



ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING

AGENDA

March 19, 2015

3:00 p.m. – 4:30 p.m.

L-201

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL
2. OPENING COMMENTS FROM THE SENATE PRESIDENT
3. OPEN COMMENTS FROM THE PUBLIC
4. APPROVAL OF MINUTES
 - a. March 5, 2015 Academic Senate Meeting (attachment)
5. REPORTS (5 minutes maximum)
 - a. Outcomes Committee – Dr. Fredy Aviles
 - b. Program Review Committee – Carol Eastin
 - c. **Distance Education & Technology Report – Dr. Nancy Bednar (reschedule)**
6. REPORTS ON ACTION ITEMS AND IMPLEMENTATION
 - a. Hiring Committee Pools
 - b. Strategic Planning Committee Appointments
 - Adjunct Faculty Representative – David L. Adams, Business
 - Library – Carolyn Burrell
7. ACTION ITEMS
 - a. Senate Constitution Proposal
 - b. Faculty Professional Development Recommendation – Reduction in Professional Development Obligation Hours (attachment)
 - c. Faculty Professional Development Keynote Speaker – Social Styles, Kevin Walsh (attachments)
 - d. Strategic Planning Committee – Appointments
 - 1) Student Services
 - Sherri Zhu, SBS
 - 2) Transfer
 - 3) Vocational
 - e. Budget Committee
 - 1) Designee
 - 2) Full-time Faculty
 - 3) Adjunct Faculty Rep
 - Jonathan Over
 - f. Academic Policies and Procedures Committee Recommendations
8. DISCUSSION ITEMS
 - a. Presentation by the President
 - b. Regular Effective Contact Policy Task Force
 - c. Bookstore – Tom Graves, Rosa Onofre

9. INFORMATIONAL ITEMS

a. Scholar in Residence Nominations (attachments)

- Dr. Glenn Haller (nominated by Dr. Irit Gat)
- Dr. Scott Lee (nominated by Carolyn Burrell)
- Melanie Parker (nominated by Dr. Irit Gat and Ande Sanders)
- Dr. Zia Nisani (nominated by Larry Veres)
- Christos Valiotis, (nominated by Dr. Jessica Harper)
- Ken Shafer (nominated by Dr. Matthew Jaffe)

10. SENATE ADMINISTRATIVE BUSINESS

11. ANNOUNCEMENTS

March 13 – 14, 2015	2015 Academic Academy	Westin South Coast Plaza, Costa Mesa
April 9 – 11, 2015	2015 Spring Plenary Session	Westin, San Francisco Airport
June 11 – 13, 2015	Faculty Leadership Institute	San Jose Marriott
July 9 - 11, 2015	2015 Curriculum Institute	Double Tree, Orange

12. ADJOURNMENT

2014-15 ACADEMIC SENATE MEETINGS & COMMITTEE REPORTS	
February 19, 2015 Honors Program Committee Accreditation Committee AP&P Committee	April 16, 2015 Tenure Review Committee Program Review Committee Accreditation Committee
March 5, 2015 Faculty Professional Development Committee Distance Education & Technology Committee Tenure Review Committee	May 7, 2015 Faculty Professional Development Committee Distance Education & Technology Committee
March 19, 2015 Outcomes Committee Program Review Committee	May 21, 2015 Outcomes Committee Honors Program Committee
April 2, 2015 AP&P Committee	

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Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Dr. Ed Beyer, Academic Senate President, at (661) 722-6306 (weekdays between the hours of 8:00 a.m. and 4:30 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate's Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.



ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING

MINUTES

March 19, 2015

3:00 p.m. – 4:30 p.m.

L-201

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL

The Academic Senate meeting of March 19, 2015, was called to order at 3:00 p.m. by Dr. Ed Beyer, Academic Senate President.

2. OPENING COMMENTS FROM THE SENATE PRESIDENT

- Dr. Beyer reported the call for nominations for Academic Senate President will go out on March 23, 2015, with an April 3, 2015 deadline. The election for the Senate President will be held at the April 16, 2015 Senate meeting. Dr. Beyer asked senators to encourage colleagues to consider serving.
- Dr. Beyer reported meeting with Ms. Leslie Baker and several Interior Design students who are using the new Senate headquarters as a capstone project for their Interior Design program. Students interviewed Dr. Beyer and measured the area in consideration of window treatments, area rugs, desk/floor lamps, console tables, desk chairs, art, framing, wall treatments, pots and plants and accessories.

Dr. Beyer is authorized \$1,500 from the Senate budget (non-instructional supplies) for the project, and will submit a request for a foundation grant in the amount of \$5,000.

3. OPEN COMMENTS FROM THE PUBLIC

- Dr. Zia Nisani suggested departments and divisions create logos to represent their respective areas.
- Dr. Susan Lowry reported the location for the 2015 Faculty Recognition Day event has moved to the Health Sciences quad.

4. APPROVAL OF MINUTES

- a. March 5, 2015 Academic Senate Meeting (attachment)

A motion was made and seconded to approve minutes from the March 5, 2015 Academic Senate meeting.

Motion carried with corrections.

5. REPORTS (5 minutes maximum)

- a. Outcomes Committee – Dr. Fredy Aviles (attachment)

Dr. Fredy Aviles addressed senators to present the Outcomes Committee report – see attachment.

- b. Program Review Committee – Carol Eastin (attachment)

Ms. Carol Eastin addressed senators to present the Program Review Report – see attachment.

