



**ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING**

AGENDA

May 7, 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
5. REPORTS (5 minutes maximum)
 - a. Faculty Professional Development Committee – Dr. Irit Gat
 - b. Distance Education & Technology Committee – Dr. Nancy Bednar
6. REPORTS ON ACTION ITEMS AND IMPLEMENTATION
 - a. Online Education Initiative (MOU) – Memorandum of Understanding (attachment)
 - b. Appointments
 1. Faculty Professional Development Committee - Faculty Representatives (4)
 - Dr. Rona Brynin
 - Mark Hoffer
 2. Equivalency Committee - Faculty Representative (1)
 - Dr. Maria Clinton
 3. Budget Committee – Faculty Representative (1)
 - Rick Motawakel
7. ACTION ITEMS
 - a. Online Education Initiative (MOU) – Memorandum of Understanding (attachment)
 - b. Appointments
 1. Faculty Professional Development Committee
Two (2) 3-year terms ending June 30, 2018
 2. Budget Committee - Co-Chair Designee
 - Dr. Berkeley Price
 - c. Academic Ranking
 - Dr. Maria Eaton – Professor

- d. Equivalencies (attachments)
 - 1. CTE/Engineering
 - 2. CTE/Fire Technology
 - 3. SBS/Anthropology
 - 4. CTE/Emergency Medical Technologies
 - 5. CTE/Radiological Technology
 - 6. CTE/Respiratory Technologies
 - 7. Kinesiology/Kinesiology
 - 8. Kinesiology/Health Education
 - 9. Kinesiology/Recreation Administration
 - 10. Social Science/History

- 8. DISCUSSION ITEMS
 - a. Faculty Position Prioritization Process (to be provided)
 - b. Outcomes Assessment and Program Review Participatory Governance Committees (attachment)
 - c. Equivalency Proposal Process (to be provided)

- 9. INFORMATIONAL ITEMS

- 10. SENATE ADMINISTRATIVE BUSINESS
 - a. AP&P Committee Course/Program Recommendations for Academic Senate Approval (attachment)
 - b. Outcomes Committee Annual Report – (attachment)

- 11. ANNOUNCEMENTS

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 - ABSENT 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 Program Review Committee
April 2, 2015 AP&P Committee	

NON-DISCRIMINATION POLICY

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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
May 7, 2015
3:00 p.m. – 4:30 p.m.
L-201

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

*A motion was made and seconded to pull Item 7b2 from the agenda.
Motion carried.*

1. CALL TO ORDER AND ROLL CALL

The Academic Senate meeting of May 7, 2015, was called to order at 3:02 p.m. by Dr. Ed Beyer, President.

2. OPENING COMMENTS FROM THE SENATE PRESIDENT

- Dr. Beyer expressed his appreciation to the Faculty Recognition Day Committee for a job well done. The event was held on Thursday, April 30, 2015. Dr. Beyer noted a highlight of many former Scholar in Resident recipients in attendance.
- Dr. Beyer expressed his appreciation to the Senate Constitution Review Task Force, and personal thanks to Dr. Glenn Haller. The group met for 2-3 hours for a period of 10 months. Approval of the new constitution required 89 votes, and passed with a vote of 96/3.

3. OPEN COMMENTS FROM THE PUBLIC

- Dr. Susan Lowry asked for suggestions regarding anything new fulltime faculty might need to know. Forward suggestions to Dr. Lowry or Dr. Beyer.
- Ms. Catherine Overdorf asked senators to share invitations to the upcoming ***Making Learning Visible***, to be held on Wednesday, May 27, 2015 from 5:30 p.m. – 7:00 p.m. at the AVC Development Center.
- Ms. Susan Knapp congratulated Ms. Overdorf for the grant awarded recently for family education.

4. APPROVAL OF MINUTES

- a. April 16, 2015 Academic Senate Meeting
*A motion was made and seconded to approve minutes of the April 16, 2014 Academic Senate meeting.
Motion carried with one (1) correction; two (2) abstentions.*

5. REPORTS (5 minutes maximum)

- a. Faculty Professional Development Committee (FPDC) – Dr. Irit Gat
Dr. Irit Gat presented the Faculty Professional Development Committee (FPDC) report – see attachment.
- b. Distance Education & Technology Committee – Dr. Nancy Bednar (ABSENT)

6. REPORTS ON ACTION ITEMS AND IMPLEMENTATION

- a. Online Education Initiative (OEI) Memorandum of Understanding (MOU) (attachment)
The Online Education Initiative MOU was returned to the Distance Education and Technology Committee for a formal recommendation. DETC took action and returned the MOU – see Item 7a.

b. Appointments

1. Faculty Professional Development Committee - Faculty Representatives (4)
- Dr. Rona Brynin
 - Mark Hoffer

Dr. Rona Brynin and Mr. Mark Hoffer were notified of their appointments as faculty representatives on the Faculty Professional Development Committee.

2. Equivalency Committee - Faculty Representative (1)

- Dr. Maria Clinton

Dr. Maria Clinton was notified of her appointment as a faculty representative on the Equivalency Committee.

3. Budget Committee – Faculty Representative (1)

- Rick Motawakel

Mr. Rick Motawakel was notified of his appointment as a faculty representative on the Budget Committee.

7. ACTION ITEMS

- a. Online Education Initiative (OEI) Memorandum of Understanding (MOU) (attachment)
*A motion was made and seconded to ratify the recommendation of the DETC in favor of the Online Education Initiative MOU.
Motion carried unanimously.*

b. Appointments

1. Faculty Professional Development Committee
Two (2) 3-year terms ending June 30, 2018

A motion was made and seconded to ratify the appointments of Mr. Jack Halliday and Dr. Darcy Wiewall as faculty representatives on the Faculty Professional Development Committee.

Dr. Berkeley Price withdrew his name and instead volunteered to serve as the Co-Chair Designee on the Budget Committee.

Motion carried with one (1) abstention.

2. Budget Committee - Co-Chair Designee

- Dr. Berkeley Price

c. Academic Ranking

- Dr. Maria Eaton – Professor

A motion was made and seconded to ratify the approval of the academic ranking request of Dr. Maria Eaton to Professor.

