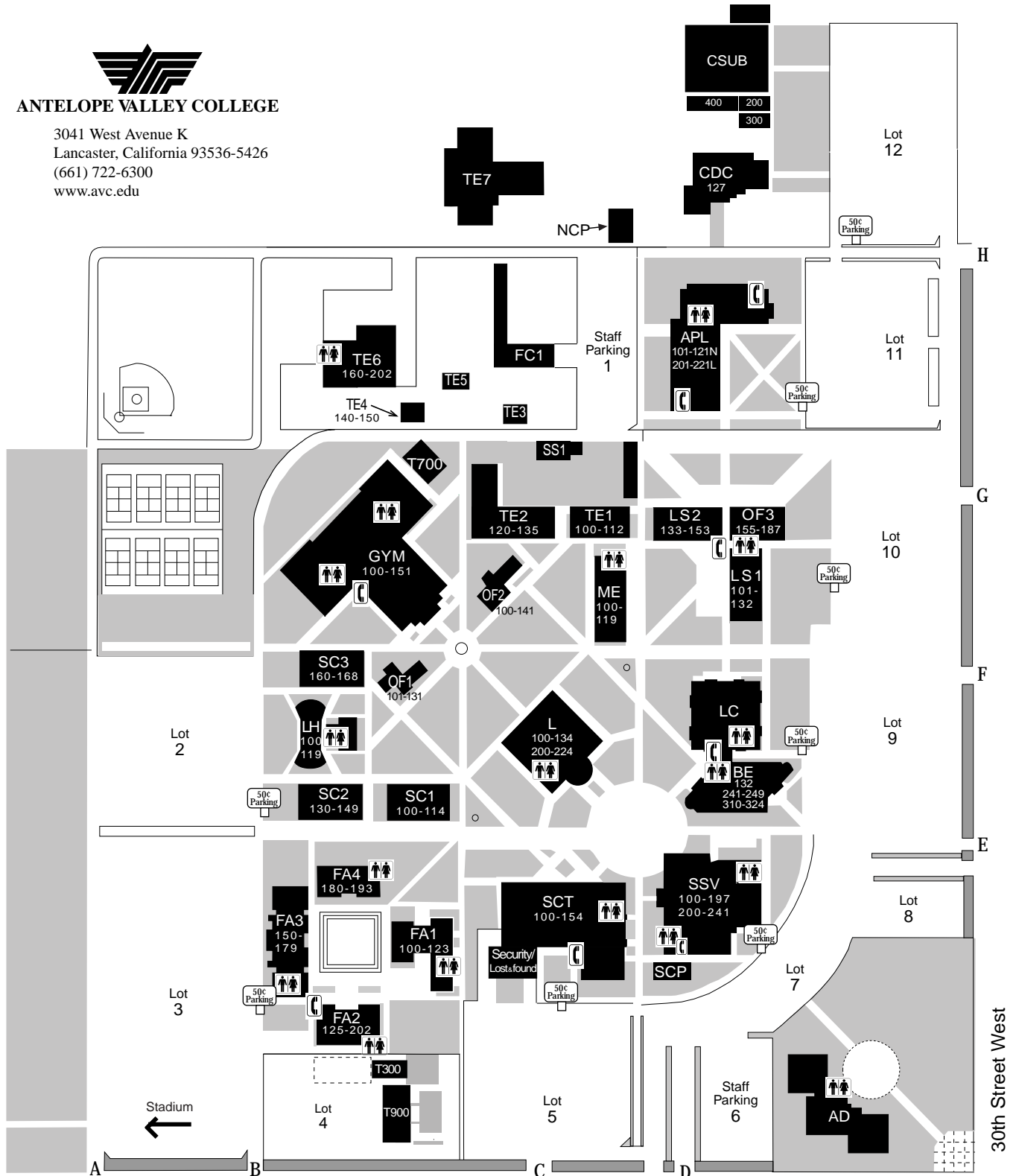| 2003 Student Survey n = 586	Hinder	2	3	Support	5	6	Enhance	Valid
#33 How well do computers and information technology support you in achieving your educational goals?	4	6	16	140	56	69	167	458
	1%	1%	3%	31%	12%	15%	36%	100%
#34 How well do computers and information technology support student learning at AVC?	3	3	20	161	56	76	134	453
	1%	1%	4%	36%	12%	17%	30%	100%

Clearly both student and staff responses show that information technology enhances and supports the college mission/student learning.

ANTELOPE VALLEY COLLEGE

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(661) 722-6300
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CSUB

400 200
300

Lot 12

TE7

CDC
127

NCP →

50¢ Parking

H

Staff Parking 1

APL
101-121N
201-221L

Lot 11

50¢ Parking

TE6
160-202

FC1

TE5

TE4
140-150

TE3

SS1

G

T700

TE2
120-135

TE1
100-112

LS2
133-153

OF3
155-187

Lot 10

GYM
100-151

OF2
100-141

ME
100-119

LS1
101-132

50¢ Parking

F

SC3
160-168

OF1
101-131

LC

LH
100-119

L
100-134
200-224

BE
132
241-249
310-324

Lot 9

50¢ Parking

Lot 2

50¢ Parking

SC2
130-149

SC1
100-114

E

FA4
180-193

SSV
100-197
200-241

Lot 8

FA3
150-179

FA1
100-123

SCT
100-154

Security/ Lost&found

SCP

Lot 7

Lot 3

50¢ Parking

FA2
125-202

50¢ Parking

Staff Parking 6

Stadium

T300

Lot 5

AD

T900

Lot 4

30th Street West

A   B   C   D

Avenue K

Legend

NORTH

AD	Administration Building	
APL	Applied Arts, Allied Health, & Offices	
BE	Business Ed., IMC, & Offices	
CDC	Child Development Center	
CSUB	CSU Bakersfield - Antelope Valley	
FA1	Fine Arts [Art & Gallery]	
FA2	Fine Arts [Theatre]	
FA3	Fine Arts [Music & Offices]	
FA 4	Fine Arts	
FC1	Facilities	

GYM	Gymnasium [PE & Offices]
L	Library
LC	Learning Center
LS1	Liberal Studies & Offices
LS2	Liberal Studies
LH	Lecture Halls
ME	Math /Engineering
OF1	Offices - Math/Science
OF2	Offices - PE
OF3	Offices - Language Arts & Social Science

SC1	Science
SC2	Science
SC3	Science
SCT	Student Center [Bookstore, Cafeteria, Security & Lost & Found]
SD1	Marauder Stadium
SSV	Student Services & Information
T 300	Temporary 300-301

T 700	PE Offices
T 900	Temporary 901-906
TE1	Technical Ed.
TE2	Technical Ed.
TE3	Technical Ed. 138
TE4	Technical Ed.
TE5	Technical Ed. 155
TE6	Technical Ed.
TE7	Technical Ed.