Approved: April 2, 2015 Academic Senate Meeting

- c. Distance Education & Technology Report (DETC) – Dr. Nancy Bednar (attachments)
Dr. Nancy Bednar addressed senators to present the Distance Education & Technology Committee report – see attachment. Dr. Bednar thanked members for passing the Regular Effective Contact Policy. Dr. Bednar noted a need to determine whose responsibility it is to maintain archived courses.

6. REPORTS ON ACTION ITEMS AND IMPLEMENTATION

- a. Hiring Committee Pools
Dr. Beyer reported no action has been taken yet regarding the hiring committee pools.
- b. Strategic Planning Committee Appointments
 - Adjunct Faculty Representative – David L. Adams, Business
 - Library – Carolyn Burrell

Dr. Beyer report that both David Adams and Carolyn Burrell attended the first Strategic Planning Committee meeting.

- c. Faculty Professional Development Recommendation – Reduction in Professional Development Obligation Hours

7. ACTION ITEMS

- a. Senate Constitution Proposal
Dr. Beyer reported receiving feedback from one (1) faculty member in response to the first draft of the Senate Constitution Proposal. Dr. Beyer will post the final draft in the Academic Senate myAVC group and in Blackboard as soon as he receives it. The document will be available for review until April 13, 2015, followed by a voting period.

A motion was made and seconded to approve the draft proposal of the new Senate Constitution.

Motion carried.

- b. Faculty Professional Development (FPD) Recommendation – Reduction in Professional Development Obligation Hours – Dr. Irit Gat (attachment)
Dr. Gat addressed senators to present a recommendation from the Faculty Professional Development Committee for a reduction of the professional development obligation from 60 hours to 48 hours:

Standard 1 (Faculty Academy): 10 hours

Standard 2 (College Colloquia & Committee Work): 15 hours

Standard 3 (Individual Projects, Scholarly Work, Conferences): 23 hours

A motion was made and seconded to approve the Faculty Professional Development reduction in hours as presented.

Dr. Gat explained the outcome of the recommendation will be determined in union negotiations. Members discussed the responsibility to make up for the 12-hour reduction and the need for clarification on what that responsibility will be. Dr. Jessica Harper identified the need for a mechanism to account for the twelve (12) hours. Dr. Gat directed senators to the union.

Dr. Susan Lowry explained that faculty are not hourly employees at the whim of administration, and that faculty do not need to account for each hour, but will use the time to do useful things. She noted the Deans responsibility to hold faculty responsible for completing professional development obligations.

Motion carried with one (1) abstention.

- c. Faculty Professional Development Speaker – Social Styles, Kevin Walsh (attachments)
Dr. Irit Gat presented a request from the Faculty Professional Development Committee to contract with guest speaker Mr. Kevin Walsh, who will address the topic *Social Styles*. Mr. Walsh is scheduled to address faculty on May 1, 2015. Faculty may earn Standard 1 professional development credit for attending the presentation. It was suggested a recording be made available for the benefit of faculty who are unable to attend.

Dr. Gat noted the FPD Committee is looking at ways to use professional development funds and asked senators to forward suggestions to her.

A motion was made and seconded to approve the request to contract with Mr. Kevin Walsh as presented.

Motion carried with thirteen (13) yes votes and seven (7) abstentions.

Motion carried.

- d. Strategic Planning Committee – Appointments

- 1) Student Services

- Sherri Zhu, SBS

A motion was made and seconded to ratify the appointment of Ms. Sherri Zhu as the Student Services Representative to the Strategic Planning Committee.

Motion carried unanimously.

- 2) Transfer

- 3) Vocational

- e. Budget Committee

- 1) Designee

- 2) Full-time Faculty

- 3) Adjunct Faculty Representative

- Jonathan Over

A motion was made and seconded to ratify the appointment of Mr. Jonathan Over as Adjunct Faculty Representative to the Budget Committee.

Motion carried unanimously.

- f. Academic Policies and Procedures Committee Recommendations

None.

8. DISCUSSION ITEMS

a. Presentation by the President

President Ed Knudson addressed the Senate to present a hand-crafted mace, built specifically for Antelope Valley College (AVC) to the Academic Senate. The mace is solid hardwood and displays the AVC seal on all four (4) sides. President Knudson explained the tradition to carry a mace when leading faculty in the procession of students for commencement, or during any congregation for regalia - a ritual practiced for hundreds of years. President Knudson presented the mace on behalf of himself and the Board of Trustees, to Dr. Beyer as the President of faculty.

Dr. Beyer accepted the mace on behalf of faculty and thanked President Knudson, adding his hope faculty will accept the gift with the level of dignity and respect the gift warrants.

Members agreed the mace should be secured in a lockable display case.

b. Regular Effective Contact Policy Task Force

Dr. Beyer reported the Regular Effective Contact Policy has been implemented, and addressed the need to take a look at the Course Outline of Record (CORs). Dr. Beyer and Dr. Suderman are discussing the possibility of two (2) sub-subcommittees – one for the Academic Policies & Procedures (AP&P) Committee, and one for the Distance Education and Technology Committee (DETC), who will work together to identify CORs and develop a process to evaluate each for compliance with the new policy. The sub-committees will identify resources to assist faculty and develop a process on how to move forward.

Dr. Beyer reiterated, if the policy is not adhered to there will be right of assignment issues, and classes out of compliance may not be offered online.