Motion carried with two (2) abstentions.

- d. Equivalencies (attachments)
 - 1. CTE/Engineering
 - 2. CTE/Fire Technology
 - 3. SBS/Anthropology
 - 4. CTE/Emergency Medical Technologies
 - 5. CTE/Radiological Technology
 - 6. CTE/Respiratory Technologies
 - 7. Kinesiology/Kinesiology
 - 8. Kinesiology/Health Education
 - 9. Kinesiology/Recreation Administration
 - 10. Social Science/History

A motion was made and seconded to ratify the aforementioned equivalency requests as a group.

Dr. Beyer reported a misunderstanding regarding the submission of equivalency requests. He noted the Equivalency Committee is experiencing some changes. He explained that equivalencies are for our use. If it is determined an equivalency is not needed, the requirement defaults to the discipline list as mandated by the state. An eminence policy is not in place at this time; discussion and definition of eminence must be considered in order to create such policy.

Dr. Susan Lowry noted that in light of new staff in human resources, when sitting on hiring committees, faculty representatives need to pay attention to the equivalencies.

Motion carried unanimously.

8. DISCUSSION ITEMS

- a. Faculty Position Prioritization Process (to be provided)

Dr. Beyer led discussion regarding the faculty hiring prioritization process – see attachment. Department chairs and Deans will meet to consider all new positions requests, then will rank the final list of 15. Dr. Beyer and Dr. Bonnie Suderman will conduct the meeting. The group will listen to 2-minute justification for each position. From the prior year – the positions that were on the list but were not hired will be brought forward and department chairs will have one (1) minute for justification before adding them to the list of 15. The list will be ranked again. For each position from a previous year(s) will be bumped up one (1) year for each year on the list.

The list will again be re-ranked, and the top 15 and top 5 will be forwarded to the President.

- b. Outcomes Assessment and Program Review Participatory Governance Committees (attachment)

Dr. Beyer led discussion regarding the Outcomes Assessment and Program Review Participatory Governance Committees – see draft diagram attached.

- c. Equivalency Proposal Process (to be provided)

Dr. Beyer led discussion regarding the Equivalency Proposal Process – see attached diagram. Diagrams will be published in the Faculty Handbook.

The Equivalency Committee is looking to establish an ongoing meeting time in anticipation of any equivalency requests. The committee will make adjustments for emergencies. The committee will ensure the 3-year review happens and that the departments are notified.

Dr. Beyer explained that although the Senate Executive meets during summer, they cannot authorize an equivalency. Approval would commit the senate to a binding contract that the senate could reject in the fall when the senate reconvenes.

9. INFORMATIONAL ITEMS

10. SENATE ADMINISTRATIVE BUSINESS

- a. AP&P Committee Course/Program Recommendations for Academic Senate Approval (attachment)

A motion was made and seconded to ratify the AP&P Committee Course/Program Recommendations.

Motion carried unanimously.

11. ANNOUNCEMENTS

June 11 – 13, 2015	Faculty Leadership Institute	San Jose Marriott
July 9 - 11, 2015	2015 Curriculum Institute	Double Tree, Orange

12. ADJOURNMENT

The Academic Senate meeting of May 7, 2015 was adjourned at 4:32 p.m. by Dr. Ed Beyer, President.

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

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April 2, 2015 AP&P Committee	June 1, 2015

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**Faculty Professional Development Committee
Senate Report #2 (and year-end summary)
Spring 2015**

1. *Major Updates*

***** Senators PLEASE remind faculty need to report attendance on -line as events are completed on-line (dashboard left side).**

- a. Recommend reduction in # FPD hours from 60 to 48 (St 1: 10 hours; St 2: 15; St 3: - 23) – Union negotiation update
- b. Reviewing over 100 presentation proposals for 2015-16 calendar
- c. Presentation cancellation policy - summer project language and policy – Contact Senate Coordinator to notify staff unless emergency and last minute (after hours) must send out e-mail and put notice on door.
- d. Sabbatical update – passed two – now under review with the AVC Board.
- e. FPD handbook major updates planned for summer
- f. FPD conference April - exciting changes on the horizon -including potential funding from the State and a clearing house of ideas and activities.
- g. Planning Fall Opening Day
- h. Paul Butler (Newleaf) to present (next year) on “Team Excellent” (working effectively with others – communication, team building, etc) free of charge
- i. Sabbatical follow-up: Union contract 3.16.9: (a) written report submitted to the FPD committee; (b) oral presentation to college staff/community and Board of Trustees within 60 days of return; (c) written report filed in District Library (?Senate office)
- j. Adjunct mentoring by committee members to FPD process will be implemented
- k. Final on-line entries of yearly events due no later than end May for Deans to review
- l. Overall a successful year of presentations.

Memo

Date: April 24, 2015

To: Dr. Ed Beyer, Academic Senate President

From: Dr. Nancy Bednar, Faculty Co-Chair DETC

RE: OEI MOU

On April 14, 2015, at the regular meeting of the DETC, the OEI MOU was extensively discussed. The members of the committee reviewed the MOU over Spring Break. After the discussion, approval of the MOU was moved to an action item by approval of the committee. There was a unanimous vote to approve the OEI MOU and recommend it for approval to the Academic Senate.

Online Education Initiative for the California Community Colleges Memorandum of Understanding Between Foothill DeAnza Community College District and Selected Colleges Piloting OEI Resources

This document outlines the agreement between the Online Education Initiative ("OEI") project as hosted by the Foothill DeAnza Community College District and Antelope Valley College. The duration of the agreement will be from January 1, 2015 through June 30, 2016. The agreements outlined herein pertain to the three pilot groups and are defined accordingly. Signatures on this document pertain to agreements relevant to the appropriate pilot group as identified below:

The following agreement is between Foothill-De Anza Community College District representing the Online Education Initiative project and Antelope Valley College as part of the **[Full Launch or Student Readiness Staging Group or Tutoring Staging Group]**.

Project Goal: The goal of the OEI is to engage colleges in the implementation of online resources that will improve student success and completion in the California Community Colleges. All of the colleges involved in this effort will be asked to pilot processes and tools, and assist in the selection, development, and testing of the resources involved. There will be three groups of colleges working to develop and test the resources used by the project. The duration of this agreement will be from January 1, 2015 through June 30, 2016.