Dr. Beyer directed senators to read and understand the new policy. He encouraged anyone serving on AP&P or DETC to consider serving on the Regular Effective Contact Policy Task Force.

c. Bookstore – Tom Graves, Rosa Onofre

Mr. Tom Graves addressed senators with a concern of bookstore pricing by the bookstore of prices for textbooks. After addressing the issue with Language Arts faculty it was suggested he bring his concern to the Senate. He suggested students are paying a significantly higher price for what they are receiving. He explained three (3) goals:

- 1) Bring the issue to the Senate's attention
- 2) Spark outrage and discussion
- 3) Have Senate determine what can be done about the issue

Mr. Graves stated the concern is shared among faculty in Communications Studies and others in the Language Arts department. The issue is pricing of new text books as well as the under-order of textbooks. In fall 2014 Mr. Graves negotiated with McGraw-Hill for a reasonable price of \$75 for what was considered the best textbook, which included an option of online text. The online component gave students an online text option, and for faculty to test what students are doing. The contract was signed with a 3-year commitment. Although the contract was agreed upon at \$75, the bookstore charged \$125 for the book. After notifying the Dean and McGraw-Hill representative, the price was reduced to \$107. Mr. Graves charged someone must be accountable for the price-gouging.

Mr. Graves also addressed the inaccuracy of ordering textbooks. He checked the bookstore before intercession to find the book priced at \$125, with only 51 textbooks available for approximately 300 students. The book is used by eight (8) instructors. He charged the issue is not isolated, and noted Ms. Rosa Onofre has the same issue with Spanish textbooks.

Mr. Larry Veres noted students are finding other resources to purchase the cheapest book available. Dr. Zia Nisani noted some colleges use the Barnes & Noble textbook division. Ms. Karen Lubick stated that as a data-driven institution, facts must be presented to review what data the bookstore is using and when the textbooks were actually purchased.

Dr. Liette Bohler noted the Board directs the bookstore with guidelines.

Senators agreed the issues need to be addressed. Dr. Beyer suggested inviting bookstore staff to attend a senate meeting and diagram the ordering process and used book process, and respond to a specific set of questions sent to them in advance. Senators can collect questions and concerns, investigate options and move forward in a fair and objective way. Dr. Zia Nisani will work with Mr. Graves to develop the questions and concerns.

9. INFORMATIONAL ITEMS

a. Scholar in Residence Nominations (attachments)

- Dr. Glenn Haller (nominated by Dr. Irit Gat)
- Dr. Scott Lee (nominated by Carolyn Burrell)
- Melanie Parker (nominated by Dr. Irit Gat and Ande Sanders)
- Dr. Zia Nisani (nominated by Larry Veres)
- Christos Valiotis, (nominated by Dr. Jessica Harper)
- Ken Shafer (nominated by Dr. Matthew Jaffe)

Dr. Beyer noted the list of distinguished nominees for the 2014-15 Scholar in Residence award. He asked senators to review and take serious the nomination letters, and be prepared to select the final honoree at the April 2, 2015 Senate meeting.

10. SENATE ADMINISTRATIVE BUSINESS

11. ANNOUNCEMENTS

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July 9 - 11, 2015	2015 Curriculum Institute	Double Tree, Orange

12. ADJOURNMENT

The Academic Senate Meeting of March 19, 2015 was adjourned at 4:30 p.m. by Dr. Ed Beyer, Academic Senate President.

MEMBERS PRESENT			
Dr. Ed Beyer	Dr. Glenn Haller	Karen Lubick	Elizabeth Sundberg
Dr. Liette Bohler	Dr. Jessica Harper	Tina McDermott	Lisa Vath
Diane Flores-Kagan	MaryAnne Holcomb	Dr. Zia Nisani	Carol Eastin (proxy)
Carol Eastin	Dietra Jackson	Terry Rezek	Dr. Irit Gat (proxy)
Rosa Fuller	Dr. Matthew Jaffe	Van Rider	
Dezdemona Ginosian	Jonet Leighton	Larry Veres	
MEMBERS ABSENT			
Jack Halliday	Susan Knapp	Catherine Overdorf	Ken Shafer
Raul Curiel			
GUESTS/EX-OFFICIO			
Tom Graves	Dr. Susan Lowry		

2014-15 ACADEMIC SENATE MEETINGS & COMMITTEE REPORTS	
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Approved: April 2, 2015 Academic Senate Meeting

Outcomes Committee Senate Report for March 19, 2015

As of March 9th, the SLO Committee has accomplished the following:

1. FDP events
 - FPD: The Value of a Degree (3/06/15, 9-12 pm in LH 102). Poorly attended but featured lively discussion.
2. Approval of SLOs and PLOs:
 - Revised SLOs: **KIN 225**
 - New course SLOs: **KIN 108A, KIN 108B, KIN 108C, KIN 109D**
 - Revised PLOs: **ACRV, Small Business Management**
 - New Program PLOs: **Associate Degree in Nursing Science**
3. PLOs and Accreditation: Ms. Tina McDermott was present at the February 23rd meeting to discuss PLOs with the committee. She noted that our compliance rates for PLOs were not satisfactory the last time a Weave report was run. She gave a PPT presentation that stressed that the new ACCJC standards ask a lot about PLOs. She advocated using the “mapping method” to assess PLOs whereby SLO data for relevant courses are aggregated to provide PLO data. She encouraged the committee to spread the word and give this presentation at division meetings.
4. ILO, PLO, SLO Mapping: Dr. Irit Gat indicated that better ILO, PLO, SLO mapping is needed to be sure we can achieve the requirements of accreditation. Melissa Jauregui reviewed the current process within CurricUNET. It was also noted that once the PLOs are entered in CurricUNET the faculty will be able to map their SLOs to the PLOs. It was also noted that PLOs are mapped to ILOs and the system will not allow the reviser to complete the PLO revision or creation unless an ILO is selected. The committee requested a timeline as to when the PLOs will be fully entered and implemented such that course PLO mapping can be entered as well. Melissa Jauregui indicated that she is currently working on a time consuming project but would evaluate her work and bring an update to the committee at a future meeting.
5. Outcomes Committee Mission: The committee went through a thorough review of the mission statement and associated goals last semester. The committee approved the new mission and goals at the February 23rd meeting. It was agreed following much discussion to remove the sub-goals noted under goal number three. It was determined that these sub-goals should be used as guiding points when collecting data that support the achievement of the primary goals. The sub-goals noted below will likely be included in the committee handbook, which is currently in development.