There are three groups of pilot colleges as described below. Each group consists of eight colleges that will focus on one of the following activities:

1. Full Launch Colleges:

- a. Develop and test the processes necessary to facilitate the Online Course Exchange across colleges and full implementation of the OEI. This includes but is not limited to: application/residency determination, course registration, matriculation, and the support services being piloted by the readiness and tutoring groups.
- b. Review and inform the choice of a CCC common course management system (CCMS) through the development and evaluation of the Request for Proposal (RFP) process and selection of the CCMS through participation in the CCMS Committee.
- c. Deploy and pilot the selected CCMS, associated processes and courses within the exchange.
- d. Implement the first courses within the CCMS in Fall 2015 and the first courses within the exchange in early 2016.

2. Student Readiness Staging Group:

- a. Pilot a diagnostic assessment to help students evaluate their readiness for online learning.
- b. Pilot dynamic tutorials designed to improve student readiness for online success.
- c. Participate in evaluation of diagnostic assessment and readiness tutorials.
- d. Participate in staging activities for entry into the course exchange.
- e. Begin readiness preparation work in November 2014 with participating colleges submitting candidate courses to the OEI for inclusion in courses in Spring 2015.
- f. Deploy diagnostic assessment and readiness tutorials from within the teaching colleges' own systems with their own students and CMS.

3. Tutoring Staging Group:

- a. Review and pilot method of delivering effective online tutoring services for students in online classes and integrating statewide support services with local tutoring services.
- b. Develop a plan to promote robust and effective use of online tutoring services.
- c. Participate in evaluation of the online tutoring pilot.
- d. Participate in staging activities for entry into the course exchange.
- e. Colleges begin tutoring solution preparation work in November 2014 with participating colleges submitting candidate courses to the OEI for inclusion in courses in Spring 2015.
- f. Deploy online tutoring solution within the teaching colleges' own systems with their own students and CMS.

All colleges party to this agreement will receive the following from the OEI Project:

- Resources appropriate to their pilot group.
 - Group 1: Free access to the Common Course Management System for OEI prioritized courses throughout the pilot offering.
 - Group 2: Free access to the OEI developed readiness applications for pilot courses.
 - Group 3: Free access to OEI developed tutoring resources for pilot courses.
- Reviews by trained faculty reviewers whose purpose is to provide feedback and assistance including instructional design support along with accessibility assistance for at least three to five online courses as submitted by the college.
 - Courses that are submitted to be offered as part of the OEI, will be part of a formative review and design process that aligns them to the OEI Course Design Standards (based on national standards).
 - The process consists of the faculty member voluntarily completing an application for course submission, having the course reviewed by trained CCC faculty reviewers as organized via @ONE. Courses that closely meet the standards will be prioritized for first offering within the OEI.
 - Courses that need some adaptation to meet one or more areas of the standards, will receive instructional design support to complete a revision process and will be offered in the priority determined by a revision timeline
 - The review covers course design components and in no way should be considered an evaluation of the faculty member's online teaching performance.
 - The review results will be shared solely with the faculty member involved who may or may not choose to participate further.
- Professional development support as needed.
- Regular inclusion in decision-making processes with other pilot college staff and faculty and OEI Steering Committee members appropriate to pilot focus areas including overall project development as needed.

All colleges will agree to the following:

- Identification of courses consistent with OEI guidelines for course review and potential inclusion in pilot activities.
- Participation in the course review and update activities.
- Use of the *Open CCCApply* application by January 2015.
- Participation in the development of reciprocity agreements that will be needed to implement the project and ensure that all students receive the services necessary to facilitate success.
- Participation in virtual and in-person development team meetings for pilot group focus areas as needed.
- Participation in professional development activities as appropriate.
- Obtain the agreement to participate from the local Academic Senate.
- Provide data necessary to assess the effectiveness of the pilot efforts, in cooperation with the RP Group as the official evaluator for the OEI.
- Group 1 agrees to use the selected common course management system for the pilot of the initial courses in Summer of 2015 and/or Fall of 2015.
- Groups 2 and 3 agree to consider potential expansion of pilots in Fall of 2015 and Spring of 2016 by mutual agreement with the OEI, pending analysis of pilot data and capacity of the OEI to expand pilot readiness, tutoring, and CCMS solutions.

Course Review:

Courses that are submitted to be offered as part of the OEI will be part of a formative review and design process that aligns them to the OEI Course Design Standards (based on national standards). The process consists of the faculty member voluntarily completing an application for course submission and having the course reviewed by trained CCC faculty reviewers as organized via @ONE.

Courses that closely meet the standards will be prioritized for first offering within the OEI. Courses that need some adaptation to meet one or more areas of the standards will receive instructional design support to complete a revision process from the OEI and will be offered in the priority determined by a revision timeline. Faculty members who submit courses should also agree to participate in any review process if they wish to continue to be forwarded to the OEI for offering the course.

There will continue to be opportunities in the future to receive instructional design support through the review process for faculty who do not wish to continue with submission to the OEI, but who may wish to resubmit their courses at another time. The review covers course design components and in no way should be considered an evaluation of the faculty member's online teaching performance. The review results will be shared solely with the faculty member involved who may or may not choose to participate further.

Course Intellectual Property Rights: The OEI does not claim any rights to any courses that are offered through the pilots or thereafter. Receipt of instructional design assistance by a faculty member or college does not relinquish rights to the course that is submitted for offering in the pilot.

Signatures:

Dr. Bonnie C. Suderman 3/17/15
Vice President of Instruction Date

Academic Senate President Date

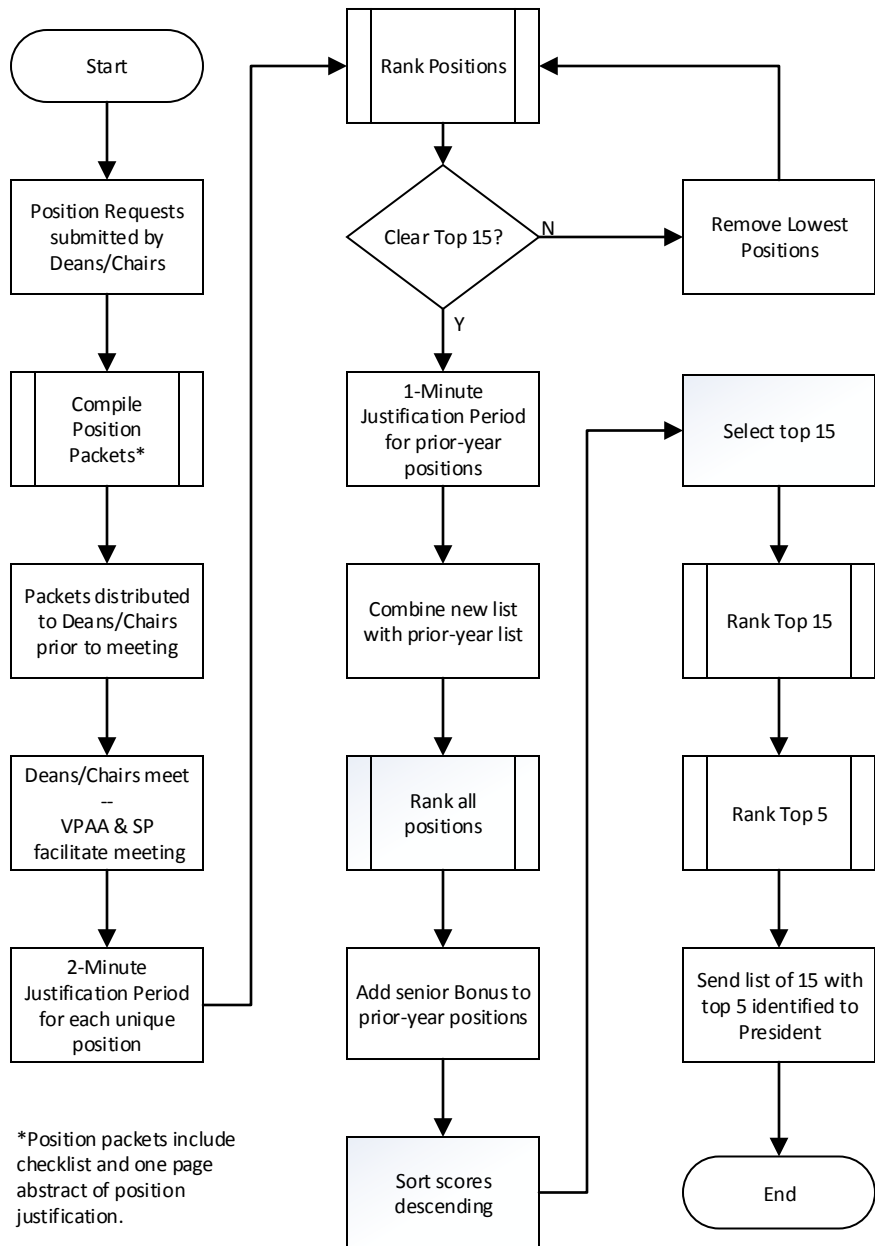
Vice President of Student Services Date

[Signature] 3/17/15
Distance Education Coordinator Date

OEI Executive Director Date

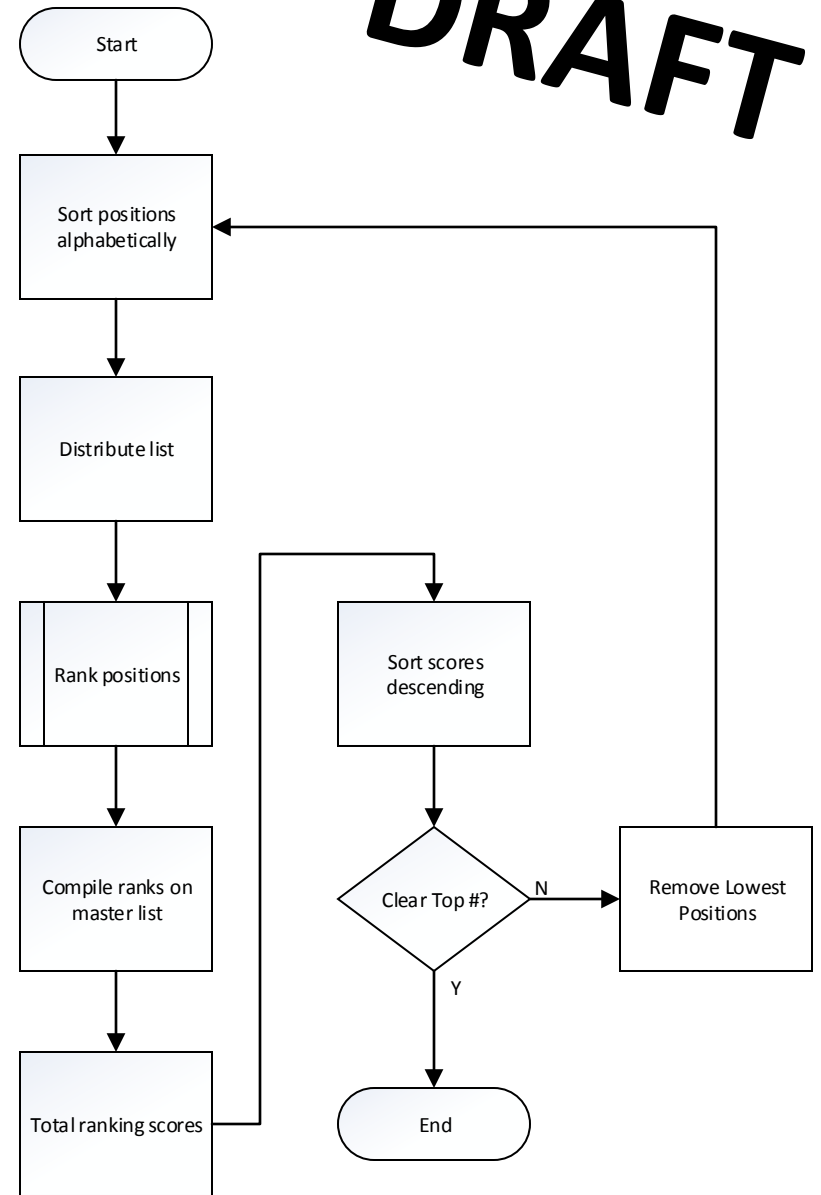
FHDA Sponsor Date

Faculty Hiring Prioritization Process



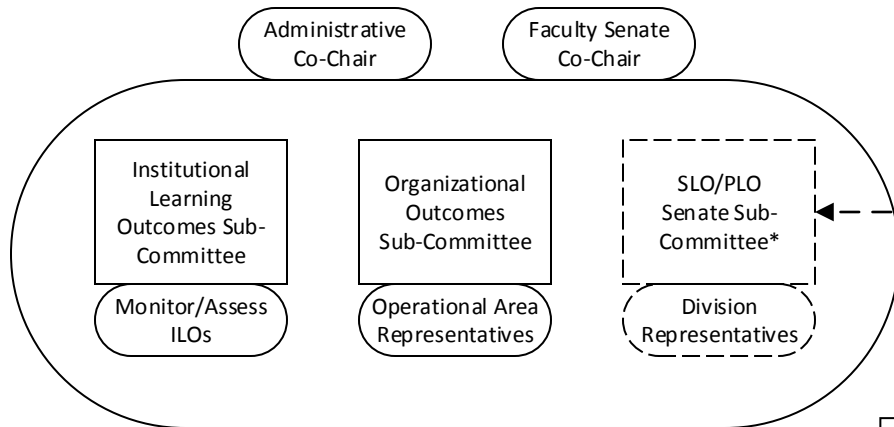
Ranking Process

DRAFT

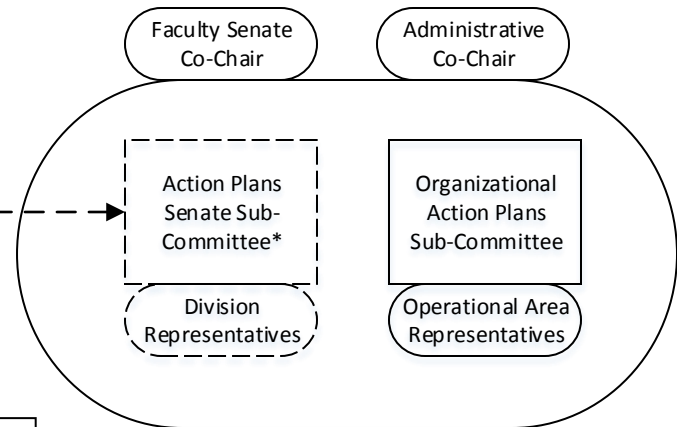


Note: # equals desired top number of positions

Participatory Governance Outcomes Assessment Committee



Participatory Governance Program Review