Mission: The Outcomes Committee Mission is to support the AVC Mission and promote student success by ensuring college-wide communication, collaboration, and consistency of processes related to Student Learning Outcomes (SLO), Program Learning Outcomes (PLO), Institutional Learning Outcomes (ILO), Operational Outcomes (OO), and program review. Documentation of student learning is accomplished by embedding into campus culture the following: development of quality outcomes and their implementation, analysis of resulting findings, and creation of action plans.

Sub Goals:

- a. Facilitate use of Weave Online.
- b. Assist with quality assurance in creating outcomes and action plans.
- c. Provide examples of effective pedagogical strategies and resources.
- d. Increase the availability of assessment related tools and documents on the AVC website.
- e. Provide quality data for program reviews.

It was also noted that a thorough review of our current action plan process needs to be done to ensure these goals are attainable.

6. ILO Taskforce: An ILO taskforce was established to review the current ILOs and make recommendations for changes. However, it was pointed out that such a task is currently not part of the Outcomes Committee mission. Meeta Goel agreed to bring up this issue to SPC to determine how we may proceed.
7. Outcomes Committee Handbook: A task force was established to put together an Outcomes Committee handbook. Discussion about key elements of the handbook has already started.

3/19/15 Program Review Report to the Academic Senate

The Program Review Committee is discussing:

- a. Revising the 2015 Program Review timeline to better align with the strategic planning and budget process. Reports maybe due in mid-spring instead of Oct.
- b. Making minor adjustments to the comprehensive report template
- c. Most 2014-15 reports are done. There are only nine incomplete annual update reports, mostly in areas without full time faculty.
- d. 2015-16 comprehensive reports
 - Counseling
 - Job Placement
 - Language Arts
 - Academic Development - Learning Center, basic skills English, basic skills math, basic skills reading, and ESL
 - Communications
 - English
 - World Languages
 - Outreach / Info and Welcome Center
 - Visual and Performing Arts
 - Performing Arts
 - Visual Arts

Notes for DETC 03/10/2015

Blackboard storage utilization

- District currently leases 250GB of storage from Blackboard.
- District is currently using 2,147GB (2.1TB) of storage.
 - As a courtesy, they have only charged us for active shells, but that's been a verbal agreement and is subject to change.
- Total of 1906 shells have data in them. Some shells (>2%) are instructor test shells or have other uses, like the Technical Training shell.
- Only 62 shells have more than 1GB of data per shell. These shells (3%) constitute 95% of the storage used.
- The remaining 1830 shells combined total 114 GB of data.
- The new version of Luminis, tentatively set for release in October, will not have Course Studio. It is anticipated that instructors that want to have content available online but do not want to setup an AVC Online website will opt to use Blackboard as their web platform.
 - It is anticipated that even with additional efforts to reduce the use of storage that we may need to negotiate for more storage with Blackboard.
- ITS will continue to engage the instructors using large amounts of storage for the shells to reduce the size, including the use of AVC Online.
- ITS recommends the use of quotas to alert faculty to their use of storage within Blackboard.
 - Soft quota- an email goes out notifying the instructor that s/he has reached a certain level of storage use for the shell, but does not disallow the addition of more content.
 - Hard Quota- The instructor is disallowed from adding content to the shell that would exceed the hard quota limit. An email notifying the instructor that the hard quota has been reached is sent to the instructor and to the BB administrator.
 - The option to use both quotas is available.
 - **What is the committee's recommendation for which quota types, if any, are used, and what values would be recommended for use as reasonable limits?**

Blackboard archive process

- The current ITS process for managing the archive of Blackboard is to annually (after the start of the Fall semester) ship a hard disk drive to Blackboard to receive a copy of all shells within Blackboard. After that all shells older than one year are deleted.
 - The contents are then stored either on DVDs at the Senate office (prior to Fall 2014) or to store on a network share with access limited to the technical trainer and the BB administrator.
 - While this has helped preserve instructor content, it makes the district responsible for storing and maintaining instructor copyrighted content.
 - It is also very impractical to maintain, as there is no process in place to determine when the archived data can be discarded.
 - The shells kept for a year allow instructors to easily copy shells that are only taught once a year.