Academic Senate

*Faculty Senate Co-Chair would chair the sub-committee

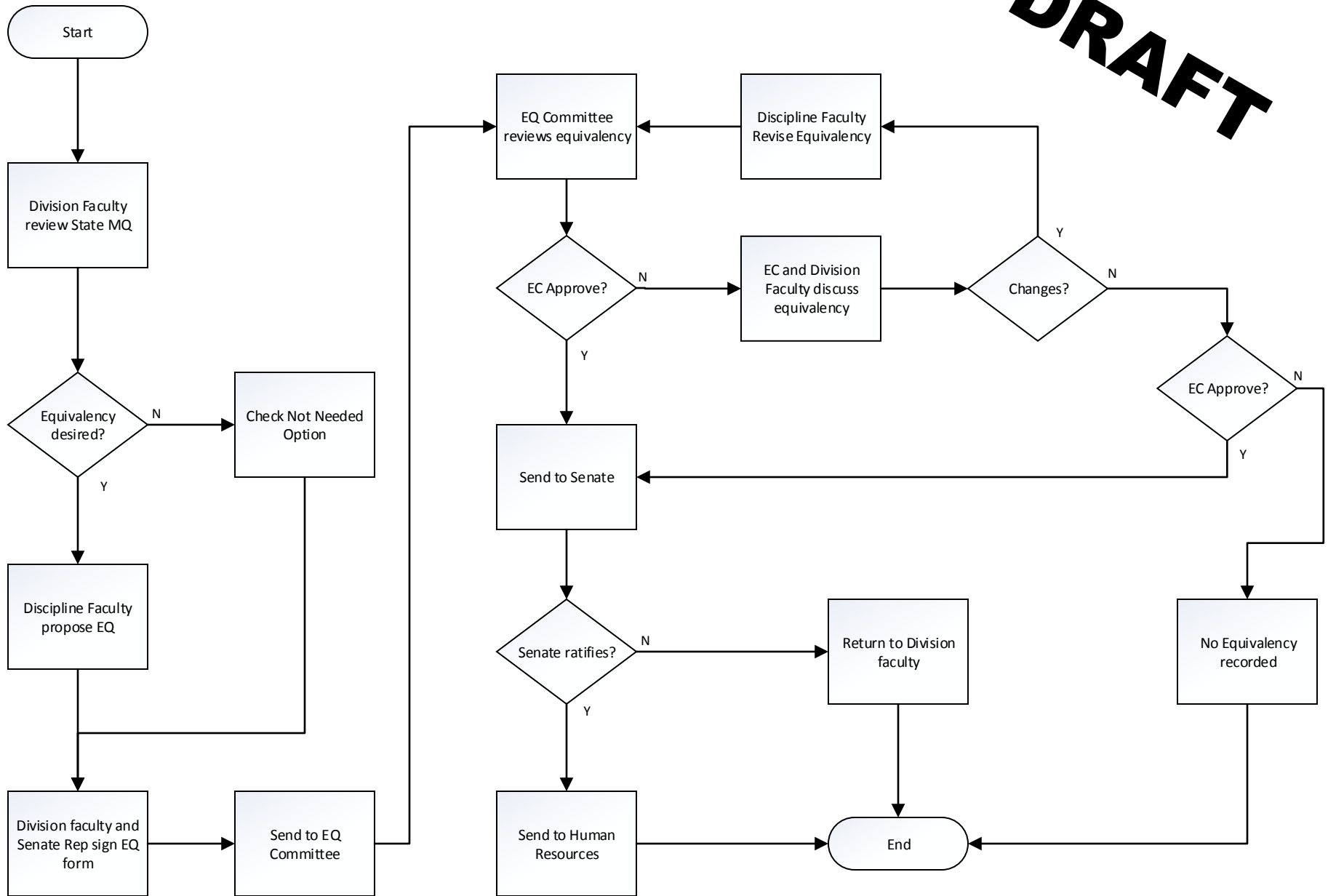
- SLO/PLO Sub-Committee would be a Senate committee with divisional representation. The faculty co-chair would chair the sub-committee.
- OO Sub-committee would consist primarily of representatives from non-division areas and be chaired by the administrative co-chair (or designee).
- ILO Sub-Committee would consist of faculty, staff, and administration as appropriate.
- Not all sub-committee members would need to be members of the Outcomes Committee, but all members of the Outcomes Committee would be assigned a sub-committee.