- ITS is suggesting a different process to manage shells that places faculty in greater control of their content, further reduces the storage used with Blackboard, and alleviates the district's responsibility for storing their content.
 - Faculty would be individually responsible for archiving their courses at the end of the semester for both long-term retention and for reuse in later semesters.
 - Training is available through the Technical Trainer.
 - Four weeks after the end of each semester, all unused course shells would be purged from Blackboard. A shell is not in use if the semester it was used has passed and there are no active incompletes for that CRN.
- **What is the committee's opinions and recommendations on ITS implementing this change in process?**
- **What does the committee recommend as a suitable retention window for shells that the district has already archived and stored?**

Total number of shells
 Shells with data
GB of data in Blackboard
 Average size of shell, in GB
 Number of shells >= 1GB
 Number of shells < 1GB
GB of data in Blackboard, shells < 1GB
 Avg size of shells in MB, shells < 1GB

ALL	201330	201370	201410	201430	201450	201470	201510	201530	OTHER
7324	1	1578	174	1609	267	1728	156	1675	136
1906	1	372	39	400	59	450	42	429	113
2146.94	12.67	850.36	265.19	439.29	4.58	541.62	3.53	27.69	2.03
1.13	12.67	2.29	6.80	1.10	0.08	1.20	0.08	0.06	0.02
62	1	19	2	19	0	17	0	4	0
1844	0	353	37	381	59	433	42	425	113
113.724	0	25.67	2.14	23.69	4.58	31.27	3.53	20.81	2.03
63.15	0.00	74.48	59.27	63.67	79.43	73.95	86.07	50.13	18.43

Shells > 1GB Space of shells > 1GB
 3% 95%



Preparing for Success through Technology

Standards for Quality Online Teaching

Standard 1

The instructor knows and understands current effective practices for online teaching that support student success, and can apply that knowledge to the design and implementation of his/her course.

- The instructor can cogently discuss barriers to and support of student success within the online environment.
 - The syllabus and/or course materials include explicit policies and procedures, such as a communication policy, that address and support regular and effective contact;
 - The instructor incorporates tools and/or strategies to assess student readiness.
-

Standard 2

The instructor effectively uses a range of technologies tools--both within and outside of the Learning Management System--that support student learning and engagement.

- The instructor incorporates tools that meet the content demands of the course;
 - The instructor uses a variety of tools for communicating with students, delivering content, assessing student learning, and analyzing effective teaching;
 - The instructor incorporates a variety of tools that meet the various learning needs of his/her students.
-

Standard 3

The instructor knows and understands the value of active learning, participation, and collaboration within the online classroom, and applies this knowledge to the design of his/her course.

- The instructor incorporates a variety of tools that support interaction and community;
- The instructor promotes active learning through collaborative activities;
- The instructor facilitates and monitors appropriate student-student interactions;
- The instructor fosters an environment that welcomes and engages each individual learner.



Preparing for Success through Technology

Standards for Quality Online Teaching

Standard 4

The instructor knows and understands the importance of teacher-student communication, and applies this knowledge in various ways within the course.

- The instructor uses a variety of tools for contacting students;
 - The instructor models and facilitates appropriate communication;
 - The instructor sets clear expectations through course policies and well-written assignments with rubrics;
 - The instructor provides timely and useful feedback.
-

Standard 5

The instructor knows, understands, and facilitates legal, ethical, and safe technology use.

- The instructor knows and follows guidelines for fair use, copyright, and acceptable use;
 - The content, grading, and feedback comply with FERPA guidelines;
 - The instructor discusses and incorporates Netiquette within the course.
-

Standard 6

The instructor knows and understands the implications of the Americans with Disabilities Act and section 508 of the Federal Rehabilitation Act, and ensures that course material is accessible.

- The instructor provides a link to campus services, and/or discusses available services with the course;
 - The instructor includes accessible material, including multi-media;
 - The instructor is aware of accessibility issues with the LMS.
-

Standard 7

The instructor designs and utilizes a variety of formative and summative assessments to help students achieve the course learning objectives.

- The instructor includes clear learning outcomes and explains the connection between these outcomes, course content, and assessments;
- The instructor uses a variety of assessments appropriate to the objectives;
- The instructor includes formative feedback and/or grading rubrics to help students achieve the learning objectives;
- The instructor includes opportunities for self-assessment.



Preparing for Success through Technology

Standards for Quality Online Teaching

Standard 8

The instructor knows and understands methods for collecting data regarding student learning, and uses this data to modify teaching and course content.

- The instructor uses course tools and tracking data to monitor student participation and performance;
 - The instructor uses feedback from quizzes and assignments to modify content delivery and/or activities.
-

Standard 9

The instructor participates in ongoing professional development.

- The instructor attends workshops and/or conferences to stay current in distance education trends, theories, and tools;
 - The instructor belongs to professional organizations or groups to maintain subject-matter expertise.
-

Standard 10

The instructor is able to arrange media and content that supports student learning, success, and progression through the course.

- The instructor explains to students how they should proceed through the course;
- The instructor appropriately and effectively uses tools within the LMS;
- The instructor can create and modify content within the LMS.



Online Education Initiative

AA-T / AS-T / C-ID Courses Identified for Initial OEI Pilot Implementation

The following courses have been recommended by the OEI Steering Committee as high demand Associate Degree for Transfer (AA-T / AS-T) courses for inclusion in the initial phases of the Online Education Initiative pilot implementation for Spring 2015, Summer 2015, and Fall 2015. The list was developed based on C-ID approval status, inclusion in AA-T / AS-T degrees, student demand data, and course fulfillment of transfer area requirements.

C-ID Courses for Initial OEI Pilot Implementation:

AJ 110	Introduction to Criminal Justice
ANTH 120	Introduction to Cultural Anthropology
CDEV 100	Child Growth and Development
COMM 150	Intercultural Communication
ECON 201	Principles of Microeconomics
ECON 202	Principles of Macroeconomics
ENGL 100	College Composition
GEOG 120	Introduction to Human Geography
GEOL 100	Physical Geology
HIST 130	United States History to 1877
HIST 140	United States History from 1865
MATH 110	Introduction to Statistics
PHIL 100	Introduction to Philosophy
POLS 110	Introduction to American Government and Politics
PSY 110	Introductory Psychology
PSY 200	Introduction to Research Methods in Psychology
PSY 205B	Introduction to Research Methods in Psychology (With Lab)
SOCI 110	Introduction to Sociology
SOCI 120	Introduction to Research Methods

For More Information

Pilot colleges seeking more information about the course submission and review process are encouraged to contact their lead OEI administrator for more information:

Online Readiness Pilot: Bonnie Peters (petersbonnie@fhda.edu)

Online Tutoring Pilot: Jory Hadsell (hadselljory@fhda.edu)

Full Launch Pilot: John Makevich (makevichjohn@fhda.edu)

OEI Course Review Application

Online Education

In order for a course to be implemented to ensure quality learning, you must establish a quality learning environment. You make make the wishing to teach this course including knowledge of curriculum, including knowledge of online assessment tools, and

Prior to the submission of the OEI standards for course and self-evaluation. The se

Name
E-Mail
College
Course Name & Number
Course C-ID Designation
Are course prerequisites, if any, consistent with those required for the C-ID?
Years teaching fully online courses
Years teaching submitted courses
Online teaching certifications received - please indicate when and when received
Course Management System
Reviewers will need course access to an environment in which to indicate below who should be
Contact Name



Online Education Initiative (OEI) Course Review Application

In order for a course to be offered as a part of the OEI, it must conform to established standards that have been implemented to ensure that the course design, approach to instruction, and level of accessibility establish a quality learning environment that conforms to existing regulations. In addition, faculty wishing to teach this course as part of the OEI must demonstrate proficiency in online instruction, including knowledge of current and appropriate online teaching pedagogy, a clear understanding of online assessment tools, and mastery of the course management system.

Prior to the submission of a course for OEI consideration, it is required that the faculty member review the OEI standards for course design and effective online teaching, and complete the following application and self-evaluation. The self-evaluation is a component of the OEI Course Application process.

Name	
E-Mail	
College	
Course Name & Number	
Course C-ID Designation	
Are course prerequisites, if any, consistent with those required by C-ID?	YES <input type="checkbox"/> NO <input type="checkbox"/>
	If "NO" is selected above, please explain:
Years teaching fully online courses	
Years teaching submitted course	
Online teaching certifications received – please indicate where and when received	
Course Management System	
Reviewers will need course access as students in order to review courses. Ideally, access will be provided to an environment in which faculty-student interaction in a public forum can be observed. Please indicate below who should be contacted to arrange course access.	
Contact Name	
Contact E-Mail	
Contact Phone	

Course Design Rubric for the Online Education Initiative

Standards for Quality Online Teaching Rubric

Explanation:	Consists of 4 components. The Course Design Rubric focuses on how the course establishes a quality learning environment that demonstrates best practices for online teaching and learning.	Consists of 5 components. These components are designed to align with the Course Design Rubric for the Online Education Initiative, but require instructors to reflect on <i>why</i> specific tools, strategies, or resources are included.
A. Course Design	Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.	This component addresses faculty understanding of course design, including the distinctions between hybrid and fully online delivery. Faculty are asked to consider not only which resources and tools they have used, but also why these tools are useful and appropriate for the course.
B. Interaction and Collaboration	Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment. "Interaction" denotes communication between and among learners and instructors, synchronously or asynchronously. "Collaboration" is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently.	In addition to course design that facilitates interaction and collaboration, the instructor plays a major role in setting expectations, developing a collaborative learning environment, and responding to student work and needs. This component focuses on the behavior and tools instructors will use to create online presence and foster online community in their classroom.

Course Design Rubric for the Online Education Initiative

Standards for Quality Online Teaching Rubric

C. Assessment	Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.	While the course design focuses on the use and development of assessment tools in the course, this component focuses on the instructor’s rationale for the alignment between their objectives, resources, activities and assessments. Instructors are asked to reflect on why they are using particular assessments, and they are asked to explain how they collect and use data from formative and summative assessments to enhance student success or redesign elements of the course for more effective instruction.
D. Learner Support	Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.	While course design focuses on the resources made available to students, this component focuses on how the needs of diverse students are addressed and supported by the instructor, including the instructor’s awareness of diverse needs and ability to provide accessible resources.
E. Professional Development		The technology supporting distance education is developing rapidly. This component addresses the professional practices and peer support the instructor has developed to remain current, both in their CMS and in the field of distance education.

A complete copy of the adopted criteria can be employed during the pilot phase of OEI implementation be found at <http://ccconlineed.org/documents/category/6-professional-development-workgroup>. These criteria will be the basis for course review during the OEI Pilot Consortium Course. Your feedback on the review process is welcome. Please forward any questions, comments, or concerns to Michelle Pilati at mpilati@riohondo.edu.

Minimum weighted scores in each of the 4 components are required for a course to be offered. Both the answers to the self-assessment and online course review will be considered when scoring each criteria. In addition, inclusion of a component with content related to the Online Education Initiative is required.

When it is deemed appropriate, the instructional design team will help a candidate course meet the requirements for accessibility, the OEI component, and other instructional design issues. The review process will be greatly facilitated by addressing known course issues in advance of the review.

Self-Assessment Questions to be completed by applicant:

A: Course Design

1. Explain your approach to online teaching and how you utilize best practices for online teaching within your discipline. *You may wish to consider why student success in an important issue in distance education and how you address the issue through explicit policies and procedures, as well as campus resources available to support student success.*
2. Discuss your ability to use a range of technologies—both within and outside of your Course Management System (CMS)—that effectively support student learning and engagement. *You may wish to consider the variety of tools you use to meet content demands of your course and various learning styles of your students). What tools have you adopted? Why? In what way or ways is content presented to students? Have efforts been made to break material down into manageable segments? Which tools within the CMS do you currently use?*
3. Are students encouraged and/or required to use additional software?
 - a. YES NO
 - b. If yes, how is access to this software facilitated?