- Action Plans Sub-Committee would be a Senate committee with divisional representation. The faculty co-chair would chair the sub-committee.
- OAP Sub-committee would consist primarily of representatives from non-division areas and be chaired by the administrative co-chair (or designee).
- Not all sub-committee members would need to be members of the Outcomes Committee, but all members of the Outcomes Committee would be assigned a sub-committee.

DRAFT

Equivalency Proposal Process

DRAFT



ANTELOPE VALLEY COLLEGE
Academic Affairs Office

To: Academic Senate
From: Linda Harmon, AP&P Cochair
Date: April 27, 2015
Subject: Academic Policies and Procedures Committee Recommendations for Academic Senate Approval

The following courses and programs were reviewed and approved by the Academic Policies and Procedures (AP&P) Committee:

Course Revisions Approved by AP&P on February 26, 2015:

1. CHEM 110, General Chemistry

Course Revisions Approved by AP&P on March 12, 2015:

1. ENGL 221, American Literature, 1400-1865 - Changed maximum enrollment from 35 to 30
2. ENGL 222, American Literature, 1865-Present - Changed maximum enrollment from 35 to 30
3. ENGL 225, English Literature, 800-1750 - Changed maximum enrollment from 35 to 30
4. ENGL 227, English Literature, 1750-Present - Changed maximum enrollment from 35 to 30
5. ENGL 230, World Literature 1 - Changed maximum enrollment from 35 to 30
6. ENGL 231, World Literature 2 - Changed maximum enrollment from 35 to 30
7. ENGL 235, Shakespeare: Tragedies and Histories - Changed maximum enrollment from 35 to 30
8. ENGL 236, Shakespeare: Comedies, Romances, and Sonnets - Changed maximum enrollment from 35 to 30
9. ENGL 240, Studies in Poetry - Changed maximum enrollment from 35 to 30
10. ENGL 242, Studies in Fiction - Changed maximum enrollment from 35 to 30
11. ENGL 246, Studies in Drama - Changed maximum enrollment from 35 to 30
12. ENGL 250, Cross-Cultural Literature in America - Changed maximum enrollment from 35 to 30
13. ENGL 253, African American Literature - Changed maximum enrollment from 35 to 30
14. ENGL 256, Hispanic and Latin American Literatures - Changed maximum enrollment from 35 to 30
15. ENGL 257, Native American Literature - Changed maximum enrollment from 35 to 30
16. ENGL 259, Gender, Image, and Rhetoric - Changed maximum enrollment from 35 to 30
17. ENGL 265, Literature and Film - Changed maximum enrollment from 35 to 30
18. ENGL 279, Science Fiction and Dystopic Literature - Changed maximum enrollment from 30 to 30
19. ENGL 299, Special Topics in Literature - Changed maximum enrollment from 30 to 30

Course Revisions Approved by AP&P on March 26, 2015:

1. MATH 140, Precalculus - Addition of a prerequisite: Completion of MATH 105
2. SOC 200, Research for the Social Sciences – Changed Prerequisites

Course Revisions Approved by AP&P on April 24, 2015:

1. BUS 201, Business Law
2. ESL 018, ESL Reading and Writing 1 - changing to noncredit and adding repeatability
3. ESL 019, ESL Skills Building 1 - changing to noncredit and adding repeatability
4. ESL 020, ESL Vocabulary and Pronunciation 2 - changing to noncredit and adding repeatability
5. ESL 023, ESL Grammar 2 - changing to noncredit and adding repeatability
6. ESL 028, ESL Reading and Writing 2 - changing to noncredit and adding repeatability
7. ESL 030, ESL Vocabulary and Pronunciation 3 - changing to noncredit and adding repeatability
8. ESL 033, ESL Grammar 3 - changing to noncredit and adding repeatability
9. ESL 038, ESL Reading and Writing 3 - changing to noncredit and adding repeatability
10. ESL 040, ESL Vocabulary and Pronunciation 4 - changing to noncredit and adding repeatability
11. ESL 043, ESL Grammar 4 - changing to noncredit and adding repeatability
12. ESL 048, ESL Reading and Writing 4 - changing to noncredit and adding repeatability
13. ESL 050P, ESL Vocabulary and Pronunciation 5 - Addition of a prerequisite: Completion of ESL 040

14. ESL 053, ESL Grammar 5 - Addition of a prerequisite: Completion of ESL 043
15. ESL 058, ESL Reading and Writing 5 - Addition of a prerequisite: Completion of ESL 048
16. MATH 135, Plane Trigonometry
17. WELD 212, Performance Welding-Arc Welding Processes - changed units from 2 to 4, hours lecture changed from 1 to 2, hours lab changed from 3 to 6

Course Deactivations Approved by AP&P on December 11, 2014:

1. FTEC 216, Engine Company Operations
2. FTEC 217, Truck Company Operations
3. HD 198, Human Development Seminars
4. HD 198A, Assertiveness Training
5. HD 198C, Career and Major Exploration
6. HD 198O, Orientation to College
7. Online: HD 198O, Orientation to College
8. Hybrid: HD 198O, Orientation to College