B: Interaction and Collaboration

1. How do you plan, design, and incorporate active learning, participation, and collaboration. *You may wish to consider how the activities in your class help students meet unit objectives, how you will establish trust and a sense of community in your course, how you support collaboration and interaction, how you will foster rich and robust discussion, and how you incorporate regular and effective contact. Where do student find contact information for the instructor? What guidelines for communication, if any, are provided?*
2. Explain how you establish and maintain communication with your students to promote student success. *You may wish to discuss the forms of communication that are regularly used in the course and how they promote success. Are guidelines for required levels of student participation clearly stated? How frequently – and promptly – will the faculty contact students?*
3. Explain how you scaffold student success through clear policies and feedback. *You may wish to consider how you set expectations through how the course goals and objectives are communicated to students, the provision of grading rubrics, course policies, and regular feedback.*
4. Explain how you model fair use, copyright, and other intellectual property regulations within your course, and how you guide your students toward legal, ethical, and safe technology use. *You may wish to consider your campus academic integrity policy, acceptable use policy, netiquette and/or FERPA guidelines). Is information regarding institutional policies, materials, and forms relevant for learner success (e.g., plagiarism policies) clearly labeled and easy to find?*

C: Assessment

1. Discuss how you use both formative and summative assessments that help your students achieve course objectives. *You may wish to consider the connection between your formative and summative assessments, grading rubrics, and direct alignment between your assessment and your objectives. How often are students assessed and what forms of assessment are employed? What forms of self-assessment, if any, are used?*
2. Explain how you use course tools, statistics, and assessment feedback to gauge the effectiveness of your teaching and modify content accordingly. *You may wish to consider how you use feedback from quizzes, tracking data, and surveys to monitor student participation and success, and to modify course content or activities when appropriate. How is feedback from students regarding course design and course content solicited?*

D: Learner Support

1. Explain the process you use to ensure your course material is accessible and that you are meeting the needs of students who request accommodation. *You may wish to consider what measures have been taken to ensure that the course is accessible. Are you aware of any accessibility issues that need to be addressed? How are varied learner needs and interests addressed in the design of the course? What measures have been taken to ensure that all students are appropriately engaged with the course content? How are students made aware of institutional policies, contacts, and procedures for supporting learners with disabilities?*
2. Explain your ability to arrange media and content for student success and progression through the learning unit and course. Specifically, what content, resources, and activities are included in your learning units? How do you explain to students how they should proceed through each learning unit and the course as a whole? *You may want to describe how your course site navigation, your learning unit introduction, course orientation, and/or your course calendar provide support to guide students both in their progression through the course and in locating resources for additional assistance, such as tutoring and DSPS accommodations.*
3. Describe the capabilities of your CMS in terms of facilitating accommodations for students with disabilities. *Please consider the tools available in your CMS, such as features for allowing individual students to have extended time on quizzes and exams, different number of attempts allowed, support for alternate assignments, etc. Describe your ability to independently configure and enable them, as opposed to any settings that might require assistance from the CMS system administrator. Identify any features or settings that must be enabled for the entire roster as opposed to an individual student.*

E: Professional Development

1. Discuss the professional development opportunities in which you participate to stay current in distance education and your content area. *You may wish to consider on-campus workshops and training, conferences, and groups or organizations to which you belong.*

Distance Education and Technology Committee Report
March 2015 Report
Dr. Nancy Bednar

Online Education Initiative (OEI)

There has been a great deal of discussion about the OEI. Antelope Valley College is among 24 colleges that have been chosen to be a part of OEI. There are three groups of 8 colleges who doing different aspects of OEI. Eight colleges are online tutoring implementation OEI colleges. Eight colleges are online readiness pilot implementation colleges, and Antelope Valley College is in this group. Eight colleges are full implementation colleges, and the first full courses, with the readiness and tutoring portions included in the courses, will begin in Summer 2015.

One of the first things that OEI began to work to decide was for a course management system for OEI. After a long process of deliberation, Canvas was chosen as the course management system for the OEI. There is some talk about having Canvas be made available to all California Community Colleges at a discounted rate. Antelope Valley College's Blackboard contract expires in August 2017. If the Distance Education and Technology Committee next year decides to research course management systems and what system the DETC will recommend to the Academic Senate, there will be time to make a reasonable transition to a new course management system.

I have attached to this report the OEI's list of courses that were to be used in the pilot. For Readiness colleges, like AVC, we were asked to identify 5 courses that could be a part of the pilot. We discussed this in DETC, and the committee directed me to interact with faculty teaching ENGL 101, MATH 115, HIST 107 or HIST 108, CFE 102, and POLS 101. After talking to faculty, some declined to participate because they were reworking their courses. Two classes, CFE 102 and POLS 101 are participating in the Readiness Pilot. We have the Readiness Module as a separate Blackboard class if any of the senators would be interested to explore what students are seeing.

I have also attached the application that instructors had to complete for OEI to be accepted as OEI classes. The applications are extensive. OEI has also provided evaluations of our classes to help us improve them. The criteria are based on the @ONE Standards for Quality Online Teaching, which is also attached.

Blackboard Issues

Mike Wilmes, Blackboard administrator, brought two issues to the DETC's last meeting. The issues involve the size of Blackboard courses and how long we should keep courses on the server. The storage issue now only involves a few courses, because Greg Krynen has been working with instructors who have extremely large courses. At

one time, we had an email system that would warn instructors if their shells were getting too large. The DETC is discussing having Mike Wilmes turn the size reminders again. The other issue is who should store the courses that faculty create, the college or the individual faculty members. I know that some faculty members archive their own courses, and others depend on their courses being on the Blackboard server for course copying purposes. The questions about the storage on the server include how long we should store courses. There is the issue of courses that are taught every semester, every year, or every two years and the necessity of faculty members to be able to copy all of those types of courses. We will be further discussing these issues and making a policy recommendation to the Senate about the storage issue.

Regular Effective Contact Policy

The DETC thanks the Senate for passing the Regular Effective Contact Policy and will do what is needed to help with the implementation of the policy.

Respectfully submitted,
Nancy Bednar
Faculty Co-Chair, DETC



This is a proposal, and if signed, a contract between Antelope Valley Community College and Global Community Enrichment, LLC.

Background

Kevin Walsh (Facilitator), of Global Community Enrichment, met with Irit Gat, Antelope Valley College (AVC) (Client), over the phone, to discuss the possibility of a professional development seminar to be conducted in Spring 2015. Kevin and Irit brainstormed some possible topics that would be most relevant to faculty at AVC. Through the conversation, Irit and Kevin identified the goals of the session would be that participants leave with:

- An introduction to the “Social Styles” model
- A common language for faculty to communicate more effectively
- An understanding of how “styles” react under stress

Draft agenda:

Antelope Valley College Spring, 2015
Welcome and Introductions
Introduction to Social Styles* <i>Participants will participate in an activity that will help them understand the model. It will also illuminate a style that will most resonate with each faculty member. The facilitator will engage the participants in a discussion to explore and understand the model.</i>

Communication Strategies
<i>Like styles will be divided into respective groups to answer a series of questions. They will then report out to the rest of the group. This process will identify specific areas where issues may arise among the faculty. It will also showcase opportunities to leverage strengths across the departments.</i>
Adjourn

*(Merrill & Reid, 1981)

Timeframe

Session Time: 90 Minutes

Session Date: Friday May 1 at 1 pm

Session Location: AVC, HS #201 (Health Science building)

Cost

90 minute session/including pre-work	\$3,100
	<u>Academic Client discount (-\$1,000)</u>
	\$2,100
Total	\$2,100

ACCOUNTABILITY:

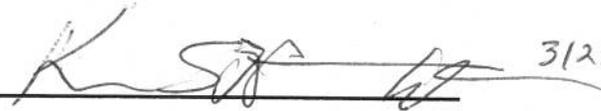
- The facilitator will work directly with Irit as needed, and will provide routine updates over the course of the contract.
- The client will be accountable for all communication with the program participants in preparation for any specific work session(s), including the training day.
- If necessary, the client will make all arrangements for the training session (food, lunch, location, etc.) unless otherwise determined between client and the facilitator.

- The client will make information available and accessible to the consultant in order to successfully complete the work in a timely manner.
- The facilitator will deliver all work session(s) and final products on time and on budget unless otherwise agreed upon by client and facilitator, with the highest degree of quality and service to the client.
- Both facilitator and client will conduct themselves and their work in an ethical manner with high integrity and respect for the individuals involved in this process.

Ed Knudson

President/Superintendent

Antelope Valley College



3/28/15

Kevin Walsh

CEO

Global Community Enrichment

About the Facilitator

Kevin Walsh, PsyD

(310) 384-6244 Mobile

Kevin Walsh, PsyD, is a University Professor, the CEO of Global Community Enrichment and a Ken Blanchard Companies Consulting Associate. His consulting practice specialties include a wide range of training and development solutions. His expertise includes leadership development, executive coaching, nonprofit board development, organizational effectiveness facilitation, learning design, and teambuilding.

Dr. Walsh's clients include The Walt Disney Company (various business units around the world), Southern California Edison, Los Angeles County Department of Health Services, City of Hope and Huntington Hospital Medical Center. He has trained executives and managers at organizations nationwide including: YMCA, Cartoon Network, American Express, JP Morgan Chase, UCLA Geffen School of Medicine, Roll Global and College of the Canyons.

His professional experience includes securing over \$1.2 million dollars in grants and matching funding as Interim Director, Employee Training Institute at College of the Canyons. He led a team of over 200 people to host 14 Queens and President's Wives from African Nations as SVP, on The Executive Committee of the 1st Ladies of Africa Health Summit in Los Angeles.

Kevin has his Doctorate of Psychology in Organizational Management and Consulting from Phillips Graduate Institute (PGI). He has a Bachelor's of Science in Speech Communication from Syracuse University. Kevin is a certified Connective Leadership and Achieve Global Trainer, and has taught seven, eight-month Leadership Academies for the LAX Coastal Chamber of Commerce and Loyola Marymount University (LMU). Dr. Walsh is a professor in the Doctorate of Organizational Management and Consulting Program at PGI and teaches Nonprofit Leadership Development at LMU Extension. Kevin is also an Instructor in The Economic Development's Employee Training Institute at College of the Canyons.



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<p>Adjourn</p>

*(Merrill & Reid, 1981)

Timeframe

Session Time: 90 Minutes

Session Date: Spring 2015 (March/April)

Session Location: TBD

Cost

90 minute session/including pre-work	\$3,100
	<u>Academic Client discount (-\$1,000)</u>
	\$2,100
Total	\$2,100

ACCOUNTABILITY:

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Irit Gat

Antelope Valley College

Kevin Walsh

Global Community Enrichment

About the Facilitator

Kevin Walsh, PsyD

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