Program Revisions Approved by AP&P on February 26, 2015:

1. Business Administration, Associate in Science
2. General Business, Associate in Science
3. General Business, Certificate of Achievement: 18+ units
4. Small Business Management, Associate in Science
5. Small Business Management, Certificate of Achievement: 18+ units

New Corporate Community Education Course Approved by AP&P on April 24, 2015:

1. Introduction to Hindi

Outcomes Committee 2014-2015 Annual Report

During Fall 2014 to Spring 2015, the Outcomes Committee accomplished the following:

- Held Opening Day FPD: The Value of a Degree (Friday 8/15, 1:15 am and 2:25 pm, LH 102): The session was attended by 30 individuals including the presenter. The event presented the compliance rates for Fall 2013-Spring 2014 reporting of data and action plans in Weave. For courses: 66% had current findings and 81% had action plans on average. For programs: 43% had findings and 91% had action plans on average. For operational areas: 21% had findings and 83% had action plans on average. Event attendees were reminded that the deadline to submit action plans is September 30th, 2014. The event also included information concerning the definition of SLOs and PLOs as well as effective methods to assess them. The last part of the presentation consisted of a description of guidelines for “valuable” degrees. Attendees were shown how to link these guidelines with PLOs. Examples of revised PLOs that meet these guidelines as well as ways to assess them were also provided. Some attendees requested that additional information about these guidelines be made available on the Outcomes Committee website.
- Held FPD: The Value of a Degree (Friday 10/03 and Friday March 6, 9 am to 12 pm, LH 102): Both sessions were poorly attended but featured lively discussion. The events were a repeat of the FPD given on Opening Day.
- Approved SLO revisions for: AERO 120, AERO 121, AERO 230, AERO 231, AERO 240, AERO 241, AGRI 100, AGRI 104, AGRI 110, AGRI 134, AGRI 230, AGRI 234, AJ 102, ANTH 101L, ART 101, ART 102, ART 110, ART 140, ART 210, ATH 102, AUTO 100, AUTO 101, AUTO 110, AUTO 111, AUTO 112, AUTO 276, ACCT 115, ACCT 121, BIOL 100, BIOL 110, BIOL 120, BIOL 202, BUS 113, BUS 121, BUS 201, CA 103, CA 151, CFE 114, CFE 120, CHEM 101, CHEM 102, CHEM 110, CHEM 120, CHIN 101, CIS 157, CIS 161, CIS 175, COMM 101, , COMM 103, COMM 105, COMM 107, COMM 112, COMM 114, COMM 116, COMM 215, COMM 219, CT 100, CT 102, CT 114, CT 212, CT 222, DA 111, DFST 101L, DFST 102L, DFST 201L, DFST 204, DFST 205, ECON 101, ED 141, ENGL 090, ENGL 095, ENGL 097, ENGL 099, ENGL 111, ENGL 112, ENGL 113, ENGL 221, ENGL 222, ENGL 225, ENGL 227, ENGL 230, ENGL 231, ENGL 235, ENGL 236, ENGL 240, ENGL 242, ENGL 246, ENGL 250, ENGL 253, ENGL 256, ENGL 257, ENGL 259, ENGL 265, ENGL 279, ENGL 299, FTEC 141, FTEC 144, FTEC 149, FTEC 295B, FTEC 295BL, FTV 242, FTV 244, FTV 251, FTV 261, GEOG 201, GEOG 205, GER 201, GER 202, HE 101, HIST 101, HIST 102, HIST 104, HIST 105, HIST 110, HIST 111, HIST 112, HIST 113, HIST 114, HIST 115, HIST 118, HIST 119, JOUR 121, KIN 101, KIN 108A, KIN 108 B, KIN 108C, KIN 108 D, KIN 111, KIN 115, KIN 128, KIN 135, KIN 140, KIN 155, KIN 160, KIN 180, KIN 193, KIN 194, KIN 195, KIN 205, KIN 225, KIN 265, LAC 020, MATH 065, MATH 070, MATH 102, MATH 135, MATH 140, MATH 160, MATH 220, MATH 230, MATH 250, MGT 101, MKTG 112, MOA 101, MUS 101, MUS 105, POLS 101, POLS 203, RCP 102, RCP 104, READ 095, READ 099, SOC 101, SOC 112, THA 130, WELD 101, WELD 110, WELD 120, WELD 130, WELD 145, WELD 212
- Approved PLO revisions for programs: Professional Bookkeeping Certificate of Achievement, Psychology AA-T, Business Administration, General Business, Certificate of Achievement in General Business, AS Professional Bookkeeping, AS Management, Certificate of Achievement in Management, Small Business Management AS, Small Business Management Certificate of Achievement

- Approved SLOs for new courses: DM 146, DM 146L, ESL 050X, ESL 053, MATH 105, MATH 128, NS 200A, PHTC 246, PHTC 246L, SPAN 203, SPAN 210SS, SPAN 220 SS, THA 115A, THA 115B, THA 116A, THA 117A, THA 117B, THA 118A, THA 118B, THA 121A, THA 121B, MUS 106
- Approved PLOs for new programs: ECON AA-T, GER AA, PHIL AA-T, SPAN AA-T, Yoga Instructor Certificate of Achievement
- Discussed recent and pending changes to Outcomes committee membership: The committee requested that the Academic Senate, Academic Affairs position be eliminated because most committee representatives are faculty thus making this position unnecessary. Melanie Parker who currently holds the position agreed to be the new Division #4 representative instead.
- Discussed SLO/PLO data action plan reporting: Dr. Fredy Aviles (Co-chair) expressed concern over the compliance rates for Fall 2013-Spring 2014 data and action plans. It was noted that certain divisions had high rates of compliance (BCSED and SBS) while the others were substantially lower (see “Value of a Degree” description above). Dr. Aviles also reported that Dr. Oneil (who was not present at the meeting) had asked to committee to discuss the need to have faculty report only 1 SLO per course per academic year because “we will be moving ahead with this.” The committee insisted that the issue had been previously discussed and that the committee had decided that all SLOs for all courses should be assessed per academic year. The committee felt that administration was pressuring the committee to adopt this more lenient policy and requested that this be made a discussion topic for the Academic Senate.

VP of Academic Affairs Bonnie Suderman was at the 9/22/14 Outcomes Committee meeting to talk about this issue. She communicated that administration is not trying to “bully” the committee but instead wanted the committee to discuss alternatives to this recommendation. After much discussion it was agreed that the committee would retain its policy that all SLOs, PLOs, and OOs have data entered in Weave once per academic year. However, the committee is ok with having one action plan entered in Weave per course, program, or operational area once per academic year. The committee will vote for the official language for this recommendation on 10/13.2014.

- Discussed Operational Outcomes: Dr. Aviles reported that compliance rates for operational outcomes are very low and that the appropriate parties need to enforce data and action plan entry in Weave. It was also noted that the members of OO areas are frequently absent from committee meetings. A plan needs to be devised to ensure compliance on both these issues. Committee members also requested that we revisit the idea of having a separate committee for operational outcomes.
- Discussed SLO/PLO data action plan reporting: Dr. Fredy Aviles (Co-chair)
The Outcomes Committee voted for the official language for its reporting guidelines:

Outcomes Reporting Guidelines

Reporting Cycle: October 1 – September 30

Data: All outcomes (SLO/PLO/OO) will be assessed and data entered into Weave each reporting cycle no later than two weeks after the end of the spring term. All intersession data will be entered in the current reporting cycle. All summer data will be entered into the following reporting cycle.

Action Plan: The minimum requirement is that each course, program, and operational area enters one action plan in Weave each reporting cycle no later than September 30th.

- Discussed college mission, and EMP priorities: Dr. Meeta Goel presented the program review presentation regarding the college wide discussion on the college mission and how it relates to the Education Master Plan. It was decided that our institution should focus on Education Master Plan number 1, 3, and 4 as they are critical to our success and should be kept in mind when reviewing the committee mission. Dr. Meeta Goel mentioned that at the past college wide planning meeting the college mission statement was discussed as there are currently four versions of the college mission in publication. Efforts were made to revise the mission so only one would exist from now on and would only be reviewed and revised if needed rather than our current practice of revising it annually.
- Discussed Outcomes Committee mission: A discussion took place regarding the appropriateness of the previously written mission statement for the Outcomes Committee and how it directly relates to the college mission. After a review of the mission, the committee agreed on the following language:
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.

Dr. Aviles will present the new mission to the Academic Senate at the next regularly scheduled meeting in spring 2015. This item will return for potential action to approve the mission for the Outcomes Committee.
- Discussed Outcomes Committee website: A motion was made and seconded to add a professional development page to the Outcomes Committee website. Dr. Aviles indicated that several requests from faculty have been made to add the PowerPoint presentations from the various Outcomes Committee professional development meetings to the Website for easy reference. The committee was in agreement that a new page should be added to the Website that lists upcoming professional development opportunities along with past meetings and their corresponding PowerPoint. They also agreed to title the page Presentations in the left column.
- ILO Taskforce: The committee agreed to create an ILO taskforce at the recommendation of Dr. Maria Clinton. Dr. Meeta Goel obtained approval from Strategic Planning Committee (SPC) for the Outcomes Committee to do this and make recommendation to SPC. The taskforce will conduct the research, prepare better written ILOs and present the information to the Outcomes

Committee for final review and approval in the spring semester. Since the committee was in agreement with the establishment of a task force, the following members had volunteered to participate: Melanie Parker, Irit Gat, Fredy Aviles, Glenn Haller and Meeta Goel.

- **Outcomes Committee Handbook taskforce:** An Outcomes Committee taskforce was developed that included Dr. Glenn Haller, Dr. Fredy Aviles, Ms. Melanie Parker, and Dr. Irit Gat. Ms. Parker indicated she had previously developed a preliminary outline for the handbook and would distribute that to the taskforce members to get started.
- **Data Days:** Dr. Meeta Goel requested committee members to help with hosting training to help faculty enter data. Dr. Svetlana Desplazes and Ms. Jamie Jones are working on screenshots to assist faculty with using Weave. Dr. Goel requested committee members speak with their divisions to determine the dates and needs of faculty to enter data and to stress that 100% rates on PLOs/SLOs/OOs is a necessity. Dr. Goel also developed and administered an online survey so faculty can indicate what kind of help they need and when they would like to receive it. The results of the survey will be used to plan the training sessions.
- **MOU Concerning Adjuncts:** Dr. Bonnie Suderman was present at the 4/27 outcomes Committee meeting to discuss the MOU concerning adjuncts. Pursuant to Article X, Sections 9.7.a and 9.7.b of the faculty contract, part-time faculty shall be compensated for mandatory participation in the Outcomes Assessment process. Their compensation for spring 2015 only, will consist of a \$50.11 stipend. In the event that the one percent raise is approved, the stipend would increase to \$50.61. In order to receive the compensation, the part-time faculty must show evidence that they have:
 1. Compiled and submitted the relevant outcome assessment data by June 12, 2015, in the format communicated by the Department or Division.
 2. Participated in the Discipline, Department or Division-wide discussion of outcomes assessment and development of action plans (along with the full-time faculty who are responsible for leading the discussion).
 3. Been listed as a participant in the District's Outcomes Assessment and program review.The Dean will verify participation through the submission of a Supplemental Pay form.
- **Outcomes Committee Reorganization:** Dr. Bonnie Suderman was present at the 4/27 outcomes Committee meeting to discuss the likely reorganization of the Outcomes Committee. Under the new structure, the committee would be called the Outcomes and Assessment Committee (a participatory governance committee) that would be chaired by an administrative co-chair and a faculty senate co-chair. The committee would have 3 subcommittees: 1) Institutional Learning Outcomes Sub-committee, 2) Organizational Outcomes Sub-committee with operational area representatives, 3) SLO/PLO Senate Sub-committee with division representatives.
- **Weave Training:** Dr. Fredy Aviles walked the committee through the process for running reports. After a moment, many members expressed concerns with not having a handout or packet that reviews the process within Weave available for reference. A suggestion was made that even a one page "How to" document on each process within Weave would be beneficial. The document has been created and will be posted to the Outcomes Committee website.